



**December 20-21, 2017
College of Southern Idaho
Herrett Center
315 Falls Avenue
Twin Falls, Idaho**

Wednesday, December 20, 2017, 1:00 pm

BOARDWORK

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

WORK SESSION

Planning, Policy and Governmental Affairs

- A. Board of Education Strategic Plan

DEPARTMENT OF EDUCATION

1. Developments in K-12 Education
2. Mastery Based Education Update
3. Annexation/Excision Request – Coeur d'Alene School District (#271)/Lakeland School District (#272)
4. Annexation/Excision Request – Coeur d'Alene School District (#271)/Post Falls School District (#273)
5. Annexation/Excision Request – Sugar-Salem School District (#322)/Fremont School District (#215)
6. Professional Standards Commission – Annual Report
7. Professional Standards Commission – Emergency Provisional Certificates

EXECUTIVE SESSION

1. University of Idaho

To go into executive session pursuant to Section 74-206(1)(c), Idaho Code, "To acquire an interest in real property which is not owned by a public agency."

2. 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 December 21, 2017, 8:00 a.m.

OPEN FORUM

CONSENT AGENDA

BAHR-Section II

1. Boise State University – Elsevier Library Subscription License Agreement
2. University of Idaho – Easement for Electric Service for the Center for Organic Studies, Sandpoint

IRSA

3. Programs and Changes Approved by the Executive Director

PPGA

4. Idaho State University – Special Education Director Endorsement Program Review
5. University of Idaho – Facilities Naming – Rock Creek Ranch
6. Indian Education Committee Appointments
7. Institution President Approved Alcohol Permits

SDE

8. Professional Standards Commission – Lewis-Clark State College – State Team Focused Visit Report

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. College of Southern Idaho Report
2. Idaho Division of Vocational Rehabilitation Report
3. Workforce Development Council Update
4. Boise State University – Alcohol Service Request – Double R Ranch Club Room – Basketball
5. Educator Pipeline Report
6. Annual Evaluation Review Report
7. Higher Education Task Force Recommendations – Prioritization
8. State Accountability System – Student Engagement Survey

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Complete College America and Complete College Idaho Reports
2. Remedial Education Report
3. Board Policy III.S. Remedial Education – First Reading
4. Board Policy III.Z. Delivery of Postsecondary Programs – First Reading
5. Board Policy III.P. Students – Second Reading
6. Program Enrollment Summary
7. Boise State University – Master of Science in Respiratory Care
8. College of Eastern Idaho – Associates of Science Degree
9. Idaho State University – Expansion of Doctor in Physical Therapy

AUDIT

1. FY 2017 Financial Statement Audits
2. FY 2017 Financial Ratios
3. FY 2017 Net Position Balances
4. Lewis-Clark State College Foundation Operating Agreement

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

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

Section II – Finance

1. Board Policy - Section V.B. – Budget Policies – First Reading
2. Board Policy - Section V.E. – Gifts and Affiliated Foundations – First Reading
3. FY 2019 Permanent Building Fund Advisory Council (PBFAC) Recommendations
4. Boise State University - Authorization for Issuance of General Revenue Bonds
5. Idaho State University - One-time Transfer of NCAA Endowment Funds Through the ISU Foundation
6. University of Idaho - Authorization for Issuance of General Revenue Bonds

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.

**BOARDWORK
DECEMBER 20, 2017**

1. Agenda Approval

Changes or additions to the agenda

2. Minutes Approval

BOARD ACTION

I move to approve the minutes from the October 19-20, 2017 Regular Board meeting, the November 15, 2017 Special Board meeting, and the December 5, 2017 Special Board meeting.

3. Rolling Calendar

BOARD ACTION

I move to set December 19-20, 2018 as the date and the College of Western Idaho as the location for the December 2018 regularly scheduled Board meeting.

THIS PAGE INTENTIONALLY LEFT BLANK

**BOARDWORK
DECEMBER 20, 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
October 18-19, 2017
Lewis-Clark State College
Williams Conference Center
4th Street and 9th Avenue
Lewiston, Idaho**

A regularly scheduled meeting of the State Board of Education was held October 18-19, 2017 at Lewis-Clark State College in Lewiston, Idaho.

Present:

Linda Clark, President	Emma Atchley
Debbie Critchfield, Vice President	Don Soltman
David Hill, Secretary	Richard Westerberg (except where noted)
Sherri Ybarra, State Superintendent (except where noted)	

Absent:

Andrew Scoggin

Wednesday, October 18, 2017

BOARDWORK

1. Agenda Review/Approval

BOARD ACTION

M/S (Critchfield/Soltman): To approve the agenda as submitted. The motion carried 6-0. Mr. Scoggin and Superintendent Ybarra were absent from voting.

BOARDWORK
DECEMBER 20, 2017

2. Minutes Review / Approval

BOARD ACTION

M/S (Critchfield/Hill): 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. The motion carried 6-0. Mr. Scoggin and Superintendent Ybarra were absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Critchfield/Soltman): 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. The motion carried 6-0. Mr. Scoggin and Superintendent Ybarra were absent from voting.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

1. Lewis-Clark State College Annual Progress Report and Tour

The Board met at Lewis-Clark State College (LCSC) in the Williams Conference Center in Lewiston, Idaho at 11:00 am (MDT). President Tony Fernandez welcomed members of the Board to the campus of Lewis-Clark State College. Also representing LCSC were Student Body President Mr. A.J. Baron and Faculty Senate & Faculty Association Chair Dr. Amanda Van Lanen.

Dr. Fernandez proceeded with an update of LCSC's Strategic Plan by sharing with members LCSC's many successes over the past year including a record number of graduates in the prior year, an 8 percent increase in fall 2016 enrollment and successes in both the academic and athletic arenas including multiple grants and athletic achievements. President Fernandez continues the college exceeded the national average for health licensing examinations and experienced a 95 percent placement of graduates from the spring 2016 class in a majority of programs and experienced an all-time record of 816 graduates in FY17. Dr. Fernandez then states that although LCSC continues to experience record graduation rates, there is still a need to increase retention rates. He continues LCSC now has a total of 30 Peer Mentors to help increase retention rates and continues to expand the college's Work Scholars Program which today includes 45 participating students.

Dr. Fernandez then shared with Board members LCSC experienced a decrease of 4.5 percent in fall 2017 enrollment. He continues LCSC has researched the recent decrease and found it to be due to a precipitous drop-off of transfer students from Career Technical Education programs and that a majority of these students reported they had found employment between the time they applied to LCSC and the beginning of the academic

BOARDWORK
DECEMBER 20, 2017

year and that this is the major reason for not continuing with their postsecondary education. Dr. Fernandez then states that although overall enrollment for fall 2017 was down, the college did experience a 4.5% increase in new students enrolling from Idaho schools, a 17.5% increase in Hispanic enrollment, a 7.8% increase in total minority enrollment, and a 7% increase in pre-college enrollment. He then shares a majority of students attending LCSC are first generation college students and the current year is the highest seen at LCSC.

Dr. Fernandez continued his presentation with an update to Board members of recent efforts to collaborate with the local economy and increase economic development citing the award of an \$840,000 National Science Foundation Grant on metal manufacturing. He shares this was a collaboration with the University of Idaho and local manufacturers providing an opportunity for 90 North Central Idaho students currently enrolled in the 10th Grade to earn and industry recognized certificate or endorsement.

Finally, Dr. Fernandez shared with the Board LCSC's efforts to leverage resources to maximize institutional strength and efficiency by repurposing positions within the college's administration to strengthen recruitment efforts with the Idaho Department of Labor, Vocational Rehab and LCSC Workforce Training Center. He shares LCSC's Capital Projects are underway and on time and that LCSC has continued to increase its College Advancement efforts by issuing \$1,216,681 in scholarships and distributions since 2009.

At this time, Dr. Fernandez concluded his presentation and asked if there were any questions from the Board.

At this time Board member Hill then asked President Fernandez's opinion on the low enrollment during summer session to which President Fernandez responded tuition was lowered and courses reorganized with no success and that it is his belief a lack of Pell Grants offered for the summer session was a major factor.

Dr. Clark then asked of the increase in enrollment of First Generation College Students and if LCSC could attribute this increase to specific outreach efforts or other factors. President Fernandez responded the enrollment of First Generation College Students at LCSC has always been high, however, the increase for the current year could be due in part to an increase in students enrolling through the College Assistance Migrant Program (CAMP).

Board member Critchfield then asked if there was anything specific from the recommendations of the Governor's 2017 Higher Education Task Force (Task Force) that President Fernandez brought back to LCSC for implementation to which he responded the Adult Learner recommendation, adding LCSC has and will specifically implement programs directed towards adult learners. At this time Board member Clark asked President Fernandez to share his opinion of the importance of scholarships for this student population. Dr. Fernandez responded scholarship funds and institution support are extremely important to this student population.

BOARDWORK
DECEMBER 20, 2017

Board member Hill then asked President Fernandez to share his opinion on the importance of student internships and programs similar to the Work Scholar Program offered at LCSC. Dr. Fernandez responded it is critical in this day and age for students to receive the kind of experience at the locations where they may be hired. Adding this has always been the case with educational programs for teachers and nurses and it makes sense for other programs as well. He continues there is a dual benefit to both the student and employer in an internship situation and that often times a student will decide on another path after experiencing the current one and that this is important too.

Board member Critchfield then asked if the Associated Students of Lewis-Clark State College (ASLCSC) President A.J. Baron had anything he wished to share with the Board. Mr. Baron responded the goal of the ASLCSC was to seek out and create more opportunities for students to receive backing and support while in college, sharing with Board members the opening of the LCSC Warrior Pantry, an on-campus food pantry.

Board member Clark then asked if the Faculty Senate & Faculty Association Chair Dr. Amanda Van Lanen had anything she wished to share with the Board. Dr. Van Lanen thanked the Board for the opportunity, highlighting the Inclusive Practices Certificate offered through the Center for Teaching and Learning (CTL) as well as a new pilot program through General Education focusing on high impact practices such as undergraduate research designed to help students with these skills. Board member Atchley then asked if any of the high impact practices are working towards an online delivery to which Dr. Van Lanen responded currently all delivery is on campus, however, the plan is to work towards an online delivery to which Ms. Atchley responded with her experience that as instructors learned how to present online it often improved their skills in the classroom and she encouraged this work to continue.

At this time Superintendent Ybarra joined the meeting.

President Fernandez then invited Board members to meet directly with LCSC students representing TRiO, Residence Life, the Associated Students of Lewis-Clark State College (ASLCS), Peer Mentors, the Coeur d'Alene Center and College Assistance Migrant Program (CAMP) to discuss their experiences at LCSC.

At this time the Board recessed until 1:00pm (MDT) while Board members Clark, Critchfield, Hill, and Soltman met with LCSC students at Reid Centennial Hall, Room 202.

The Board reconvened in the Williams Conference Center on the campus of Lewis-Clark State College 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 Lewis-Clark State College for its hospitality and thanked President Tony Fernandez for the morning's tour and congratulated him on LCSC's progress to date.

WORKSESSION

A. Public Education System – Performance Reporting

BOARDWORK
DECEMBER 20, 2017

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

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield, introduced the item reminding Board members of the discussion in March around streamlining performance reporting and providing the information in a condensed and clear form. She continued one of the goals of the PPGA committee was to limit the number of performance reporting measures. She then invited the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, Director of Research, Mr. Carson Howell, and Chief Academic Officer, Dr. Randall Brumfield to present the annual performance report to the Board.

Ms. Bent shared with Board members the presentation today would focus on a number of different measures within the system presented by the Board's Director of Research, Mr. Carson Howell, followed by a discussion of how Board members would like to proceed on specific measures.

The first measure for discussion was the Idaho Reading Indicator (IRI) State-wide Proficiency Levels. Ms. Bent introduced this item, sharing with Board members the new requirement for the Board to review the statewide reading assessment each year and then, beginning next year, review the trajectory growth targets the Board set in rule the previous year. She continues that since this is the baseline year there will not be a discussion of if targets were met, however, the Board will be looking at the numbers for the last four years and different policy areas.

Mr. Howell shared with Board members the statewide IRI scores for the 2013-2014 cohort starting with Kindergarten as they progress through Grade 3. The IRI scores show 54% testing at grade level for the Fall IRI and 46% testing below grade level and that as the cohort progressed, those who tested at grade level for the spring IRI assessment increased to 79%, however, the Fall IRI assessment for Grade 1 dropped to 62% of students testing at grade level. He continues this drop could be attributed to a number of factors including the state's compulsory attendance age as well as "summer melt". Board member Clark then asked for clarification of the cohort and if the data is for all students tested or just those who started in Kindergarten and progressed through Grade 3. To this Mr. Howell responded the data provided is for all students tested. Dr. Clark then stated a truer picture would require data for students who start school in Idaho in Kindergarten and progress through the Idaho elementary system. At this time Superintendent Ybarra shared with Board members the change in the material tested between the Kindergarten Fall IRI assessment and Grade 1 Fall IRI assessment adding a change in the skills tested and that this is the same as a student transitions from Grade 1 to Grade 2. To this Mr. Howell responded historically there has been a decline in rates because of the change in skills tested from grade to grade. Board members then requested Board staff research the possibility of following a true cohort as well as differences between students attending full-day Kindergarten versus half-day Kindergarten.

At this time Board member Atchley commented the results presented today show 79% of students testing at grade level after the spring assessment, but then notes a significant

BOARDWORK
DECEMBER 20, 2017

decline in the number of students testing at grade level after the fall assessment the following year. She asks if the fall IRI given in Grade 1 is testing the same information from the Kindergarten spring IRI assessment to which Ms. Bent responded in the negative, stating students are expected to know a higher level of information at the next Grade level and this is what students are being tested on. Ms. Atchley then asked how students are expected to learn this new information if it has not been presented to them to which Ms. Bent responded at the end of the Kindergarten year, students would have been taught the information expected for them to know when entering Grade 1 and the fall IRI will identify if students are at that level. Dr. Clark then asked if the IRI assessments stand by themselves as opposed to measuring continual growth along a scale of reasoning to which Ms. Bent responded the current IRI assessment identifies whether or not a student is reading at the expected level at that time. Dr. Clark then asked if the fall IRI given in Grade 1 tests the same material as the spring IRI given in Kindergarten or does the Grade 1 fall IRI test Grade 1 skills. To this, Superintendent Ybarra answered each assessment is testing different skills but comparing the results as though the same assessment were given to the same cohort each time. She adds that it is typical to observe a drop in scores across districts and that testing different skills between years is the primary factor related to the dip in scores. Dr. Clark added this is true at every grade level with each assessment measuring skills at that grade level and not a continuation of skills mastered. She then states the final take away from the data presented today is students are entering the system 55% proficient and leaving at 75% proficient. Board member Hill then reminded members of data showing students who do not test proficient in reading by Grade 3 do not perform as well later in their education and the data provided today shows one fourth of Idaho's students are not proficient in reading when they exit Grade 3.

At this time the Board's Executive Director, Mr. Matt Freeman, shared the data presented today is a total or aggregate comparison as students move through the system. He then asked Board members their preference for how staff measures progress and tracking of IRI scores. Dr. Clark responded it would be more insightful for the Board if staff also provided data for a true cohort, however, still need to see overall results presented today. She continues a separate issue is the use of a new test, adding the numbers provided today will not be as useful once the new IRI has been fully implemented. To this, Ms. Bent responded one advantage of districts piloting the new IRI is that these districts are testing students using both assessments.

Ms. Bent then states there are multiple ways to group the information and asks if it would be more beneficial to the Board to see results group regionally or by high performing schools versus the current format of providing results at the individual school and district level. To this Dr. Hill responded his belief it is beneficial to look at all the data, however, the final number is what the Board should focus on. Board member Critchfield added more detail would also be useful for schools and districts.

At this time, Mr. Howell, presented to Board members scores for the Idaho Standards Achievement Tests (ISAT). He notes the statewide benchmark has been set at 100%, meaning all students meet proficiency. Mr. Howell then shares the data presented today is for students rating at or above the benchmark and that results for the English Language

BOARDWORK
DECEMBER 20, 2017

Assessment (ELA) portion of the ISAT have been improving (increasing) as students' progress through each grade, while the level of proficiency for the Math portion has been trending in the other direction (decreasing).

Mr. Howell continues with an overview of statewide college entrance exam scores. He shares the Board has adopted a benchmark composite score of 24 for the American College Test (ACT) and that currently, Idaho students are trending above average. He continues this is due primarily to the fact that students taking the ACT have elected to take the test because it is their intent to attend a college that accepts the ACT and that the number of students taking the ACT ranges from 6,000-7,000 annually. Mr. Howell then provided an update on the statewide scores for the Scholastic Assessment Test (SAT). He reminds Board members the state pays for and mandates all students take the SAT and that because of this a much broader group of students are taking the SAT as compared to the ACT. Dr. Clark then asked if the Board is comparing results of the SAT to all students taking the test nationwide and, if so, would it not be beneficial to compare Idaho's results with those states who also mandate every student take the test. To this Mr. Howell responded in the affirmative. Dr. Clark then requested the Board collect a separate, additional set of data comparing Idaho students against a composite of states who also test all students.

Mr. Howell then presented to members of the Board the statewide high school graduation rates, reminding Board members of the change in 2013-2014 to measure graduation rates based upon an adjusted cohort graduation rate. He continues that with an adjusted cohort graduation rate any student entering an Idaho school is added to the cohort upon enrollment and removed when they leave, stating this is also how graduation rates are reported nationally. Mr. Howell shares since 2013-14 there has been a slight increase in graduation rates from 77% to 79.5%, however, this is still below the state's target rate of 95%.

At this time Mr. Howell asked if there were any additional measures Board members would like to see related to this performance indicator to which Dr. Clark asked for information on how many students begin 9th grade and finish 12th grade within Idaho's system. Mr. Howell responded this is something that can be identified but is not available today. He then shared with members of the Board that 20% of students do not have a record of attending anywhere else, continuing, a large group of the student population leaves between their junior and senior year and that increasing the Compulsory Attendance Age is something Board members could consider in order to increase retention and completion rates. Ms. Bent then shared the data for statewide high school graduation rates shows that smaller school districts are, in general, outperforming larger school districts and that this could be a result of increased one-on-one time for teachers and students.

Mr. Howell continued his presentation with an update to Board members on the 1-Year and 3-Year Go-On Rates, sharing for the current year available, the 1-Year Go-On Rate was 48% and the 3-Year Go-On Rate was 63% and that overall, there has been a slight decline in the number of students continuing on after high school. He then shares that

BOARDWORK
DECEMBER 20, 2017

although the overall Go-On Rate may be flat or declining, a larger percentage of students who are going on are choosing to go to one of Idaho's public institutions. Dr. Hill then asked what is being included in the Go-On rate to which Mr. Howell responded any school receiving federal financial aid, whether that school be an in-state, out-of-state, public, private, military or technical school. Ms. Bent then added the data is provided back to school districts based upon their individual go on rates.

At this time Mr. Howell shared the data for the number of Degrees awarded and STEM Degrees awarded, stating the target has been increased over time because it has continually been met and that the current target is now 15,000 degrees and continues with an upward trend in both number of total degrees and STEM degrees awarded. Mr. Westerberg then asked if the difference between the declining Go-On rates and the increase in Degrees awarded is a result of population growth to which Mr. Howell responded the data for Degrees Awarded includes all students enrolled in a postsecondary institutions and not just Idaho students and that if an institution is able to build their student population by attracting out of state students, then those students are also counted in the number of Degrees awarded. The Board's Executive Director, Mr. Freeman then asked if the data is unduplicated to which Mr. Howell responded the data is unduplicated by degree category. Board members continued with a discussion on how best to count both the Go-On Rate and number of Degrees awarded to which Ms. Bent responded that when looking at Go-On rates compared to Degrees awarded you must also take in to consideration how long it takes for a degree to be conferred. Dr. Hill then added that 20% of Degrees awarded are STEM Degrees and the Board should consider increasing the target for the number of STEM degrees awarded based upon what is known of industry needs. Ms. Bent then responded this will be a part of the conversation at the December Board meeting when Board member's review the Strategic Plan.

Mr. Howell continued his presentation with an update to Board members on the state's Remediation Rates, sharing this data has historically been provided to the Board broken out by institution, however, the information provided today is in response to recommendations from the Governor's Higher Education Taskforce for "Systemness" and is presented as an overall view of the statewide Remediation Rates broken down by the 2-Year institutions, 4-Year institutions and overall rates. Mr. Howell continued by sharing the data with Board members, noting, the percentage of students graduating from an Idaho high school within the previous twelve (12) months identified by an institution as requiring remediation shows a significantly higher rate for students attending a 2-Year institution than those attending a 4-Year institution.

Dr. Hill then asked how the data defines the term remediation and if the need for remediation is being identified by the student and not the type of remediation being received. Mr. Howell responded the requirement for remediation is identified by the institution and not reported on the type of remediation needed.

Dr. Clark then asked if there is a standard definition for the term remediation to which Mr. Howell responded in the negative.

BOARDWORK
DECEMBER 20, 2017

Board member Soltman then asked if the data is being shared with the districts to which Ms. Bent responded this is something that can be accomplished by staff working with the institutions to distribute the information. Mr. Howell added the Board will need to establish a uniformed definition of what requires remediation in order for this data to be helpful to school districts. Dr. Clark then asked why the Board would not have a standard definition for remediation, comparable to levels established with Direct Admissions, and stresses the need to eliminate the decision for remediation being made at the institutional level.

Board member Atchley then commented this goes back to the definition of a high school diploma and that a student going to college requiring remediation is not college ready. She continues this is a great disservice to both our institutions and students if they graduate high school unprepared.

Board member Westerberg then commented one of the reasons behind the Board requirement that all students take a college entrance exam is to determine if a student is capable of basic mathematics and English language skills, adding these scores are sent to the districts. To this the Board's Chief Academic Officer, Dr. Randall Brumfield stated the cut scores requiring remediation in Math or English are determined by the faculty at the individual institutions and these scores will differ by institution. He continues, students requiring remediation in English are supported in a credit bearing remediation course to achieve degree progress, however, there is progress to be made in this area with Math remediation. Dr. Clark then asked if, in light of the Governor's Higher Education Task Force recommendation for "Systemness", it is reasonable for each institution to determine the level for remediation at the level of the individual institution. To this Board member Soltman responded in a perfect system all students graduating from high school would not need remediation and maybe the Board's focus should be on the results of the Grade 3 IRI. Board member Westerberg then stated remediation is an opportunity to provide students additional help at the next level if it is needed, however, supporting students in this area does not change the fact that a large number of students are still in need of additional help when entering the post-secondary system.

At this time, Superintendent Ybarra shared her discomfort with making policy changes based on the data presented today and that perhaps the Board should consider using the SMARTER Balanced Assessment Consortium (SBAC) as a college entrance exam and that, in relation to the IRI test scores, there is more to the IRI test score than what is shown today and the reasoning behind remodeling the IRI is that the current format does not test comprehension. She continues cut scores for the IRI were changed dramatically and are now above the national average. She then states the need for Board members to consider mobility when evaluating scores. Ms. Bent adds the Board had, prior to the policy change, set scores to indicate if a student required remediation or could earn credit for courses based upon their college entrance exam score. She continues the Instructional, Research, and Student Affairs (IRSA) Committee looked at this very closely prior to changing the policy and that student performance on various assessments is something the Board could considered again prior to any policy decisions being made.

Mr. Howell then shared with Board members data on the number of students earning thirty (30) credits per year. He states this is not currently a strategic measure and

BOARDWORK
DECEMBER 20, 2017

therefore does not have a benchmark, however, this is tied to Complete College America's 15 to Finish initiative and is a focus of discussion. Mr. Howell then shares more than 50% of enrolled students are attending part time and that of all the enrolled students, currently 13%-14% are taking thirty (30) or more credits per year. Board member Soltman then acknowledged North Idaho College's 15-to-Finish program where students who take 15 credits receive 3 free credits the following semester.

Mr. Howell continued with an update to the Board on retention rates for first-time, full-time students stating the benchmark for the 4-Year institutions has been set at 85% and the retention rate is currently at 74.2%. For the 2-Year institutions the benchmark has been set at 75% and the retention rate is currently 54.4%.

Mr. Howell then shared with members of the Board information on the Graduation Rates for the 4-Year and 2-Year institutions 100% of the time and 150% of the time. He states the benchmark for both institutions is set at 50% and the graduation rate for the 2-Year Institutions is around 10% for on-time completion, 100% of time, and 20% for 150% of time. On-time, 100% completion, for the 4-Year institutions is 18.6% and 40.9% for 150% of time. Mr. Howell then reminds Board members this data is for first-time, full-time students.

Board member Hill then comments the Boards own data shows students taking 30 credits per year is a high predictor to finishing on-time in four years. Board member Soltman then asked why, with growth in dual-credit, are on-time graduation rates not higher. To this Dr. Brumfield responded by asking Board members where the Board wants to be in regards to these numbers, adding this will help to fashion a direction of where to go moving forward. Additionally, he adds the importance of remembering a majority of students are not full-time, but adult learners with dependents and this must be considered as the Board moves forward. Board member Critchfield voiced her support and reminded Board members of the importance to expand work related credits and experience and the need to help these students to finish. Ms. Bent then shares the work of institutions in this area has been impactful, however, the results have remained flat, even with the efforts of the Board and institutions.

Mr. Howell then provided an update on the 60% Progress Goal, stating the latest census data available is from 2015 and shows progress to be 42%. He continues the 2016 census date is scheduled for release on October 18, 2017.

Mr. Howell continued with an update on Dual Credit Headcount and Credit Hours sharing in 2016 students took 95,000 dual credit hours and that this number increased drastically in 2017 with students taking 143,000 dual credit hours. He continues there has been huge growth in dual credit and the number of students participating and that one of the driving factors has been a policy change related to the Fast Forward program allowing students to take dual credit courses paid for through Fast Forward. He states the increase in dual-credit hours is also driving the increase in total enrollment at postsecondary institutions. At this time Board member Soltman responded this can also have a negative effect as well, if institutions are no longer having to offer entry level courses, such as English and Math 100 courses, they are forced to lay off faculty. Board member Clark

BOARDWORK
DECEMBER 20, 2017

then stated the need for Board members to ask how dual credits contribute to a degree and making sure these credits are meaningful if they are to count towards a degree and if students are taking the right dual credit courses it should impact the 1-Year and 2-Year Graduation rates. Board member Critchfield then stated there should also be some correlation with remediation and that the increase in dual credit hours should be leading to a decrease in remediation rates. Board member Westerberg added the increase in dual-credits should have affected much of what was presented to the Board today, Go-On Rate, Remediation Rate, On-Time Completion, etc. but it has not.

At this time, Ms. Bent shared with Board members the Annual Dual-Credit report has been basic in past years, however, a more comprehensive report will be presented at the December meeting. She then asked if Board members had any specific items they would like covered in the report to which Board member Westerberg responded it would be helpful for members to have information from other states on how long it has taken them to reach their goals especially in regards to dual-credit.

Dr. Clark then asked if students taking dual credits have been surveyed on how they are utilizing the credits and if they have impacted their decision to go on. To this Mr. Howell responded a survey of first year postsecondary students was conducted last year and one of the areas of focus was how dual credits impacted a student's decision to go on to a postsecondary education. Dr. Clark then stated she would also like similar questions asked of junior year and senior year high school students.

At this time Board member Atchley stated the importance for Board members to consider the economic impact of dual credit courses as they relate to the money appropriated by the legislature and if the funding is leading to the intended result. To this Ms. Bent responded the annual dual credit report will include demographic information on students who would be expected to go on as well as those who do not. She continues the Board should also consider the impact of dual credit on the institutions and should consider a deeper look at the current policies related to dual credits.

Dr. Brumfield then shared that for dual credits to really be effective it must be used as an opportunity to engage students and not just as a path to graduation, asking are the dual credits offered intentional and strategic or just offered because they are available. To this Dr. Clark responds the ability to offer dual credit courses at the high school is dependent on the staff and resources available, adding some of the courses that have been approved are a reflection of the staffing reality.

Mr. Howell concluded his presentation with an updated to Board members on Advanced Placement (AP) Enrollment and Examinations. He shares that, similar to dual credit courses, AP courses are also paid for through Fast Forward funds and there has been a continuous increase since 2013-2014 in the number of students taking AP exams.

At this time Ms. Bent asked Board members for any additional comments or direction for staff prior to bringing the Board's Strategic Plan forward for approval at the December Board meeting. She then reminds Board members of the Governor's Higher Education

BOARDWORK
DECEMBER 20, 2017

Task Force recommendations and ask Board members to begin considering priorities. Dr. Clark then requested Board members take a deep look at the goals to make sure they are the right goals.

Finally, Board member Critchfield shared with Board members the K-12 Student Engagement survey that will be used in the 2017-2018 school year as the school quality measure chosen by Board to identify the lowest performing schools. Board member Critchfield reminded the Board that originally the school quality measure was going to be student absenteeism and the three surveys were going to be developed and implemented in the 2018-2019 school year. Through the public feedback process student absenteeism was rejected, leaving only the surveys for use as the school quality measure. Of the three surveys, only the student engagement survey could be given in a way that would meet the federal requirements for use in identifying the lowest performing schools. The Department of Education identified a process using the statewide testing vendor for administering the survey in 2017-2018 that would limit the impact on the schools. Using feedback from stakeholders and legislators, three areas were identified for the survey to cover. Department and Board staff worked together to identify surveys that had already gone through a validation processes. The survey is included in the agenda material as attachment 30. During the coming year additional work will be done to determine if an existing survey can be used or if we want to go through the process of creating validated Teacher Engagement and Parent Engagement Surveys. The results and feedback on this year's Student Engagement survey will be used to inform the process for next year's Student Engagement survey. Board member Critchfield asked the Board if they had any concerns moving forward with the Panorama Survey and administering it with the ISAT. There were no objections.

There were no additional questions or comments from the Board.

At this time the Board recessed for a fifteen minute break, returning at 3:15 pm (MDT).

STATE DEPARTMENT OF EDUCATION (SDE)

During the regularly scheduled Board meeting in August it was announced that starting in October, the Idaho State Department of Education's portion of the agenda would move to Wednesday afternoon.

1. **Developments in K-12 Education**

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

State Superintendent of Public Instruction, Sherri Ybarra introduced the iteming by sharing with Board members two Idaho schools had recently been recognized by the U.S. Department of Education as National Blue Ribbon Schools – Horseshoe Bend Elementary in Horseshoe Bend and J. Russell Elementary in Moscow. Superintendent Ybarra continued by updating Board members on her recent visits with Superintendents from Regions III, IV and V, the incredible turnout at this year's Hispanic Youth Summit with a record 700 students in attendance, her recent visit at the Advanced Opportunities

BOARDWORK
DECEMBER 20, 2017

training as well as a recap of her Parent Group meeting where the discussion centered around the Climate Survey and specifically school safety and bias in the questions. Finally, Ms. Ybarra shared with members of the Board the Idaho State Department of Education (ISDE) has been preparing for release two Public Service Announcements, one related to bullying and the other geared towards educators.

At this time, Superintendent Ybarra invited her Associate Deputy Superintendent of Public School Finance, Mr. Tim Hill, to share with Board members ISDE's request for the upcoming year beginning July 1, 2018. Mr. Hill started his presentation by bringing to the Board's attention the total change in the funds requested for 2018-2019 was an increase of \$113,602,500 or 6.8%. Mr. Hill continues Section 3: Statutory/Maintenance and Section 4: Statutory/Maintenance (Governor's Task Force) of ISDE's budget are not requests, but estimates of the costs required based upon current law and that these two requests represent a majority share of ISDE's total budget request. He continues Section 3: Statutory/Maintenance are those items that are not necessarily tied to the Governor's Higher Education Task Force where Section 4: Statutory/Maintenance (Governor's Task Force) are. Mr. Hill then states Section 6: Line Item Requests (Governor's Task Force) and Section 7: Line Item Requests (Other) are the 2018-2019 line item requests being submitted to the legislature for approval

At this time, Board member Critchfield asked for clarification of ISDE's Line Item Request 6.a. and if the request is for equipment to which Mr. Hill responded the request is for technology, infrastructure, and instructional management system maintenance. Ms. Critchfield then asked for more information on the one-time statewide Wi-Fi services request to which ISDE Chief Deputy Superintendent Pete Koehler responded the original contract for statewide Wi-Fi services was for a term of five years, however, districts were allowed to buy in after the initial start date and that the one-time request is for those remaining districts.

At this time the Board's Executive Officer, Mr. Matt Freeman, asked how the request for an additional \$2,000,000 in support of College and Career Advisors and Student Mentors would be distributed to the districts. Mr. Hill responded currently those schools with 100 or more students in Grade 8 through Grade 12 received the greater of \$14,000 or \$58.00 per student and those schools with fewer than 100 students in Grade 8 through Grade 12 received the greater of \$7,000 or \$140.00 per student. He continues that approval of the additional \$2,000,000 funding request would result in an increase of \$4,000 for schools with greater than 100 students in Grade 8 through Grade 12 for a total of \$18,000. Schools with fewer than 100 students in Grade 8 through Grade 12 would receive an increase of \$2,000 for a total of \$9,000 or \$180.00 per student.

Board member Soltman then asked of the line item request for an increase in funding for Mastery-Based Education and if the long term goal is for an incremental approach. To this Superintendent Ybarra responded the cohort was not of sufficient size to collect data for what ISDE wanted to accomplish and that it was the intent of the ISDE to open and expand the program to more schools who have expressed interest. She continues there is no answer to when Idaho would move to a mastery based system and this is a work in

BOARDWORK
DECEMBER 20, 2017

progress. Board member Clark then shared her understanding the original pilot included whole districts as well as individual schools and asked if ISDE would be reporting on the results from the first part of the project. To this Superintendent Ybarra responded in the affirmative, however, the pilot was drafted in phases and issues are still being addressed, specifically testing and how to utilize the SMARTER Balanced Assessment Consortium (SBAC) with a Mastery Based system. Dr. Clark then asked if participating schools and districts were provided guidance and guidelines based on information provided by other states participating in a mastery based program to which Superintendent Ybarra responded in the affirmative. Dr. Clark then then requested Board members share with the Superintendent any specific questions they would like addressed to which Board member Critchfield asked of the possibility for Board members to tour participating schools and districts to see the program first hand to which Superintendent Ybarra responded in the affirmative. Dr. Clark then stated that from the perspective of a policy board the importance of learning from these initial participants where they have encountered issues and roadblocks and that the Board will need to put in place a framework to allow this process to move forward. To this Superintendent Ybarra responded this is why the ISDE has approached this as an incubator or pilot program.

At this time, Associate Deputy Superintendent, Mr. Tim Hill, continued his presentation by reviewing with Board members Section 7: Line Item Requests (Other) stating these are specific line item requests not related to the recommendations of the Task Force. Board member Soltman then asked why ISDE elected to use the phrase “discretionary” in items a. and b. versus “operational” to which Mr. Hill responded the statute uses the term “discretionary” and that is reflected in the request. Mr. Hill then concluded his presentation by reviewing with Board members the final line items.

Superintendent Ybarra continued her update by inviting Chief Deputy Superintendent Mr. Pete Koehler to share with Board members ISDE’s recent improvements to the Infinite Campus Portal. Mr. Koehler shares the site was found to be cumbersome and difficult to navigate and has now been redesigned and renamed to the SDE Application Portal adding although the name has changed, the requirements have not. He continues the changes and updates were driven primarily by stakeholder feedback and found to be cost efficient and require fewer licensing requirements and limitations.

Mr. Koehler then update Board members on improvements to the Parent Portal. He shares this is an ongoing project between the ISDE and Idaho Digital Learning Academy (IDLA) that has been in development for the past year. The project has been named the Parent Education Resource Center (PERC) and is a resource for parents of students from pre-K through the senior year of Idaho. He adds the Idaho content standards will be tied to the portal which is scheduled for a formal launch in February 2018 and to become fully operational by June 2018.

At this time Superintendent Ybarra continued with an update on the new Idaho Reading Indicator (IRI) Pilot program sharing more than 2,000 students identified as “At Risk” are making gains, however, the IRI is an indicator and was never intended to be used for accountability but to identify struggling students.

BOARDWORK
DECEMBER 20, 2017

Superintendent Ybarra then invited her Director of Assessment and Accountability, Ms. Karlynn Laraway, to present to the Board preliminary data from the new IRI Pilot. She shares the new IRI has been administered to just over 13,000 students at 58 schools in 37 districts. Ms. Laraway continues the new ISIP assessment, administered through Istation, is an early reading assessment measuring reading development for students in Grades K through 3. ISIP is a fully computer adaptive assessment serving 4 million students in 48 states that tests students in the critical areas of reading as developmentally appropriate and supports English Learners and students with disabilities. Ms. Laraway continues with a side-by-side comparison of scores from the Legacy assessment and ISIP assessment broken down by grade level. Results from the ISIP assessment showed an increase in the number of students in Kindergarten and Grade 1 not meeting benchmark (compared to results from the Legacy test), however, she shares this is to be expected. Scores begin to level out in Grade 2 with another dip in students reaching benchmark at Grade 3. Ms. Laraway adds feedback from participating districts has been positive, primarily due to the ability of the ISIP assessment to identify a need for intervention early on as well as data being both immediate and actionable.

Board member Critchfield then asked if results from successful districts are being shared with other districts to which Ms. Laraway responded in the affirmative. Ms. Critchfield then shared with Board members discussions with individuals who have approached her with concerns over the Istation vendor. To this Superintendent Ybarra responded there has been a lot of discussion around this topic, specifically with the vendor setting the cut score, however, the ISIP cut scores and assessment are nationally normed. She continues, it is standard practice for companies to sell interventions with their product, and although she understands concerns around this, it is outside of ISDE's control.

Finally, Ms. Laraway shared with Board members that pilot schools are administering both the Legacy IRI and ISIP IRI to students and this must be done within one (1) week of each other in order to achieve comparable data for these students.

There were no additional questions or comments from the Board.

2. Approval to Operate an Elementary School with Less than Ten (10) Pupils in Average Daily Attendance

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

State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item by reminding Board members of the requirement for the Idaho State Department of Education (ISDE) to approve schools with less than ten (10) pupils and then report these schools to the Board. Board member Soltman asked for clarification from Superintendent Ybarra on how to handle schools with fewer than ten (10) students to which Superintendent Ybarra responded the decision to maintain these schools lies with the local school district. Board member Soltman then commented on the high cost of educating students at schools with fewer than ten (10) students. To this, ISDE Associate Deputy Superintendent Mr. Tim Hill responded the current support unit value of approximately \$98,000 seems to provide sufficient funding for these small programs to

BOARDWORK
DECEMBER 20, 2017

continue serving students in remote areas without having to bus students for an extended period of time in order for them to attend a larger school in a neighboring community or district. Board member Critchfield then shared with the Board her experience as a Cassia County School Board Trustee when explaining the financial implications of operating a small school were met with strong resistance.

There were no additional questions or comments from the Board.

3. Pending Rule – Docket No. 08-0203-1702, Rules Governing Thoroughness, College Entrance Examination

BOARD ACTION

M/S (Ybarra/Westerberg): To approve Pending Rule Docket No. 08-0203-1702, Rules Governing Thoroughness – College Entrance Examination, as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item by reminding Board members of the rule change effective March 2016 removing the Compass assessment as an option to meet the requirement for students to take a college entrance exam (CEE) before the end of their eleventh grade year to meet graduation requirements. She continues the final administration of the Compass assessment was on November 1, 2016, which could potentially impact students graduating in 2018 and that this rule change would allow students who took the Compass exam prior to its final administration to meet the CEE graduation requirement.

Board member Clark then asked if the exception pertained only to special education students to which Director of Assessment and Accountability for the Idaho State Department, Ms. Karlynn Laraway, responded the circumstances would apply to any student citing specific examples of their inability to take the test and meet the graduation requirement through no fault of their own. Board member Critchfield then asked how many exceptions the Idaho State Department of Education (ISDE) had granted under this provision during the previous year to which Ms. Laraway responded none due to the fact the rule had yet to be proposed. Board member Clark then shared her belief the language as written does not meet the original intent adding there are no parameters around what an extenuating circumstance may be. To this Superintendent Ybarra responded it is not the intent of ISDE to allow students to not take the test. Board member Westerberg then stated his belief a reasonable amount of discretion by ISDE is appropriate in addition to an annual report to the Board. Board member Hill then expressed his support with the modified language. Ms. Atchley then shared her belief that if another college exam is taken it would not warrant reporting to the Board, only if a student was exempted from taking a college entrance exam. Board members then agreed to vote on the motion as presented with no changes.

There were no additional questions or comments from the Board.

BOARDWORK
DECEMBER 20, 2017

4. Temporary and Pending Rule Docket No. 08-0203-1708, Rules Governing Thoroughness, Incorporation by Reference – Idaho English Language Proficiency Assessment Achievement Standards

BOARD ACTION

M/S (Ybarra/Critchfield): To adopt the amended Idaho English Language Proficiency Assessment Achievement Standards as submitted in Attachment 2. The motion carried 7-0. Mr. Scoggin was absent from voting.

AND

M/S (Ybarra/Atchley): To approve Pending and Amended Temporary Rule Docket No. 08-0203-1708, Rules Governing Thoroughness, Incorporation by Reference, as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

There were no questions or comments from the Board.

5. Pending Rule, Docket No. 08-0203-1711, Rules Governing Thoroughness, Idaho Alternate Assessment Achievement Standards

BOARD ACTION

M/S (Ybarra/Hill): To approve the Amended Idaho Alternate Assessment Achievement Standards as submitted in Attachment 2. The motion carried 7-0. Mr. Scoggin was absent from voting.

AND

M/S (Ybarra/Hill): To approve the Pending Rule Docket No. 08-0203-1711, as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

There were no questions or comments from the Board.

6. Idaho Bias and Sensitivity Committee Recommendations to Remove Items from the 2018 Idaho Standards Achievement Test (ISAT) Administration

BOARD ACTION

M/S (Ybarra/Hill): To adopt the recommendation of the Assessment Review Committee for the removal of the one (1) English language arts item as submitted. The motion carried 7-0. Mr. Scoggin was absent from voting.

There were not questions or comments from the Board.

**BOARDWORK
DECEMBER 20, 2017**

At this time Board members moved to go in to Executive Session.

EXECUTIVE SESSION (Closed to the Public)

M/S (Critchfield/Hill): To meet in executive session pursuant to Section 74-2016(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 of individual agent, or public school student." A roll call vote was taken and the motion carried 7-0. Mr. Scoggin was absent from voting. Board members entered in to Executive Session at 4:40 pm (MDT).

M/S (Crithfield/Hill): To go out of Executive Session. The motion carried 7-0. Mr. Scoggin was absent from voting. Board members exited Executive Session at 5:17pm (MDT) and recessed for the evening.

Thursday, October 19, 2017 8:00 a.m., Lewis-Clark State College, Williams Conference Center, Lewiston, Idaho.

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

CONSENT AGENDA

BOARD ACTION

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

Audit

1. Boise State University – Research Foundation Agreement

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent to approve the Operating Agreement between Boise State University and the Boise State University Research Foundation. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs & Human Resources (BAHR) – Section II Finance

2. Idaho State University – Replacement and Upgrade of Idaho State University (ISU) campus-wide

**BOARDWORK
DECEMBER 20, 2017**

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent 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. The motion carried 7-0. Mr. Scoggin was absent from voting.

3. University of Idaho – Disposal of Real Property – Aberdeen Research and Extension Center, Bingham County

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent 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. The motion carried 7-0. Mr. Scoggin was absent from voting.

Instruction, Research and Student Affairs (IRSA)

4. State General Education Committee Appointments

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent to appoint Dr. Cher Hendricks, representing University of Idaho to the General Education Committee effective immediately. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs (PPGA)

5. Data Management Council Appointments

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent 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. The motion carried 7-0. Mr. Scoggin was absent from voting.

6. Indian Education Committee Appointments

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent to appointment of Mr. Marcus Coby, as the Shoshone-Bannock Tribes tribal chair designee, effective immediately and expiring June 30, 2022. The motion carried 7-0. Mr. Scoggin was absent from voting.

**BOARDWORK
DECEMBER 20, 2017**

AND

M/S (Critchfield/Hill): By unanimous consent to appoint Mr. Graydon Stanley, representing North Idaho College, effective immediately and expiring June 30, 2022. The motion carried 7-0. Mr. Scoggin was absent from voting.

AND

M/S (Critchfield/Hill): By unanimous consent to appoint Ms. Tina Strong, representing Coeur d'Alene Tribal School, effective immediately and expiring June 30, 2021. The motion carried 7-0. Mr. Scoggin was absent from voting.

7. Idaho State University – Facility Naming – Meridian Health Science Center

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent 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. The motion carried 7-0. Mr. Scoggin was absent from voting.

8. President Approved Alcohol Permits Report
This item was provided in the agenda materials as an information item.

State Department of Education (SDE)

9. Emergency Provisional Certificates

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent to approve one-year emergency provisional certificates for Demsie Butler, Danielle Chavez, Mindy Nield, and Aaron Tayson Beck to teach the content area and grade ranges at the specified school districts as provided herein for the 2017-2018 School Year. The motion carried 7-0. Mr. Scoggin was absent from voting.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

2. Workforce Development Council Annual Report
This item was provided in the agenda materials as an information item.

Workforce Development Council (WDC) Chair, Mr. Trent Clark, was scheduled to present the WDC Annual Report to the Board, however, due to a scheduling conflict, Mr. Clark was unable to attend the Board meeting. The WDC Annual Report was included in the agenda materials for Board members to review.

BOARDWORK
DECEMBER 20, 2017

3. Boise State University/University of Idaho - Board Policy I.J. Use of Facilities – Second Reading – Expansion of Alcohol on Campus

BOARD ACTION

M/S (Critchfield/Soltman): To approve the second reading of changes to Board policy section I.J. as submitted in Attachment 1. The motion carried 6-0 with Mr. Westerberg voting nay. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee chair, Ms. Debbie Critchfield, introduced the item, reminding Board members of the discussion and comments from the August Board meeting and that the item before the Board today is a second reading and includes the Board's comments from the August meeting. She then identifies an error on Tab 3, Page 10 of the PPGA Agenda Materials and shares Paragraph 2 should read *"Only patrons who hold tickets to the athletic event shall be allowed into the event"*.

There were no additional questions or comments from the Board.

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

BOARD ACTION

M/S (Critchfield/Soltman): To approve the second reading of Board Policy IV.E. Career Technical Education as provided in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee chair, Ms. Debbie 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 questions or comments from the Board.

5. Governor's Higher Education Task Force Recommendations – Implementation Matrix

BOARD ACTION

M/S (Critchfield/Hill): To approve the Task Force Recommendation priority order and committee assignments as specified in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item, stating that the discussion today around the proposed

BOARDWORK
DECEMBER 20, 2017

implementation framework for the Governor's Higher Education Task Force recommendations would 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 Task Force recommendations. She then invited the Board's Chief Planning & Policy Officer, Ms. Tracie Bent, and Chief Academic Officer, Dr. Randall Brumfield, to present the final recommendations of the Governor's Higher Education Task Force (Task Force) to the Board. She explained to Board members each recommendation would be presented along with a recommendation for committee assignments by the Board.

Ms. Bent shares with Board members the first recommendation of the Task Force for Efficiencies, Cost Savings and Service. She continues a majority of the functions within this recommendation would fall under the Board's Business Affairs and Human Resources (BAHR) Committee, however, some student based functions would fall under the Instruction, Research and Student Affairs (IRSA) Committee. It was determined by members of the Board the BAHR committee would take the lead with those items specific to student affairs delegated to the IRSA committee. Ms. Bent shared with Board members implementation of this recommendation would not require changes to Idaho Code or Administrative Code, however, it may require changes to Board Policy as well as a budget request.

Ms. Bent then shared with Board members the second recommendation of the Task Force to review and update the 60% Goal. Board members determined this recommendation would be assigned to the Planning, Policy and Governmental Affairs (PPGA) Committee with support from the Board's Director of Research and Institutional Research staff from each institution. The Board's Executive Director, Mr. Matt Freeman, reminded Board members the recommendation will also restate the 60% Goal from 2020 to 2025 and that restatement of the goal would be brought to the Board for approval at the December meeting.

The third recommendation of the Task Force was for Structural Change and System Improvements. Board members determined this recommendation would be shared between the PPGA and IRSA committees. Ms. Bent then explained to Board members changes in policy related to K-12 education would require a change in administrative code and would go through the Idaho State Department of Education (ISDE) and PPGA committee. The IRSA committee would take responsibility for the recommendations related to postsecondary education. Ms. Bent then shared with Board members changes to Administrative Code or Rules would begin with the next rule making cycle and implemented the following year if accepted by the Legislature. At this time, Board member Atchley asked for a status update on the recommendation for a statewide Digital Campus to which Ms. Bent responded the Digital Campus is one area preliminary identified as falling under the IRSA committee. She continues the Board will need to review all of the recommendations and then determine a timeline for implementation of each recommendation. At this time Board member Clark added the Digital Campus would require a dedicated committee to make this a reality. She continues this committee can be formed at whatever point is appropriate and that it is not reasonable to expect existing

BOARDWORK
DECEMBER 20, 2017

committees to take this on. At this time Board member Hill stated his agreement and commented he also would like a special committee formed for this purpose that would report to the IRSA committee. Ms. Bent then reminded Board members each committee has the ability to form work groups to specialize in specific areas. At this time, the Board's Chief Academic Officer, Dr. Randall Brumfield, shared with Board members that university provosts have been informed of the recommendations and are aware of the need for work group assignments to accomplish some of the recommendations. The Board's Executive Director, Mr. Matt Freeman, then reminded members that as the Board works through the recommendations and process, staff will require guidance from the Board in prioritizing the recommendations.

At this time, Ms. Bent shared with the Board the fourth recommendation of the Task Force to develop and implement a comprehensive P-20 Guided Pathways program. This recommendation was then assigned to both the PPGA and IRSA committees. Ms. Bent then stated the recommendation would most likely require changes to Idaho Code, Administrative Code, and Board Policy and that full implementation would take up to three years, beginning in FY19 and ending in FY21. Board member Hill then stressed the need to parallel the Board's work on this recommendation with the recommendations of the Governor's Workforce Development Task Force.

Ms. Bent then shared with Board members the fifth recommendation of the Task Force to Improve Certificate and Degree Completion. This recommendation was assigned to the IRSA and PPGA committees with IRSA taking the lead. Ms. Bent informed Board members this recommendation would require changes to Idaho Code, Administrative Code, and Board Policy and would also require the Board to put forth a budget request.

At this time, Ms. Bent shared with the Board the sixth recommendation of the Task Force to provide a Statewide Digital Campus. This recommendation was assigned to the IRSA committee. Ms. Bent then shared with Board members the recommendation would require changes to Board policy and additional budget requests and that implementation of this recommendation would be in FY20, however, planning would start in FY19. Board member Hill then stated this could fit within the fourth recommendation of the Task Force and that the Board should rationalize overlaps and consider combining the digital learning recommendation from Task Force recommendation four with this recommendation. Ms. Bent then stated the Board will begin review of those recommendations requiring budget requests in June for FY20.

Ms. Bent then shared with Board members the seventh recommendation of the Task Force for a systematic increase in funding. This item was assigned to the BAHF committee and would require an additional budget request. Board member Westerberg then asked for clarification of the recommendation, noting that as listed in the agenda materials, the recommendation indicated an increase in general dollars, not specific to scholarships. As co-chair of the work group making the recommendation, Board member Atchley explained the request was for an increase in scholarship dollars to provide greater access to college through scholarships. Mr. Freeman added as a point of clarification, the recommendation should read *"Systematically increase scholarship dollars to fund all*

BOARDWORK
DECEMBER 20, 2017

eligible Idaho high school students while not losing sight of the goal of lowering cost/improving access”.

Ms. Bent then introduced the eight recommendation of the Task Force for Outcomes Based Funding. This recommendation was assigned to the BAHF committee and would require a budget request and for the Board and staff to work closely with legislators and stakeholders for approval

The ninth recommendation of the Task Force introduced by Ms. Bent was Adoption of the Recommendations of the Governor’s Workforce Development Task Force and was assigned to the IRSA committee. Board member Westerberg then asked if in addition to making committee assignments, the purpose of reviewing the recommendations was to also permit the Board’s committees to move ahead with the work necessary to implement the recommendations to which Dr. Clark responded in the affirmative. Dr. Clark also noted the Board must be aware of staff assignments as well, to which Mr. Westerberg commented on the need for Board members to establish reasonable priorities for the Task Force recommendations.

Ms. Bent then introduced the tenth recommendation of the Task Force for a Competency –Based System and was assigned to the IRSA committee. Ms. Bent continues the recommendation would require changes to Board policy and could be implemented within the first year, however, it could take up to five years for institutions to implement. .

The final two recommendations of the Task Force were to Partner with Industry (#11) and counting Workforce Training towards Degree or Certificate Completion (#12). Both recommendation were assigned to the IRSA committee and would require changes to Board policy. The twelfth recommendation to allow Workforce Training towards Degree or Certificate Completion would require a budget request.

After assigning each recommendation to a Board committee for implementation, the discussion moved to how to prioritize the recommendations presented today. Mr. Westerberg commented on the need to prioritize the recommendations to help staff work towards implementation and then added the eight recommendation for Outcomes Based Funding would be one of his top priorities. The Board then requested allowing 3 – 4 weeks for committees and staff to map out the recommendations and present them in prioritized order at the December Board meeting.

There were no additional questions or comments from the Board.

6. Proposed Mastery-Based Route to Certification: Alternative Authorization – Content Specialist

BOARD ACTION

M/S (Critchfield/Soltman): To approve the initial concept of a mastery-based program for teacher certification for individuals who meet the requirements of the

BOARDWORK
DECEMBER 20, 2017

alternative authorization – Content Specialist route to certification with final approval based on consideration of the modules and assessments identified in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item, sharing with Board members that approval of the proposed certification program through the alternative authorization-content specialist would allow Board staff to begin working with experts to create the modules and assessments for the program. She then invited the Board's Chief Planning & Policy Officer, Ms. Tracie Bent, and Educator Effectiveness Program Manager, Ms. Christina Linder, to present the proposed program to members of the Board.

Ms. Linder shares with Board members during the previous year approximately 600 teachers were in the classroom under some kind of alternate certification route typically in response to an emergency situation or shortage primarily in rural districts. She continues that currently the Board has approved two alternate routes to certification, however one route is light on support for candidates and the other cumbersome and the proposal before the Board today is for a program that acknowledges a more mastery based approach that still fits within Board policy. In all cases the candidates must meet Idaho's certification standards and pass board approved assessment.

At this time Board member Hill asked if the proposed program eliminates the time constraints encountered with the current alternate routes to certification and allows a person to receive full credit for what they already know to which Ms. Linder responded in the affirmative. Superintendent Ybarra then expressed her support for the proposed program as one option to address Idaho's teacher and educator shortage. Board member Soltman then asked if the program would be tied to a specific institution or left up to the applicant to advance through the program to which Ms. Linder responded the proposed program is currently in the concept phase and this is something to consider as the program is developed further. At this time Board member Critchfield added this is an opportunity for Board members to weigh in heavily on implementation of the program and the next steps. Board member Clark adds it is the intent of the Board and PPGA Committee to engage stakeholders as well. Finally, Ms. Bent shared, the request before the Board today is for initial approval and that once the modules have been developed they would need to pass the review process prior to being returned to the Board for final approval.

There were no additional questions or comments from the Board.

7. Alternative Assessment for Individuals Pursuing Certification through Alternative Authorization – Content Specialist: *Uniform Standard for Evaluating Content Competency Rubric*

BOARD ACTION

M/S (Critchfield/Hill): To approve the state assessment: Uniform Standard for Evaluating Content Competency for individuals entering an alternate authorization

BOARDWORK
DECEMBER 20, 2017

to certification as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

AND

M/S (Critchfield/Soltman): 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. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item, sharing with Board members that approval of the proposed alternate assessment would create a second state assessment that could be used by individuals seeking certification through an alternate route. She then invited the Board's Chief Planning & Policy Officer, Ms. Tracie Bent, and Educator Effectiveness Program Manager, Ms. Christina Linder, to present the proposed program to members of the Board.

Ms. Linder begins by sharing with Board members the need to consider a more reasonable entrance assessment for those individuals seeking alternate certification. She continues for those individuals on an alternate route, the PRAXIS II is not a reasonable assessment and that Board members may want to consider a uniform standard for evaluating content or a competency rubric similar to the accepted measure used by states to show teachers were "highly qualified" in their content area under No Child Left Behind. She continues the proposed rubric would be comprised of simple worksheets for documenting knowledge and experience with a rubric that uniformly measures basic content knowledge.

Superintendent Ybarra then asked if an individual on an alternate route would still be required to take the PRAXIS to which Ms. Linder responded in the affirmative, stating every candidate would be required to take that PRAXIS to show they have either met the standard or as a needs assessment. Superintendent Ybarra then asked what would happen if a candidate completed the alternate certification route but was not able to pass the PRAXIS to which Ms. Linder responded if an individual cannot pass the PRAXIS then the state would lose them from the classroom.

At this time Board member Critchfield shared with the Board discussions from the prior legislative session around eliminating the current process for certification and that the proposal before the Board today is not intended to water down the assessment, but rather to provide proven individuals a route to a certificate sufficient to establish the needs of school districts throughout the state.

Board member Soltman then asked if stakeholder feedback on this particular item was considered to which Ms. Linder responded the item was discussed at the most recent Educator Pipeline meeting where a majority of stakeholders voted in the affirmative. To

BOARDWORK
DECEMBER 20, 2017

this Board member Clark added school districts have clearly expressed the need for alternate routes to certification in order to help fill positions within their districts.

At this time Superintendent Ybarra again shared her discomfort with granting this group of educators an exception on taking the PRAXIS to which Ms. Linder responded with her agreement this could give the perception of watering down the standards, however, the current policy requires applicants pass the PRAXIS prior to stepping in to the classroom and it is commonly known that current practices are not in compliance with this policy and a solution must be brought forward.

Board member Clark then asked how long an individual could be in the classroom prior to taking, and passing, the PRAXIS to which Ms. Bent responded administrative rule requires individuals currently on the Content Specialist Alternative Authorization pass a Board approved assessment and the proposed item would allow them to enter the classroom while on the alternate route and, that while on an alternate route, individuals are authorized on an interim certificate which is a one year certificate, renewable up to three years. She continues an individual could end up not being able to renew, however, the proposal presented in the previous item does still have individuals taking the PRAXIS when entering the program to identify areas on weakness in content knowledge and an individual would take the PRAXIS again when exiting the program. Board member Hill then asked if this in effect would be a way of formalizing, at the state level, for district use, the acceptability of a candidate on an alternative pathway to which Ms. Linder responded in the affirmative.

There were no additional questions or comments from the Board.

At this time, the Board recessed for a 10 minute break, returning at 9:40 am MDT.

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR - HR)

Section I – Human Resources

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

BOARD ACTION

M/S (Westerberg/Atchley): 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 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. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item and shared with Board members the terms of the contract before the

BOARDWORK
DECEMBER 20, 2017

Board today is for a term greater than three years and annual compensation in excess of \$200,000 therefore approval by the Board is required.

University of Idaho General Counsel, Mr. Kent Nelson, was present to answer questions from the Board. Mr. Nelson shared with Board members a brief overview of the agreement. He states the contract extends the term from 2017-2021 for four years with no change in salary. He continues the term for automatic extension based upon team record was removed as well as terms related to change of conference, automatic pay increases and supplemental numbers.

There were not questions or comments from the Board.

2. University of Idaho – Multi-Year Contract – Head Men’s Football Coach

BOARD ACTION

M/S (Westerberg/Atchley): 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. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item and shared with Board members the terms of the proposed employment agreement for Coach Petrino could potentially exceed both three years and annual compensation in excess of \$200,000 therefore approval by the Board is required.

University of Idaho General Counsel, Mr. Kent Nelson, was present to answer questions from the Board. He shares the contract extends the term to 2022 for a total of five years with an automatic extension based on a team record of eight wins or more.

There were no questions or comments from the Board.

Section II – Finance

1. FY 2018 Colleges and Universities “Summary of Sources and Uses of Funds”

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

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item and shared with Board members the purpose of today’s report is to provide to Board members a high level overview of the institutions’ sources of funding and expenditures. He then invited the Board’s Chief Financial Officer, Mr. Chet Herbst, to share the report’s findings with Board members.

BOARDWORK
DECEMBER 20, 2017

Mr. Herbst shares the sources and uses report as presented covers the state's four year institutions with the information presented for all four institutions together under system reports followed by individual breakouts by institutions. He adds the report provides Board members with an idea of the scope and scale of operations within the institutions.

There were no questions or comments from the Board.

2. Idaho State University – Facilities Use Agreement between Idaho State University (ISU) and the Idaho College of Osteopathic Medicine (ICOM) for use of ISU Facilities

BOARD ACTION

M/S (Westerberg/Atchley): 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. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item and shared with Board members the Idaho College of Osteopathic Medicine (ICOM) is working towards provisional accreditation, and their 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. He continues Idaho State University (ISU) has agreed to provide ISU facility space, on a temporary basis, for use by ICOM students in the event completion of the ICOM facility is delayed and that the agreement Board members are voting on today meets COCA's requirements for use of ISU facilities by ICOM in the event of such a contingency.

Associate Dean for Clinical Research for Idaho State University Division of Health Sciences, Dr. Rex Force and General Counsel for Idaho State University Ms. Joanne Hirase-Stacey were present to answer questions from the Board. Dr. Force shares with Board members the items before them today are contingency plans put in place for use of Idaho State University (ISU) facilities by ICOM should the ICOM building not be constructed on time. Use of ISU space by ICOM would occur after hours or when ISU students are not occupying the space and collection of rates would apply. Dr. Force continues the likelihood of this contingency being executed is not anticipated, however, the request was brought forth by at the request of the ICOM accrediting body.

There were no questions or comments from the Board.

BOARDWORK
DECEMBER 20, 2017

3. Idaho State University – 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

BOARD ACTION

M/S (Westerberg/Atchley): 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. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item and shared with Board members the proposed amendment to the License Agreement the Board will be voting on today establishes a contingency plan to deal with a possible delay in the completion of the Anatomy and Physiology Lab expansion project.

Associate Dean for Clinical Research for Idaho State University Division of Health Sciences, Dr. Rex Force and General Counsel for Idaho State University Ms. Joanne Hirase-Stacey were present to answer questions from the Board. Dr. Rex Force shares with Board members the agreement relates to the build out of the Idaho State University (ISU) Anatomy and Physiology Lab on the Meridian Campus. He continues ISU received notification in August they would be the recipient of a large gift from the ALSAM Foundation that would prolong the planning and construction phase for the project. He states the contingency would allow for ISU and Idaho College of Osteopathic Medicine (ICOM) use of the lab and will likely occur.

There were no questions or comments from the Board.

4. University of Idaho – Police, Fire, and EMS Services Contract Approval between the University of Idaho (UI) and City of Moscow

BOARD ACTION

M/S (Westerberg/Atchley): 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. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee chair, Mr. Richard Westerberg, introduced the item informing Board members the University of Idaho (UI) has contracted with the City of Moscow for police law enforcement services since 1966. He continues the most recent contract between the City of Moscow and UI was approved by the Board at the August 2010 meeting and the item before the Board today is a three year renewal of the previously approved agreement adding the initial term of this

**BOARDWORK
DECEMBER 20, 2017**

agreement is from October 1, 2017 through September 30, 2020 with one three-year optional renewal and that after the three-year optional renewal, the contract will continue on a year to year basis until terminated by either party.

There were no questions or comments from the Board.

5. University of Idaho – Nancy M. Cummings Research, Extension, and Education Center Project – Planning and Design Phases

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 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. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item sharing with Board members the request before the Board today is for authorization to allow the University of Idaho (UI) to proceed with the Planning and Design phases only of a Capital Project to design and construct a proposed classroom and office facility and the Nancy M. Cummings Research, Extension, and Education Center (NMCREEC).

There were no questions or comments from the Board.

6. University of Idaho – West Campus Utilities Distribution Systems and Infrastructure Improvements & Expansion Project – Planning and Design

BOARD ACTION

M/S (Westerberg/Hill): 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. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item sharing with Board members approval of this request would authorize the University of Idaho 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.

BOARDWORK
DECEMBER 20, 2017

There were no questions or comments from the Board.

7. FY 2019 Line Item Budget Requests

BOARD ACTION

M/S (Westerberg/Atchley): To authorize the Executive Director to amend the FY2019 System-wide Needs Budget Request adding the Enterprise Resource Planning line item, as described in Attachment 1, as the Board's number two priority system-wide request, in addition to the previously-submitted Degree Audit/Student Data Analytic System request as the number one priority request, and the previously submitted Idaho Regional Optical Network item as the Board's number three priority system-wide request. The motion was withdrawn.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Richard Westerberg introduced the item reminding Board members of the action at the August Board meeting to approve two line item requests relevant to the recommendations of the Governor's Higher Education Task Force. He continues since that time the Higher Education President's Council has met and requested the Board consider an additional line item request to explore establishing a system-wide Enterprise Resource Planning (ERP) system and this is the item for consideration before the Board today. The Board's Chief Financial Officer, Mr. Chet Herbst, was present to answer any questions from the Board.

Board member Clark then shared Board staff has been advised the timing of the request is not good. Board member Hill then stated his discomfort with the motion as read, adding the ERP request should be listed as the third priority to which Mr. Westerberg responded that if Board members are uncomfortable with the motion then perhaps they should consider not adding the ERP request.

Board member Atchley then commented that if the state is willing to make a large scale investment in higher education the Board should take advantage of that to which Dr. Clark responded one of the concerns would be the desire of policy makers for the institutions to become a part of the state's ERP system and that she did not believe this was the outcome the institution presidents were seeking when making the request. Ms. Atchley then asked if institutions have expressed a desire to remain outside of the state system to which the Board's Chief Financial Officer, Mr. Chet Herbst responded there has to be interaction and flow of information between the institutions ERP systems and the state's ERP system which is made more complicated by the archaic system currently in use by the state. He continues the modules procured by the state for their replacement system are common features of an ERP system procured by the institutions and suggests the state could build their ERP system based upon what the institutions already have in place, adding if the Board were not to pursue this line item it would be prudent for the institutions to work closely with the state as they acquire a new state ERP system. Dr. Clark states her agreement, adding that as the Board looks at centralizing back office functions this would be a consideration as well.

BOARDWORK
DECEMBER 20, 2017

At this time Board member Westerberg suggested withdrawing the motion and not including the line item in the request. Dr. Clark agreed and then strongly encouraged the institutions to work closely with the state as they procure a new state ERP system. The Board's Executive Director, Mr. Matt Freeman added that based upon previous conversation around task force recommendations, of which this one is, this could be incorporated into the work plan and prioritized by the Board within that discussion.

Board member Westerberg then requested unanimous consent to withdraw the motion.

There were no additional questions or comments from the Board.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS (IRSA)

1. University of Utah School of Medicine – Annual Report

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

Instruction, Research and Student Affairs (IRSA) Chair, Dr. David Hill introduced the item, reminding Board members as part of the Board's contract with the University of Utah School of Medicine (UUSOM), the Board receives an annual report providing program information to include an overview of the four-year curriculum and clerkships. Board member Hill then invited the Board's Chief Financial Officer, Mr. Chet Herbst, to present the UUSOM Annual Report to the Board.

Mr. Herbst shared with Board members that during the 2016 Legislative session, two additional seats per year were approved for this cooperative agreement increasing the number of available positions to ten (10) students per year with the state providing \$40,000 in funding per student with an equal contribution from each students. Mr. Herbst continues the program has been a good investment for the state with the same number of physicians returning to Idaho has have gone through the program.

There were no questions or comments from the Board.

2. Experimental Program to Stimulate Competitive Research (EPSCoR) – Annual Report

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

Instruction, Research and Student Affairs (IRSA) Chair, Dr. David Hill introduced the item, reminding Board members of the requirement for the Established Program to Stimulate Competitive Research (EPSCoR) to provide an annual update to the Board. He then invited EPSCoR Committee Chairman, Mr. Laird Noh to present the EPSCoR Annual Report to Board members. Accompanying Mr. Noh were Dr. Janet Nelson, Interim Project Director and Mr. Rick Schumaker, Assistant Projector Director.

Mr. Laird reports to the Board EPSCoR's previous Director, Dr. Peter Goodwin, was recently named President of the University of Maryland Center for Environmental Science and that Dr. Janet Nelson has temporarily taken on the role of Interim Project Director

BOARDWORK
DECEMBER 20, 2017

and that Provost and Executive Vice President of the University of Idaho, Mr. John Wiencek, will assume Dr. Nelson's role as an EPSCoR committee member in an interim capacity.

At this time, Dr. Janet Nelson presented EPSCoR's Annual Report to Board members, sharing 0.29% of the National Science Foundation (NSF) total research funding was awarded to Idaho in FY14-16 up from 0.26% six years ago and that total NSF funding to Idaho for FY16 was \$23,000,000 up 56% from 2008. Dr. Nelson then shared with Board members proposed legislation at the national level that would redistribute state's eligibility for EPSCoR funding. Dr. Nelson finished the annual report with an update on the active NSF EPSCoR Projects.

At this time, Board member Critchfield asked how the proposed federal legislation would impact the state of Idaho to which Dr. Nelson responded if the appropriations dropped it could affect the entire program, however, the current proposed bill would not impact Idaho directly.

Board member Hill then recognized Dr. Nelson's willingness to move into the interim position and thanked her for her work submitting EPSCoR's proposals.

There were no additional questions or comments from the Board.

3. Boise State University – New, Master of Science in Genetic Counseling and Online Fee

BOARD ACTION

M/S (Hill/Westerberg): 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. The motion carried 7-0. Mr. Scoggin was absent from voting.

AND

M/S (Hill/Westerberg): 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. The motion carried 7-0. Mr. Scoggin was absent from voting.

Instruction, Research and Student Affairs (IRSA) Chair, Dr. David Hill introduced the item stating the request before the Board today is for a new program to award a Master of Science in Genetic Counseling. Dr. Hill continues the program will be offered wholly online and will operate under the fee guidelines in Board Policy as they pertain to wholly online programs. Board member Hill then requested Boise State University (BSU)

BOARDWORK
DECEMBER 20, 2017

Provost and Vice President for Academic Affairs, Dr. Martin Schimpf, present BSU's proposal to Board members as well as answer any questions from the Board.

Dr. Schimpf explains to Board members the role of a genetic counselor is to help individuals understand and adapt to the implications of the genetic contributions to disease and that in order to practice as a certified genetic counselor a master's degree from an accredited program is required. He continues that nationally the demand has increased 85% since 2006 and in the Treasure Valley the number of job openings has doubled since 2012 and often go unfilled for long periods of time due to the lack of programs offered in the region. Dr. Schimpf states the proposed program has been developed in response to the large demand for genetic counselors and would be available to all Idaho residents. He continues the program is currently seeking to obtain Accredited New Program status with the Accreditation Council of Genetic Counselors (ACGC) in time to allow students to enroll for the fall 2019 semester. It is anticipated the program would admit a cohort of 15-17 students annually with a cost of \$55,000 to complete. Dr. Schimpf shares the program cost is significantly lower than other programs available to Idaho residents adding the lowest cost alternative to BSU's proposed program is on campus in Salt Lake City, Utah.

Board member Soltman then asked for clarification on how the program cost was determined to which Dr. Schimpf responded BSU tries to find programs the marketplace will support however, will often need to rely on out of state tuition to support some programs adding, the cost per credit for this program is higher if you attend as non-resident and the program will be monitored on an annual basis and adjusted as appropriate.

At this time Board member Critchfield asked if there was any involvement by industry stakeholders when initially developing the program to which Dr. Schimpf responded in the affirmative sharing the Dean for the College of Health Sciences meets regularly with an advisory board that includes Executive Officers from local hospitals who have identified the lack of genetic counselors as an area of high need.

Board member Westerberg then asked for additional information on the pricing structure for the program, noting his concern for the difference in pricing for in-state students versus out-of-state students for online programs. Finally, Mr. Westerberg congratulated BSU on moving aggressively to provide online programs, such as this, in response to current demands. Dr. Schimpf responded a breakdown of the program financials is included in the Board materials and that as the program grows and scales it is expected the cost will go down. In response to Board member Westerberg's concern over pricing for resident versus non-resident students, Dr. Schimpf shares all on-line degree programs are priced equally, however, for resident students because students are not on campus, additional fees for the use of on-campus facilities are not assessed. At this time Board member Hill shares with Board members these same issues were discussed in both the Instruction, Research and Student Affairs Committee and Business Affairs and Human Resources Committee as well as the need for guidance to institutions around online programs and formulating fees. Dr. Hill then reminds Board members there is a very real distinction between undergraduate online programs and graduate online programs, adding

BOARDWORK
DECEMBER 20, 2017

extremely highly specialized programs, such as the one before the Board today, require specialized faculty and are expensive and institutions must be able to recover their costs.

At this time Board member Atchley referenced the Budget Notes provided in the support materials, noting specifically that almost 30% of the programs costs go to services outside of the program. Dr. Schimpf confirms this is correct and necessary due to the high costs for the university to utilize external marketing firms to promote their online programs, stating 40% - 50% of the cost of the program was going towards this purpose. Dr. Schimpf shares BSU has successfully lowered the costs involved with promoting online programs by housing this function internally and is constantly reviewing the administrative overhead related to online programs to determine the true costs of the online programs offered.

Board member Atchley then reminds Board members that historically graduate programs presented to the Board have tended to exaggerate the demand and projected student population and asks at what point a program is considered to not be viable. Dr. Schimpf responds online programs are not supported by state appropriation funds and the ongoing costs of online programs must be supported by tuition revenue. He continues the programs are reviewed annually to determine viability. Dr. Hill then asked if the cost for a program could go down to which Dr. Schimpf responded if a program were to scale the cost could go down.

There were no additional questions or comments from the Board.

At this time Board member Westerberg excused himself from the meeting to attend a personal matter. Mr. Westerberg was absent for the remainder of the meeting.

4. Board Policy III.P. Students – First Reading

BOARD ACTION

M/S (Hill/Atchley): To approve the first reading of amendments to Board Policy III.P. Students creating a new subsection 17. Student Vaccine Informational Material as submitted in Attachment 1. The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

Instruction, Research and Student Affairs (IRSA) Chair, Dr. David Hill, introduced the item stating the request before the Board today is for approval of a proposed amendment to Board Policy requiring four year institutions to provide informational material regarding vaccine's to students at the time of admissions. Dr. Hill continues approval today would eliminate the need for legislative changes requiring the institutions provide the material. Board member Hill then invited the Board's Chief Academic Officer, Dr. Randall Brumfield, to present the proposed changes to the Board as well as answer any questions from Board members.

There were not questions or comments from the Board.

5. Board Policy III.N. General Education – Second Reading

BOARDWORK
DECEMBER 20, 2017

BOARD ACTION

M/S (Hill/Critchfield): To approve the second reading of the proposed amendments to Board Policy III.N. General Education as presented in Attachment 1. The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

Instruction, Research and Student Affairs (IRSA) Chair, Dr. David Hill, introduced the item stating the request before the Board today is for approval of a proposed amendment to Board Policy to provide 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. He then invited the Board's Chief Academic Officer, Dr. Randall Brumfield, to present to the Board the proposed changes as well as answer any questions.

Dr. Brumfield shares with the Board two changes added to the proposed amendment after the first reading. The first change was to insure institutionally designated courses that are part of the general education curriculum transfer as an institutionally designated course across institutions. The second change designates a reporting structure for the state General Education Committee to report to the Council on Academic Affairs and Programs.

There were no questions or comments from the Board.

6. Complete College Idaho Plan – Guided Pathways – Update

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

Instruction, Research and Student Affairs (IRSA) Chair, Dr. David Hill introduced the item, stating the material presented today was an update to the Board on the Complete College Idaho Guided Pathways Plan. Board member Hill then invited the Board's Chief Academic Officer, Dr. Randall Brumfield, to present his update to the Board.

Dr. Brumfield begins his report by reminding Board members the purpose behind sharing the information today is to provide the Board with an overview of Guided Pathways, he also notes Guided Pathways are a Complete College America (CCA) Game Changer. Dr. Brumfield continues that nationally 1 in 3 first-time, full-time freshmen students graduate with a bachelor's degree in four years and for Idaho that number drops to less than 1 in 5 students. For students attending a two year state community college 25% of full-time students graduate in three years and 10% in two years. In Idaho, less than 8% of full-time associate degree candidates graduated in two years from a state community college. He continues there are many factors attributed to this, however, the largest factor seems to be students taking more credits than what is required primarily due to poor decisions by students when selecting courses and poor academic behaviors.

Dr. Brumfield continues guided pathways can provide a clear roadmap for students to complete their academic programs 'on time' when leveraged by timely academic and student support and include a meta-major concept allowing students to explore a field of

BOARDWORK
DECEMBER 20, 2017

majors while continuing to make degree progress. Dr. Brumfield then shared examples of how Idaho's colleges and universities have leveraged guided pathways at their institutions and how guided pathways can impact a student's quality of life.

Board member Hill then asked how the recommendation from the Governor's Higher Education Task Force for P-20 Guided Pathways relates to the material presented today. To this Dr. Brumfield responded with the difficulty in knowing simply because there are few examples of P-20 Guided Pathways to refer to.

Board member Atchley then asked if guided pathways could contribute to individuals being forced in to an area of study they do not wish to take, adding the importance of not discouraging more exploratory course work that could open students up to other options and the Board must weigh the ability of students to make choices. To this Dr. Brumfield responded the purpose behind guided pathways is not to force students in to a field outside of their interests but to insure flexibility between intended fields. To this Board member Atchley responded students must know and understand the financial implications of their choices while also having the freedom to make choices for themselves. Board member Clark adds her belief that meta-majors and guided pathways provide a broader perspective of options available within an area of interest.

There were no additional questions or comments from the Board.

OTHER BUSINESS

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

BOARD ACTION

M/S (Critchfield/Hill): To adjourn the meeting at 11:24 am (MDT). The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

**BOARDWORK
DECEMBER 20, 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

**STATE BOARD OF EDUCATION
November 15, 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 November 15, 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 11:00 am Mountain Time.

A roll call of members was taken.

Present:

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

Andrew Scoggin
Don Soltman
Richard Westerberg

Absent

Emma Atchley
Sherri Ybarra, State Superintendent

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

BOARD ACTION

M/S (Critchfield/Soltman): To approve the Idaho Division of Vocational Rehabilitation Field Service Policy Manual as submitted in Tab 14, Attachment 2.
The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

**BOARDWORK
DECEMBER 20, 2017**

AND

M/S (Critchfield/Soltman): To approve pending rules Dockets as submitted in PPGA Tab 01 through 16. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

BOARD ACTION

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

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0111-1701 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

2. Pending Rule Docket No. 08-0113-1701 – Rules Governing the Opportunity Scholarship Program

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0113-1701 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

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

BOARD ACTION

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

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

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0202-1705 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

**BOARDWORK
DECEMBER 20, 2017**

5. Pending Rule Docket No. 08-0202-1707 - Rules Governing Uniformity - Transportation – Program Options

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0202-1707 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

6. Career Technical Education - Pending Rule Docket No. 08-0202-1708, Educator Credential – Occupational Specialist

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0202-1708 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

7. Pending Rule Docket No. 08-0203-1707 – Rules Governing Thoroughness, Definition – Diploma

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0203-1707 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

8. Pending Rule Docket No. 08-0203-1709 - College and Career Readiness Definition and Competencies

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0203-1709 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

9. Career Technical Education - Pending Rule Docket No. 08-0203-1710, Incorporated by Reference – Career Technical Education Secondary Program Content Standards

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0203-1710 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

BOARDWORK
DECEMBER 20, 2017

10. Pending Rule Docket No. 08-0203-1712 – Rules Governing Thoroughness, Data Collection – Grade Point Average

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0203-1712 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

11. Pending Rule Docket No. 08-0204-1701 – Rules Governing Public Charter Schools and Pending Rule Docket No. 08-0301-1701 – Rules Governing the Public Charter School Commission

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0204-1701 as submitted in Attachment 1 and Docket No. 08-0301-1701 as submitted in Attachment 2. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

12. Idaho Digital Learning Academy - Proposed Rule Docket No. 08-0401-1701 - Rules of the Idaho Digital Learning Academy

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0401-1701 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

13. University of Idaho - Pending Rule Docket No. 08-0501-1701 - Rules Governing Seed and Plant Certification

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0501-1701 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

14. Pending Rule Docket No. 47-0101-1701 – Division of Vocational Rehabilitation – Field Service Policy Manual

BOARD ACTION

M/S (Critchfield/Soltman): To approve the Division of Vocational Rehabilitation Field Service Policy Manual as submitted in Attachment 2. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

**BOARDWORK
DECEMBER 20, 2017**

AND

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 47-0101-1701 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

15. Division of Career Technical Education – Pending Rule Docket No. 55-0103-1701
– Rules of Career Technical Schools

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 55-0103-1701 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

16. Division of Career Technical Education – Pending Rule Docket No. 55-0104-1701
– Rules Governing Idaho Quality Program Standards Incentive Grants and
Agricultural Education Program Start-Up Grants

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 55-0104-1701 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

Prior to introducing the motions, Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield explained to Board members the items before the Board today were the second reading of rules proposed during previous Board meetings. She then suggested combining all of the items in to two motions, one for approval of the Division of Vocational Rehabilitation Field Service Policy Manual and one for the pending rules. Board President Clark then asked if there were any objections, to which there were none.

Board member Critchfield then requested the Board's Chief Planning & Policy Officer, Ms. Tracie Bent explain in further detail changes to Pending Rule Docket No. 08-0202-1705 and Pending Rule Docket No. 47-0101-1701 from the time of the first reading to the second reading. Ms. Bent states changes to Pending Rule Docket No. 08-0202-1705 – Rules Governing Uniformity – Educator Credential and Evaluations were the result of a meeting with Idaho State Department of Education (ISDE) staff where additional terms for clarification were identified, specifically Subsection 121.04 Evaluation Policy – Content, which restored the removal of subsection f. Communication of results as well as the addition subsection 060.01 State Board of Education Requirements for Professional Growth, romanette iv. specifying the required credits earned for renewal purposes must be earned during the validity period of the certificate being renewed.

**BOARDWORK
DECEMBER 20, 2017**

Ms. Bent continues by sharing with Board members the change to Pending Rule Docket No. 47-0101-1701 – Division of Vocational Rehabilitation – Field Service Policy Manual updated the date to November 15, 2017.

Board member Clark then reminded Board members the Pending Rules being voted on today were approved by the Board after their first reading.

There were not additional questions or comments from the Board.

STATE DEPARTMENT OF EDUCATION (SDE)

BOARD ACTION

M/S (Critchfield/Soltman): To approve the Standards for School Bus Operations as submitted in Tab 2, Attachment 2. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

AND

M/S (Critchfield/Soltman): To approve pending rules Dockets as submitted in SDE Tab 01 through 05. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

BOARD ACTION

1. Professional Standards Commission – Pending Rule Docket No. 08-0202-1701 – Rules Governing Uniformity

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0202-1701 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

2. Pending Rule Docket No. 08-0202-1702 – Rules Governing Uniformity – Incorporated by Reference – Standards for Idaho School Buses and Operations

BOARD ACTION

M/S (Critchfield/Soltman): To approve the revised Standards for Idaho School Buses and Operations as submitted in Attachment 2. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

AND

**BOARDWORK
DECEMBER 20, 2017**

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0202-1702 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

3. Pending Rule Docket No. 08-0203-1703 – Rules Governing Thoroughness – Incorporation by Reference

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0203-1703 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

4. Pending Rule Docket No. 08-0203-1704 – Rules Governing Thoroughness – Incorporated by Reference

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0203-1704 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

5. Pending Rule Docket No. 08-0203-1705 – Rules Governing Thoroughness – Incorporated by Reference – Idaho Content Standards

BOARD ACTION

M/S (Critchfield/Soltman): To approve Pending Rule Docket No. 08-0203-1705 as submitted in Attachment 1. The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.

Prior to introducing the motions Board President Clark requested that in the absence of State Superintendent Ybarra the Idaho State Department of Education Chief Deputy Superintendent Mr. Pete Koehler explain any changes to the Pending Rules.

Mr. Koehler explains the Idaho State Department of Education (ISDE) has brought forward five (5) rules, two (2) of which minor changes have been made from the time of the first reading to now. Board member Clark then requested the changes be shared with the Board.

At this time, the ISDE Director for Certification and Professional Standards, Ms. Lisa Colon Durham responded the change to Professional Standards Commission – Pending Rule Docket No. 08-0202-1701 – Rules Governing Uniformity was in response to feedback from practitioners and included the addition of language clarifying Occupational Therapist and Physical Therapist Pupil Personnel Services Certificates are optional as determined by the local educational agency (LEA).

BOARDWORK
DECEMBER 20, 2017

Mr. Koehler continues the second set of changes were in relation to Pending Rule Docket No. 08-0202-1702 – Rules Governing Uniformity – Incorporated by Reference – Standards for Idaho School Buses and Operations. He then invited the ISDE Director of Student Transportation, Mr. Derek Newland to summarize the changes for Board members.

Mr. Newland shares the changes include a change to the Student Transportation Personnel File requirement for an “original physical examination form” to “Medical Examiner’s Certificate” and to the Administrative and Program Operations Costs, specifically the reimbursement of field trip mileage and use of non-SDE IBUS inventoried vehicles. Dr. Clark then asked if school districts are allowed to use non-SDE IBUS vehicles even if the vehicle does not meet the transportation program safety inspections to which Mr. Koehler responded children should not be transported in vehicles that do not meet safety standards, however, the ISDE cannot tell a local education agency they cannot have the vehicle, but the ISDE can withhold reimbursement if these vehicles are used.

Mr. Newland then clarified for Board members shuttle services for educational programs are reimbursable, however, shuttle services for extracurricular activities are not. Dr. Clark then asked if field trips are now reimbursable to which Mr. Koehler responded the changes approved today would allow the state to reimburse LEA’s for field trips. Board member Clark responded with her approval of this change, stating field trips are instrumental to a student’s learning.

Board member Scoggin then asked if reimbursement for field trips would depend on who is sponsoring the trip to which Mr. Koehler responded if a field trip were tied to an educational standard or class it would be eligible for reimbursement. Dr. Clark then asked if shuttles to and from school sponsored activities were included to which Mr. Koehler responded in the affirmative, adding shuttles provided during the school day allowing students access to different programs would also be eligible for reimbursement.

Board President Clark then asked if there were any objections to approving the items under one motion, to which there were none.

There were not additional questions or comments from the Board.

OTHER BUSINESS

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

M/S (Hill/Scoggin): To adjourn the meeting at 11:21 am (MDT). The motion carried 6-0. Ms. Atchley and Superintendent Ybarra were absent from voting.



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

**STATE BOARD OF EDUCATION
December 5, 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 December 5, 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 11:00 am Mountain Time.

A roll call of members was taken.

Present:

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

Andrew Scoggin
Don Soltman
Richard Westerberg

Absent

Sherri Ybarra, State Superintendent

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

1. Graduate Medical Education (GME) 10-year Plan and FY2019 Line Items

BOARD ACTION

M/S (Westerberg/Hill): To approve the ten-year strategic plan for Graduate Medical Education in Idaho, as provided in Attachment 1. The motion carried 7-0. Superintendent Ybarra was absent from voting.

BOARDWORK
DECEMBER 20, 2017

AND

M/S (Westerberg/Atchley): To approve the updated FY2019 Line Item requests corresponding to the ten-year Graduate Medical Education plan, as provided in Attachment 2. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item. He then asked the Board's Chief Financial Officer, Mr. Chet Herbst, to provide an overview of the Graduate Medical Education (GME) plan and proposed changes to the line item request.

Mr. Herbst shared with members of the Board the proposed 10-year Graduate Medical Education (GME) plan will help to address Idaho's critical healthcare needs and that failure to take timely and concrete action would have a negative impact on the overall growth and viability of the Gem State. He continues the location of where an individual conducts their post medical school training is the primary factor when determining where one establishes their medical practice and that Idaho ranks 49th in the nation for the number of physicians per 100,000 residents and that more than 27% of the current physician population in Idaho is aged 65 or older and nearing or eligible for retirement.

Mr. Herbst continues the 10-year GME plan would benefit communities throughout the state, primarily in rural areas and would increase the number of residency programs in Idaho from nine to 21, the number of Residents and Fellows training in Idaho from 141 to 356 and the number of graduates from the pipeline each year from 52 to 124. Mr. Herbst continues the line item request for FY2019 totaled \$5.239 million to be followed by smaller increases in successive years averaging \$1.63 million per year. He shares each of the 2,000 residents/fellows produced by the plan would generate an estimated 10 additional jobs, \$1.3 million in economic impact and \$50,000 in additional state and local taxes. Finally, the total economic impact for the state would be a minimum of \$1.3 billion.

At this time Board member Critchfield asked how decisions of where to expand the program were made to which Mr. Herbst responded participating units in the state were polled on their ability to proceed with the plan and from these responses a feasible, statewide plan was developed.

Mr. Herbst then shared with Board members a summary of the line item requests stating that based upon earlier drafts of the 10-year plan, the Board submitted FY2019 line item requests for Health Education Programs which included \$5.239 million in new funding to support various components of the plan. He continues that since submission of the first GME-related line item requests, a number of the components of the plan have been adjusted to reflect the latest timelines of participating organizations and fine-tuning to individual budget needs for FY2019. Additionally, two components of the overall plan, support of a standing GME Council and incorporation of the Internal Medical Residency element, have been included since the line items based on the earliest drafts of the plan were submitted.

BOARDWORK
DECEMBER 20, 2017

Finally, Mr. Herbst states this is a critically needed program and one with wide support from Idaho's medical community, the Governor's Office, and the Department of Health and Welfare.

There were no additional questions or comments from the Board.

2. Idaho State University – Idaho College of Osteopathic Medicine (ICOM) Ground Lease

BOARD ACTION

M/S (Westerberg/Hill): To approve the request by Idaho State University to execute the amendment to the Ground Lease with the Idaho College of Osteopathic Medicine as presented in Attachment 1. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item reminding Board members Idaho State University (ISU) and the Idaho College of Osteopathic Medicine (ICOM) entered into a Ground Lease on September 15, 2016 which included terms regarding mortgage financing and that ICOM will finance its operations, in part, with publicly-sold securities involving several lenders. He continues the current mortgage financing language contained in the Ground Lease is not adequate for the sale of public securities and, as a result, an amendment is necessary to ensure that financing can be secured. He then invited General Counsel for Idaho State University, Ms. Joanne Hirase-Stacey to provide an overview of the changes to Board members.

Ms. Hirase-Stacey shares with Board members that funding for the Idaho College of Osteopathic Medicine is a combination of private and public sources. She continues Rice University and the Burrell Foundation have provided private funds totaling approximately \$50 million and that ICOM is ready to market their bonds to secure the remainder of their financing, however, amendments to the ground lease are necessary in order for ICOM to go out to market.

She continues the first amendment to the Ground Lease is to Section 18 – Destruction of Leased Premises or Lessee Building. Currently this section states that if there is a casualty to the building and ICOM decides not to continue the lease, then ISU could request the building be demolished and the ground returned to the original condition. The proposed amendment would provide for the mortgage finance documents to take precedence over the ground lease however, Board staff has expressed concern this would leave ISU without recourse and responsible for the building demolition and clean-up and restoration. Ms. Hirase-Stacey then states that Section 32 – Disposition of Lessee Building Upon Lease Termination requires ISU to put in writing that ICOM be responsible for demolition of the building and returning the ground to its previous condition with 180 days using non-insurance money and that it is her opinion this protects ISU from the concerns put forth by Board staff.

BOARDWORK
DECEMBER 20, 2017

The second amendment to the Ground Lease is to Section 19 – Eminent Domain. Ms. Hirase-Stacey shares changes to this section include minor changes to the language from lessee building to lessee property. She states ICOM will be including financing for certain pieces of equipment within the lease and the definition change will encompass the building and equipment financed through public bonds.

The final changes to the Ground Lease are to Section 30 – Mortgage Financing. Ms. Hirase-Stacey states the original ground lease was written in anticipation of a single lender, however, the project will now have several lenders, requiring a change to the current language to accommodate this fact. She continues the language is common to agreements of this type and that the Department of Public Works (DPW) has reviewed the language and found no concerns with the changes to this section as well as sections 18 and 19. Additionally, ISU has requested inclusion of language that if the project were to go in to foreclosure, the subsequent purchaser would be required to pay all of the base land costs that were unpaid by ICOM. Additionally, ISU would have the opportunity to hire a temporary operator for the building and any expenses incurred by ISU would be paid by the subsequent purchaser.

At this time Board member Clark asked how ICOM was able to begin construction of the building prior to going out for bonding to which Ms. Hirase-Stacey responded through the private funds made available by Rice University and the Burrell Foundation.

Board member Clark then shared her concerns with the lack of available parking on the site and asked if any arrangements have been made through the ground lease agreement to address this. Associate Dean for Clinical Research for Idaho State University Division of Health Sciences, Dr. Rex Force, acknowledged parking would become an issue should ICOM be at full occupancy and that currently ICOM is sharing parking with the site's other occupant, the West Ada School District. He continues ICOM has also been granted access to an additional parking lot adjacent to the property adding the parking needs for both ISU and ICOM are currently being met without adversely affecting the West Ada School District. He then states both ICOM and ISU are actively exploring a long term solution to the parking issues that will ultimately come about once ICOM and ISU are operating at full capacity.

There were not additional questions or comments from the Board.

OTHER BUSINESS

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

M/S (Scoggin/Critchfield): To adjourn the meeting at 11:27 am (MDT). The motion carried 7-0. Superintendent Ybarra was absent from voting.

**WORK SESSION
DECEMBER 20, 2017**

SUBJECT

2019-2024 (FY20-24) K-20 Education Strategic Plan

REFERENCE

February 2015	Board reviewed and approved amended 2015-2019 (FY16-FY20) State Board of Education K-20 Statewide Strategic Plan
December 2015	Board approved 2016-2020 (FY17-FY21) Idaho State Board of Education Strategic Plan
December 2016	Board reviewed and discussed amendments to the Board's FY18-FY22 K-20 Education Strategic plan and approved amendments to the Board's FY18-FY22 Higher Education Research Strategic Plan
February 2017	Board approved the FY18-FY22 K-20 Education Strategic Plan
June 2017	Board approved institution and agency FY18-FY22 Strategic Plans and tasked the Planning, Policy and Governmental Affairs Committee with evaluating and bringing back recommendations on the Board's required postsecondary system-wide performance measures
August 2017	Board discussed in detail goal one and possible amendments to the K-20 Education strategic plan and requested the Planning, Policy and Governmental Affairs Committee continue the work and bring back proposed amendments to the Board for consideration

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

The Idaho State Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, "shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law." Through obligations set in the State Constitution and Idaho statutes, the State Board of Education (Board) is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state. This includes public schools, colleges and universities, Department of Education, Division of Career Technical Education, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board and the executive agencies of the Board are charged with enforcing and implementing the education laws of the state.

Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho and provides general oversight and governance for public K-20 education, and the Board has a direct

**WORK SESSION
DECEMBER 20, 2017**

governance role as the Board of Regents for the University of Idaho and the board of trustees for the other public four-year college and universities. The K-20 Education strategic plan must encompass and serve all of these aspects of Idaho's public education system.

The Board's strategic plan is a forward looking roadmap used to guide future actions, define the vision and mission of Idaho's K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in public education throughout the state. The strategic plan establishes the Board's goals and objectives that are consistent with the Board's governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

At the October regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives.

The strategic plan is broken out by high level goals that encompass the education system and more targeted objectives that are focused on progress toward these goals. Performance toward the objectives is then measured by the performance measures identified in the plan and benchmarks and performance targets set by the Board. Unlike a specific institution or agency's strategic plan, movement toward the Board's goals depends on activities not only of the Board, but also actions of the institutions and agencies that make up Idaho's public education system (K-20).

In addition to the Board's K-20 Education strategic plan, the Board has a number of area specific strategic plans and the Complete College Idaho plan. The Complete College Idaho plan is made up of statewide strategies that have been developed to move the Board's strategic plan forward with a focus on moving the needle on the 60% benchmark for the educational attainment performance measure (Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study). Like the institution, agency, and special and health program strategic plans the Board's Indian Education strategic plan, STEM Education strategic plan, and Higher Education Research strategic plan are all required to be in alignment with the Board's overall K-20 Education Strategic Plan.

IMPACT

Once approved, the institutions and agencies will align their strategic plans to the Board's strategic plan and bring them forward to the Board for consideration in April.

**WORK SESSION
DECEMBER 20, 2017**

The Board and staff use the strategic plan to prioritize statewide education initiatives in Idaho as well as the work of the Board staff. By focusing on critical priorities, Board staff, institutions, and agencies can direct limited resources to maximum effect.

ATTACHMENTS

Attachment 1 – FY2019–2023 State Board Education Strategic Plan	Page 5
Attachment 2 – Strategic Planning Requirements	Page 18
Attachment 3 – System-wide Performance Measures	Page 20
Attachment 4 – Annual Dual Credit Report	Page 22
Attachment 5 – Annual Opportunity Scholarship Summary Report	Page 36
Attachment 6 – Annual Opportunity Scholarship Comprehensive Report	Page 38
Attachment 7 – Annual Scholarship Report - Other	Page 54

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to the Board's master planning calendar, the Board is scheduled to review and approve its strategic plan annually in December, with the option of a final approval at the February Board meeting if significant changes are requested during the December Board meeting. Once approved the institutions and agencies then use the Board's strategic plan to inform their annual updates to their own strategic plans. The institutions and agencies bring their strategic plans forward for approval in April of each year with an option for final approval in June.

The update of the strategic plan during the February 2015 Board meeting included a comprehensive update to the plan on the recommendations of a committee appointed by the institution presidents and lead by Board staff. The amendments proposed during the 2016 review cycle focused on updates to the performance measures benchmarks that were reached during the previous year. Amendments for the current cycle incorporate recommendations from the Governor's Higher Education Task Force pertaining to the restatement of the State's Educational Attainment performance measure and benchmark (commonly referred to as "the 60% goal"), added focus on measures that will show the impact of implementation of the Complete College America "Game Changers" and additional amendments stemming from the discussion at the August 2017 Regular Board meeting Work Session discussion. The strategic plan includes the restatement of the 60% educational attainment goal as a new Goal 1. The Planning, Policy and Governmental Affairs Committee asked the Institutional Research Directors to take a first stab at recommending interim measures of progress. The group met on December 8th to start the work, an update will be provided at the Board meeting on progress and timelines for establishing these performance targets.

In addition to the strategic plan amendments, the Board will also be provided with the annual report on the statewide scholarship and dual credit participating report. This is the fourth year the Board office has produced the dual credit report, which focuses on the impact of students taking dual credit courses. The annual scholarship report is designed to focus on the effectiveness of the state

**WORK SESSION
DECEMBER 20, 2017**

scholarships managed through the Board office. The Board is required to report on the scholarships effectiveness each year to the legislature.

Finally, the Board will also have the opportunity to discuss the postsecondary system-wide performance measures. At the June 2017 Board meeting the Planning, Policy, and Governmental Affairs Committee was requested to review the postsecondary system-wide performance measures. The current system-wide performance measures have been in place in substantially the same for since set by the Board in 2011. The new proposed postsecondary system-wide performance measure focus on measures that will be impacted by the implantation of the Complete College America "Game Changers."

Amendments to plan may be made during the work session, should the Board have no additional amendments following the work session, the strategic plan may be approved at this meeting.

BOARD ACTION

I move to approve the 2019-2024 (FY20-FY24) Idaho State Board of Education K-20 Education Strategic Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



FY2019-2023
Idaho K-20 Public Education - Strategic Plan

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance the state's global competitiveness.

VISION STATEMENT

The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

IDAHO'S PUBLIC EDUCATION SYSTEM

The Idaho State Constitution and Idaho Code charges the State Board of Education (Board) with providing general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state, which includes public schools, colleges and universities, Division of Career Technical Education, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board is responsible for general supervision and oversight of more than 30 agencies, institutions, health, and special programs. Idaho's public education system encompasses the public school system starting with Kindergarten through graduate education along with state scholarship programs, health education and residency programs, the Small Business Development Center, Tech Help, Museum of Natural History, Idaho Geological Survey and Agriculture and Forest Utilization Research.

GOAL 1: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: Timely Degree Completion – Increase the number of students who attain a certificate or degree on time.

Performance Measures:

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting
- II. Percent of first-time, full-time, freshmen graduating within 150% of time
- III. Total number of certificates/degrees produced, broken out by:
Certificates – 1 academic year or more

**WORK SESSION
DECEMBER 20, 2017**

[Associate degrees](#)

[Baccalaureate degrees](#)

IV. [Number of unduplicated graduates, broken out by:](#)

[Certificates of at least one academic year](#)

[Associate degrees](#)

[Baccalaureate degrees](#)

[Objective B: Remediation](#) – [Ensure students have access to co-requisite support for credit-bearing gateway English and math courses.](#)

- I. [Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course \(in the area identified as needing remediation\) within a year with a “C” or higher](#)

[Objective C: Math Pathways](#) – [Increase student access to math gateway courses relevant to the student degree or certificate goals.](#)

[Performance Measures:](#)

- I. [Percent of new degree-seeking freshmen completing a gateway math course within two years](#)

[Objective D: Structured Schedules](#) – [Increase student access to degree and certificate programs with predictable, consistent class schedules designed around student’s needs and structured to facilitate on-time completion.](#)

[Performance Measures:](#)

- I. [Number of programs offering structured schedules.](#)

[Objective E: Guided Pathways](#) - [Increase student access to degree and certificate programs with degree maps that specify semester-by-semester course selection and streamline the registration process.](#)

[Performance Measures:](#)

- I. [Percent of first-time, full-time freshmen graduating within 100% of time](#)
II. [Off-track Credits \(Median number of credits earned at degree or certificate completion\)](#)

GOAL 12: A WELL-EDUCATED CITIZENRY

Idaho’s P-20 public education system will provide opportunities for individual advancement across Idaho’s diverse populations.

**WORK SESSION
DECEMBER 20, 2017**

Objective A: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Performance Measures:

I. Annual number of state-funded scholarships awarded and total dollaramount.

2013	2014	2015 (consolidated scholarships)	2016	Benchmark
8,225	7,864	1,787	1,798	≥ 3,000
\$6,671,809	\$6,187,700	\$6,369,276	\$6,528,700	≥ 16,000,000

Benchmark: 3,000¹, \$16M² (by FY2023)

II. Proportion of postsecondary graduates with student loan debt.

2013 (class of 2012)	2014 (class of 2013)	2015 (class of 2014)	2016 (class of 2015)	Benchmark
64.3%	68.1%	71.3%	71.0%	<50%

Benchmark: 50% or less³ (by FY2023)

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

2013	2014	2015	2016	Benchmark
	25.7%	25.2%	33.0%	≥ 60%
32.0%	34.0%	37.0%	36.8%	≥ 60%

Benchmark: SAT – 60%⁴ (by FY2023)

ACT – 60% (by FY2023)

IV. Percent of high school graduates who participated in one or more advanced opportunities.

2013	2014	2015	2016	Benchmark
N/A	36.0%	38.9%	58.2%	≥ 80%

Benchmark: 80%⁴ (by FY2023)

V. Percent of dual credit students who graduate high school with an Associate's Degree.

2013	2014	2015	2016	Benchmark
0.4%	0.4%	0.6%	1.0%	≥ 3%

Benchmark: 3%⁵ (by FY2023)

VI. Percent of students who complete the Free Application for Federal Student Aid (FAFSA).

2013	2014	2015	2016	Benchmark

Benchmark: (by FY2024)

VI.VII. Percent of high school graduates who enroll in a postsecondary institution:

Within 12 months of high school graduation.

2013	2014	2015	2016 (excluding spring semester)	Benchmark
54.3%	52.0%	50.6%	44.6%	≥ 60%

**WORK SESSION
DECEMBER 20, 2017**

Benchmark: 60%⁶ (by FY2023)

Within 36 months of high school graduation.

2013 (class of 2010)	2014 (class of 2011)	2015 (class of 2012)	2016 (class of 2013)	Benchmark
N/A	63.4%	64.1%	65.2%	≥ 80%

Benchmark: 80%⁷ (by FY2023)

VII.VIII. Percent cost of attendance (to the student)

2013	2014	2015	2016	Benchmark
1.9%	2.8%	-1.1%	-0.9%	< 4%

Benchmark: less than 4%⁷ (by FY2023)

VIII.IX. Average net cost to attend public institution.

2013	2014	2015	2016	Benchmark
103.1%	107.0%	98.6%	92.0%	90% of peers

Benchmark: 4 year institutions - 90% of peers⁷ (using IPEDS calculation) (by FY2023)

IX.X. Expense per student FTE

2013	2014	2015	2016	Benchmark
\$20,303	\$21,438	\$22,140	\$23,758	≤ \$20,000

Benchmark: \$20,000⁷ or less (by FY2023)

X.XI. Number of degrees produced

2013	2014	2015	2016	Benchmark
13,491	13,778	14,026	14,409	≥ 15,000

Benchmark: 15,000⁶ (by FY2023)

Objective B: Adult Learner Re-integration – Increase the options for re-integration of adult learners, including veterans, into the education system.

Performance Measures:

I. Percent of Idahoans ages 35-64 who have a college degree.

2013	2014	2015	2016	Benchmark
35.3%	34.4%	35.9%	N/A	≥ 37%

Benchmark: 37%⁶ (by 2020)

II. Number of graduates of retraining programs in the technical colleges (integrated, reintegrated, upgrade, and customized)

2013	2014	2015	2016	Benchmark
6	15	15	N/A	≥ 20

Benchmark: 20⁶ (by 2023)

**WORK SESSION
DECEMBER 20, 2017**

III. Number of first-time postsecondary institution students with a GED

2013	2014	2015	2016	Benchmark
3,731	3,476	2,761	2,145	≥ 3,000

Benchmark: 3,000¹

IV. Number of non-traditional postsecondary institution graduates (age>39)

2013	2014	2015	2016	Benchmark
1,801	1,863	1,811	1,806	≥ 2,000

Benchmark: 2,000⁶ (by 2020)

V. Number of veterans enrolled at public postsecondary institutions (broken out by full-time and part-time status)

2013	2014	2015	2016	Benchmark
2,578	2,307	2,171	2,026	≥ 2,500

Benchmark: 2,500⁶ (by 2020)

Objective C: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho’s educational system.

Performance Measures:

I. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

2013	2014	2015	2016	Benchmark
41.0%	40.0%	42.0%	N/A	≥ 60%

Benchmark: 60%⁸ (by 2020)

II. High School Cohort Graduation rate.

2013 (old graduation rate)	2014	2015	2016	Benchmark
84.1%	77.3%	78.9%	N/A	≥ 95%

Benchmark: 95%⁶ (by 2023)

III. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (Distinguish between new freshmen and transfers)

2013 New student	2014 New student	2015 New student	2016 New student	Benchmark 2 Year Institution
56.3%	52.5%	53.7%	54.4%	≥ 75%
2013 Transfer	2014 Transfer	2015 Transfer	2016 Transfer	Benchmark 2 Year Institution
60.3%	56.2%	58.7%	51.6%	≥ 75%
2013 New student	2014 New student	2015 New student	2016 New student	Benchmark 4 Year Institution
70.4%	68.5%	73.0%	74.2%	≥ 85%
2013 Transfer	2014 Transfer	2015 Transfer	2016 Transfer	Benchmark 4 Year Institution
74.4%	72.6%	72.9%	74.9%	≥ 85%

**WORK SESSION
DECEMBER 20, 2017**

Benchmark: (2 year Institutions) 75%⁶ (by 2020)
(4 year Institutions) 85%⁶ (by 2020)

IV. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).

2013 (cohort)	2014 (cohort)	2015	2016	Benchmark
18.1%	16.2%	20.1%	20.3%	≥ 50% 2 Yr Institution
42.6%	41.5%	41.6%	40.9%	≥ 50% 4 Yr Institution

Benchmark: 50%⁶ (2yr/4yr) (by 2023)

Objective D: Quality Education – Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.

Performance Measures:

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

Grade	Subject	2013	2014	2015	2016	Benchmark
5 th	ELA	N/A	N/A	60.0%	62.0%	100%
5 th	Math	N/A	N/A	30.0%	31.0%	100%
5 th	Science	N/A	N/A	N/A	66.0%	100%
10 th	ELA	N/A	N/A	52.0%	54.0%	100%
10 th	Math	N/A	N/A	38.0%	50.0%	100%
10 th	Science	N/A	N/A	62.9%	63.0%	100%

Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (English Language Arts, Mathematics, Science)⁹ (by 2023)

II. Average composite college placement score of graduating secondary students.

2013	2014	2015	2016	Benchmark
22.1	22.4	22.7	22.7	≥ 24
1,356	1,357	1,366	999	≥ 1010

Benchmark: ACT – 24¹⁰ (by 2023)
SAT – 1010¹⁰ (by 2023)

III. Percent of students meeting college readiness benchmark on SAT in Mathematics.

2013	2014	2015	2016	Benchmark
35.2%	33.0%	36.1%	35%	≥ 60%

Benchmark: 60%¹⁰ (by 2023)

Objective B: Quality Teaching Workforce – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

Performance Measures:

I. Median SAT/ACT score of students in public institution educator preparation programs.

**WORK SESSION
DECEMBER 20, 2017**

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	N/A	≥ 24
Old test	Old test	Old test	N/A	≥ 1010

Benchmark:

Objective E: Equity – Provide opportunities for underserved populations to have equal access to Idaho’s educational system.

Performance Measures:

I. Gap in student achievement measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Benchmark: TBD

II. Gap in educational attainment measures between groups with traditionally low educational attainment. Broken out by minority populations, disadvantaged students, and gender in addition to traditionally underrepresented groups and the general populace.

Benchmark: TBD

III. Gap in access measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Benchmark: TBD

IV. Reduced gap in re-integration measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Benchmark: TBD

GOAL 23: WORKFORCE READINESS

The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

Performance Measures:

I. Percentage of students participating in internships.

2013	2014	2015	2016	Benchmark
4.1%	3.5%	3.4%	3.9%	≥10%

Benchmark: 10%⁷ (by 2023)

**WORK SESSION
DECEMBER 20, 2017**

II. Percentage of undergraduate students participating in undergraduate research.

Institution	2014	2015	2016	Benchmark
BSU	29%	29.40%	35.2%	≥ 40%
ISU		41%	45%	≥ 50%
UI	59.60%	61.13%	58.80%	≥ 60%

Benchmark: Varies by institution⁷ (by 2023)

III. Ratio of non - STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).

2013	2014	2015	2016	Benchmark
1:0.24	1:0.24	1:0.24	1:0.24	1:0.24

Benchmark: 1:0.25⁵ (by 2023)

IV. Increase in postsecondary programs tied to workforce needs.

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	New measure	10

Benchmark: 10¹¹ (by 2023)

Objective B: Innovation and Creativity – Increase the creation and development of ideas and concepts that provide solutions to communities, the state, the nation, and global needs.

Performance Measures:

I. Total amount of research expenditures

2013	2014	2015	2016	Benchmark
Baseline (\$121,580,993)	17.4% (\$142,771,851)	2.8% (\$146,699,825)	N/A	≥ 20% increase

Benchmark: 20%⁷ increase (by 2023)

II. Percentage of graduates employed in Idaho 1 and 3 years after graduation

2013 (class of 2011)	2014 (class of 2012)	2015 (class of 2013)	2016 (class of 2014)	Benchmark 1 yr after graduation
77%	77%	77%	77%	≥ 80%
2013 (class of 2009)	2014 (class of 2010)	2015 (class of 2011)	2016 (class of 2012)	Benchmark 3 yrs after graduation
N/A	N/A	69%	70%	≥ 75%

Benchmark: 1 year - 80%⁶ (by 2023)

Benchmark: 3 years - 75%⁶ (by 2023)

Objective C: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.

**WORK SESSION
DECEMBER 20, 2017**

Performance Measures:

- I. Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**

2013	2014	2015	2016	Benchmark
8	8	8	8	8

Benchmark: 8¹² graduates at any one time (annual – FY18)

- II. Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	51%	≥ 60%

Benchmark: 60%¹³ (by 2023)

- III. Percentage of Family Medicine Residency graduates practicing in Idaho.**

Program	2013	2014	2015	2016	Benchmark
Boise	54%	54%	53%	53%	≥ 60%
ISU	48%	48%	50%	50%	≥ 60%
CDA	NA	NA	NA	NA	≥ 60%

Benchmark: 60%¹³ (by 2023)

- IV. Percentage of Psychiatry Residency Program graduates practicing in Idaho.**

2013	2014	2015	2016	Benchmark
100% (3)	100% (2)	100% (1)	N/A	≥ 50%

Benchmark: 50%¹³ or more (annual – FY18)

- V. Medical related postsecondary programs (other than nursing).**

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	85 (new measure)	100

Benchmark: 100¹¹ (by 2023)

GOAL 3: DATA-INFORMED DECISION MAKING

Objective A: Data Access and Transparency – Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

Performance Measures:

- I. Development of a single K-20 data dashboard and timeline for implementation.**

Benchmark: Completed by FY2018⁴⁹

GOAL 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system resources are integrated and coordinated throughout the state and used effectively to maximize opportunities for all students.

Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

**WORK SESSION
DECEMBER 20, 2017**

Performance Measures:

I. Development of a single K-20 data dashboard and timeline for implementation.

Benchmark: Completed by FY2018¹⁰

Objective A: Quality Teaching Workforce – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

Performance Measures:

I. Median SAT/ACT score of students in public institution teacher training programs.

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	N/A	≥ 24
Old test	Old test	Old test	N/A	≥ 1010

Benchmark: ACT – 24¹⁴ (by 2023)

SAT – 1010¹⁴ (by 2023)

II. Percentage of first-time test takers from approved teacher preparation programs that pass the Praxis Subject Assessments (formerly the Praxis II).

2013	2014	2015	2016	Benchmark
N/A	N/A	N/A	96.5%	≥ 90%

Benchmark: 90%¹⁵ (by 2023)

Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

Performance Measures:

I. Percent of Idaho community college transfers who graduate from four year institutions.

2013 (2010 transfer)	2014 (2011 transfer)	2015 (2012 transfer)	2016 (2013 transfer)	Benchmark
N/A	19.0%	19.5%	13.5%	25%

Benchmark: 25%¹⁵ (by 2023)

II. Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.

2013	2014	2015	2016	Benchmark
62.8%	62.9%	60.7%	N/A	< 55% 2 yr institution
21.5%	23.2%	23.5%	N/A	< 20 4 yr institution

Benchmark: 2 year – less than 55%⁶ (by 2023)

4 year – less than 20%⁶ (by 2023)

**WORK SESSION
DECEMBER 20, 2017**

III. Percent of postsecondary students participating in a remedial program who successfully completed the program or course

2013	2014	2015	2016	Benchmark
54%	46%	55%	57%	≥ 65%

Benchmark: 65%⁶ (by 2023)

Objective C: Productivity and Efficiency – Utilize program prioritization for resource allocation and reallocation at the postsecondary institutions.

Performance Measures:

I. Graduates per \$100,000

2013	2014	2015	2016	Benchmark
1.5	1.5	1.5	1.5	≥ 1.7 or more

Benchmark: 1.7⁵ or more (by 2020)

II. Number of graduates

2013	2014	2015	2016	Benchmark
12,216	12,335	12,431	12,916	≥ 13,000 or more

Benchmark: 13,000⁶ (by 2020)

III. Cost per undergraduate weighted student credit hour

2013	2014	2015	2016	Benchmark
\$493	\$519	\$536	\$565	< \$500
94.1%	98.2%	98.9%	93.1%	90% of WICHE peers

Benchmark: no more than \$500⁵ (by 2023)

Benchmark: 2 year – 90%³ of public 2-year institutions from WICHE states (annual – FY18)

IV. Median number of credits earned at completion of Associate's or Baccalaureate degree program.

	2013	2014	2015	2016	Benchmark
Associates	92	89	87	87	69
Baccalaureate	142	144	142	140	138

Benchmark: Transfer Students: 69/138⁵ (by 2020)

	2013	2014	2015	2016	Benchmark
Associates	80	79	79	78	69
Baccalaureate	132	131	129	127	138

Benchmark: non-transfer students: 69/138⁵ (by 2020)

**WORK SESSION
DECEMBER 20, 2017**

V. Institutional reserves comparable to best practice.

2013	2014	2015	2016	Benchmark
BSU = 5.0%; ISU= 11.7%; UI = 2.7%; LCSC = 5.1%	BSU = 6.1%; ISU= 16.2%; UI = 4.2%; LCSC = 6.5%	BSU = 5.1%; ISU= 15.6%; UI = 5.1%; LCSC = 6.3%	BSU = 5.3%; ISU= 11.8%; UI = 5.4%; LCSC = 6.0%	5%

Benchmark: A minimum target reserve of 5% of operating expenditures¹⁶ (annual – FY18)

KEY EXTERNAL FACTORS

Idaho public universities are regionally accredited by the Northwest Commission on Colleges & Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively they provide a framework for continuous improvement within institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's mission and core themes;
- The translation of the mission's core themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

¹ Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

² Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.

**WORK SESSION
DECEMBER 20, 2017**

³ Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.

⁴ Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).

⁵ Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).

⁶ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on projected change needed to move the needle on the states 60% educational attainment goal.

⁷ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

⁸ Benchmark is set based on the Georgetown Study of workforce needs in Idaho in 2020 and beyond.

⁹ Benchmark is set based on a desired level of achievement for all students in Idaho.

¹⁰ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement (likely hood of being successful at the postsecondary level).

¹¹ New measure.

¹² Benchmark is set based on projected and currently available state resources.

¹³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is set at a rate greater than similar programs in other states.

¹⁴ ~~Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). This is a new measure and still under development.~~

¹⁵ ~~Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on analysis of workforce needs in Idaho.~~

¹⁶ Benchmark set based on staff analysis of national best practices for public postsecondary institutions.

Strategic Planning Requirements

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the strategic plans for the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. This requirement also applies to the states K-20 Education Strategic Plan developed by the Board. These plans must encompass at a minimum the current year and four years going forward. The separate area specific strategic plans are not required to be reviewed and updated annually; however, they are required to meet the same formatting and component requirements. The Board planning calendar schedules the K-20 Education Strategic Plan to come forward to the Board at the December Board meeting and again for final review, if necessary, at the February Board meeting. The institution and agency strategic plans come forward annually at the April and June Board meetings, allowing for them to be updated based on amendments to the K-20 Education Strategic Plan or Board direction. This timeline allows the Board to review the plans and ask questions in April, and then have them brought back to the regular June Board meeting, with changes if needed, for final approval while still meeting the state requirement that all required plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board; the Office of the State Board of Education submits all of the plans to DFM.

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

Pursuant to State Code and Board Policy, each strategic plan must include:

1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the education's interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.
2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
 - i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.

**WORK SESSION
DECEMBER 20, 2017**

- ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
 - iii. Each objective must include at a minimum one performance measure with a benchmark.
- 3. Performance measures must be quantifiable indicators of progress.
 - 4. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.
 - 5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
 - 6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.
 - 7. Institutions and agencies may include strategies at their discretion.

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

Existing Postsecondary System-wide Performance Measures

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

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

Proposed New System-wide Performance Measures

Proposed new system-wide performance measures focus on measuring progress toward the State's educational attainment goal and the impact of the five Complete College America "Game Changers."

Timely Degree Completion

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting
- II. Percent of first-time, full-time, freshmen graduating within 150% of time
- III. Total number of certificates/degrees produced, broken out by:
 - a) Certificates of at least one academic year
 - b) Associate degrees
 - c) Baccalaureate degrees
- IV. Number of unduplicated graduates, broken out by:
 - a) Certificates of at least one academic year
 - b) Associate degrees
 - c) Baccalaureate degrees

Reform Remediation

- V. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

Math Pathways

- VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

Structured Schedules

- VII. Number of programs offering structured schedules.

Guided Pathways

- VIII. Percent of first-time, full-time freshmen graduating within 100% of time

WORK SESSION DECEMBER 20, 2017

Dual Credit in Idaho-Preliminary

Cathleen M. McHugh, Ph.D.¹

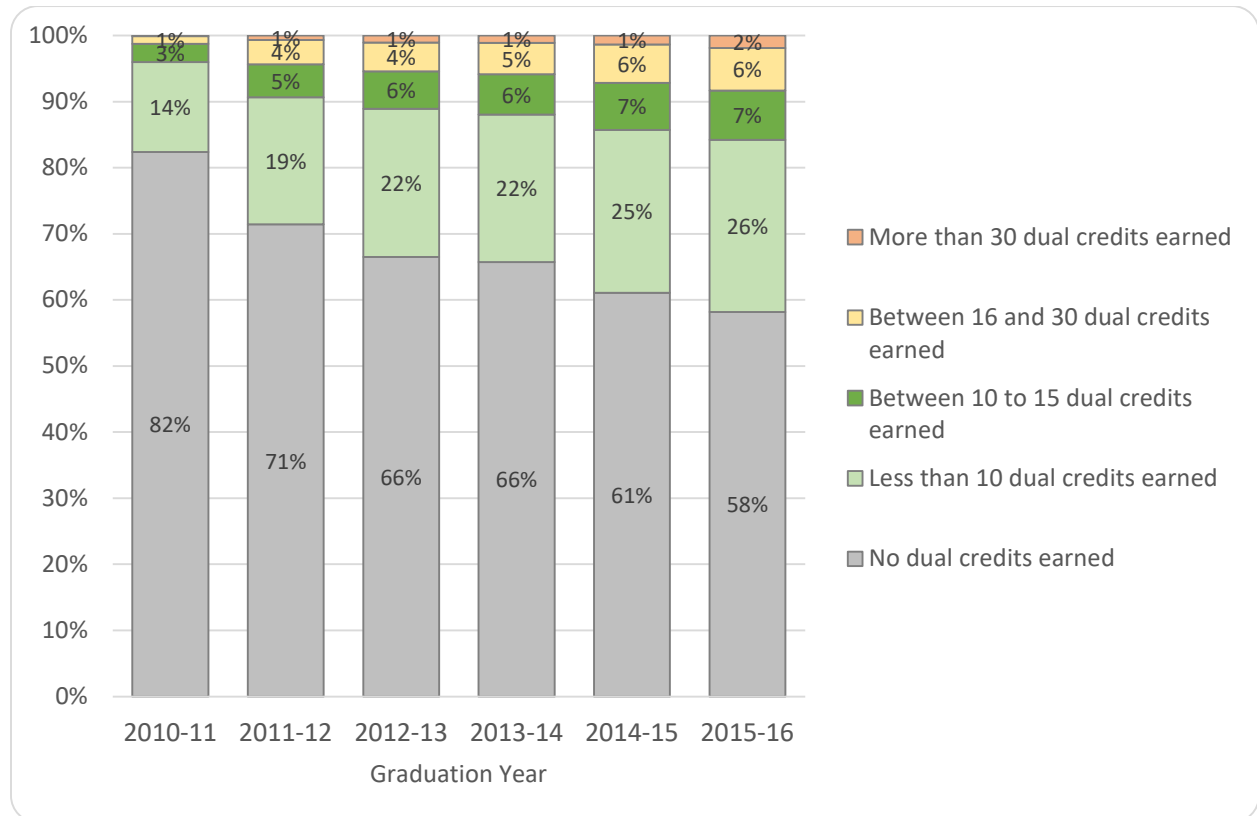
December 1, 2017

This report is a preliminary report. It examines the postsecondary outcomes of students who participate in Idaho's dual credit program. First, it examines the total number of dual credits earned by high school graduates. It then determines whether or not earning dual credits is associated with better postsecondary outcomes.

Prevalence of dual credit in Idaho

As of 2015-16, a little over 40 percent of Idaho high school graduates had earned dual credit (see Figure 1). The majority of students who earn dual credit earn less than 10 total dual credits. A very small percentage earn more than 30 dual credits. Over time, there has been an increasing number of students who earn an associate degree (see Table 1).

Figure 1: Share of Idaho high school graduates who graduate with dual credits, 2010-11 through 2015-16



¹ Cathleen M. McHugh, Ph.D.
Principal Research Analyst
Idaho State Board of Education
cathleen.mchugh@osbe.idaho.gov

**WORK SESSION
DECEMBER 20, 2017**

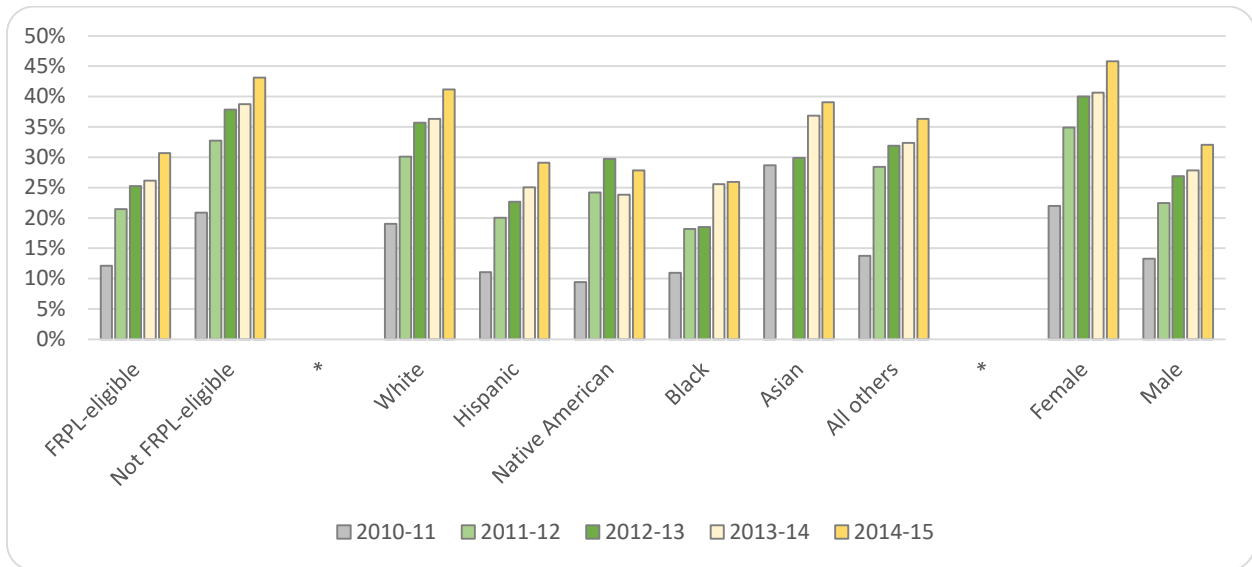
Table 1: Number of high school students graduating with an associate degree

Graduation year	Number of students
2012-13	34
2013-14	24
2014-15	65
2015-16	86
2016-17	126

Next we examine whether Idaho's dual credit expansion was experienced by all types of Idaho students. In Figure 2, we show the share of Idaho high school graduates who graduated with any dual credit broken down into different demographic groups. Across all groups, there has been an increase in the share of students who graduate with some dual credit. That being said, there still exists gaps between the following groups:

- Students eligible for free and reduced price lunch (FRPL) versus those not eligible
- White, Asian, All others versus Hispanic, Native American, and Black students
- Female students versus male students

Figure 2: Share of Idaho graduates who graduate with dual credits, by select demographics, 2010-11 through 2014-15



There are also gaps between the different demographic groups in terms of the number of dual credits earned by graduation for those students who earned dual credits (see Figures 3 through 5).

- A greater share of students not eligible for FRPL earn 10 or more dual credits compared to those students eligible for FRPL
- A greater share of White students earn 10 or more dual credits compared to Hispanic students²
- A greater share of Female students earn 10 or more dual credits compared to male students.

² Due to small cell sizes, we could not present results for other race/ethnicity groups.

WORK SESSION DECEMBER 20, 2017

Figure 3: Dual credits earned for students who earn some dual credit by FRPL-eligibility

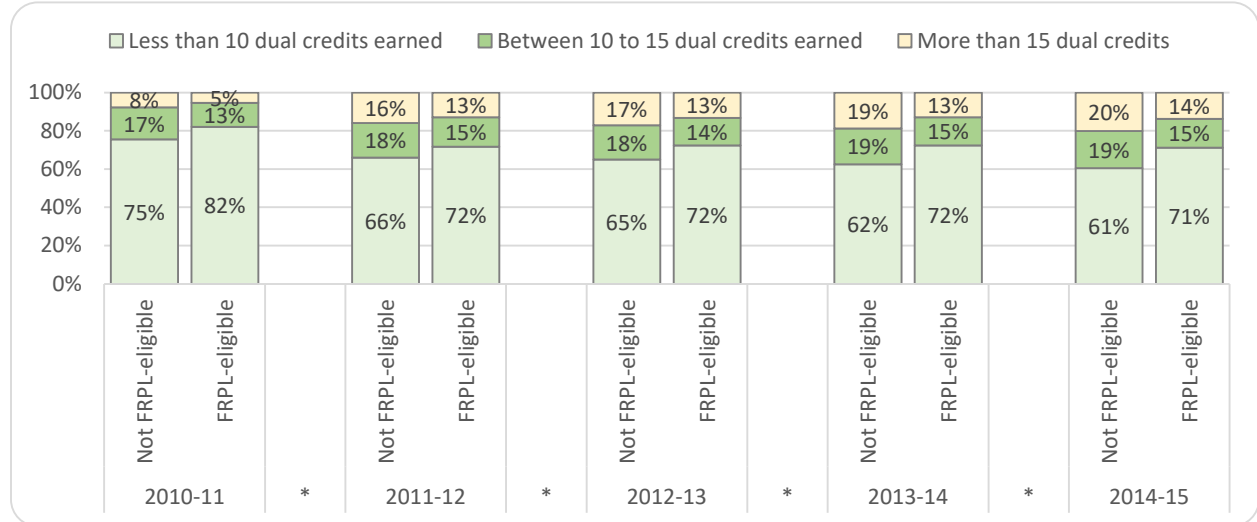


Figure 4: Dual credits earned for students who earn some dual credit by race/ethnicity

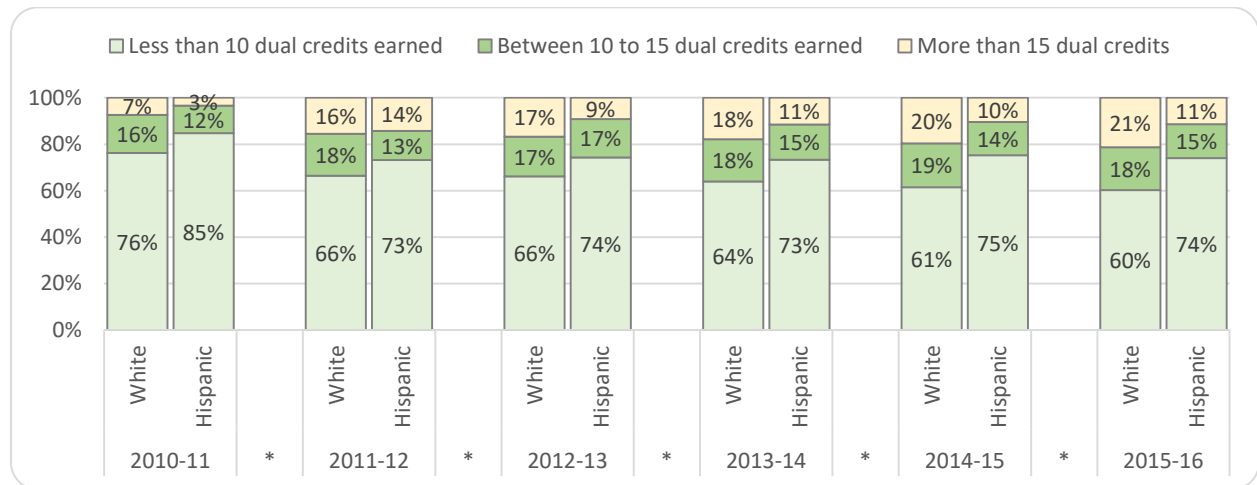
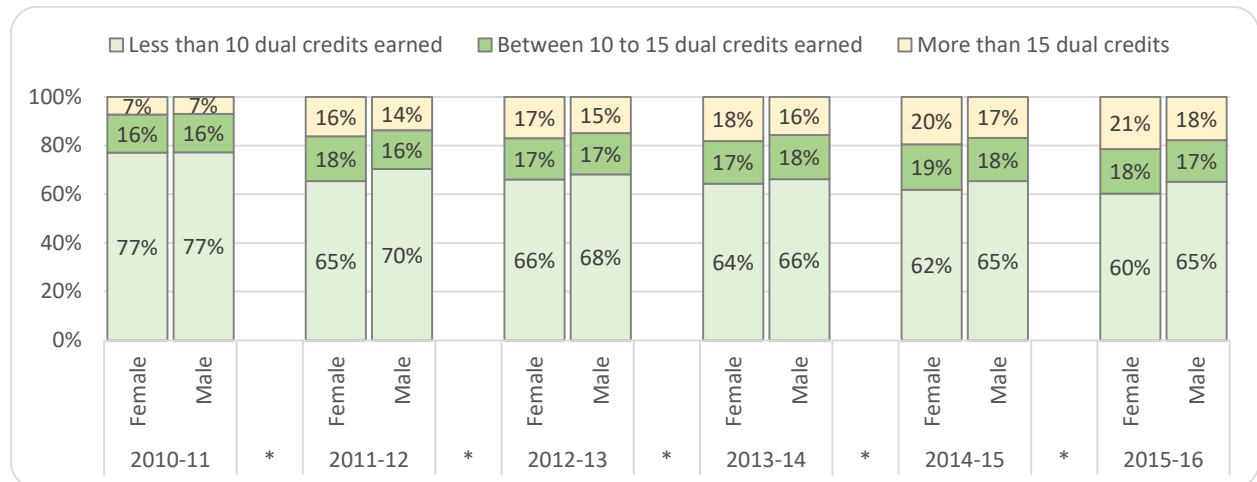


Figure 5: Dual credits earned for students who earn some dual credit by gender



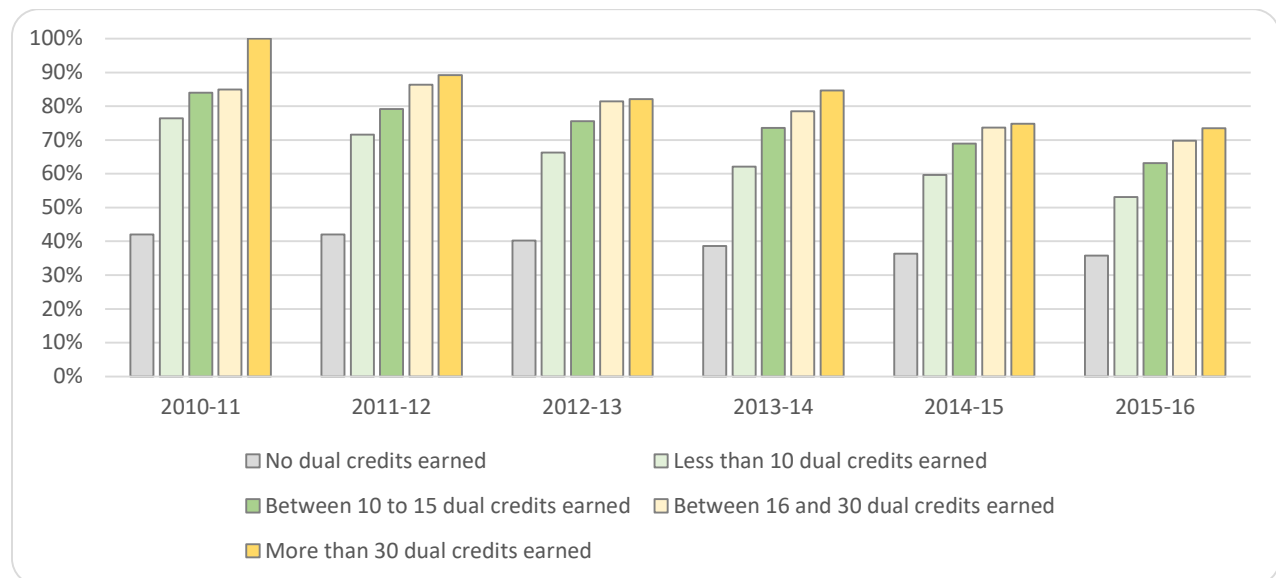
WORK SESSION DECEMBER 20, 2017

Postsecondary outcomes for students who earn dual credit

Students who earn dual credits generally have better postsecondary outcomes than students who do not earn dual credits. This relationship is not necessarily causal though. Students who choose to earn dual credits may inherently be different than students who do not choose to earn dual credits and it may be these differences, and not dual credit, affecting postsecondary outcomes. In the future, we will try to isolate the causal effects of dual credit on outcomes versus the correlated effects of dual credits on outcomes.

Students who earn dual credits are more likely to attend college in the fall following high school graduation compared to students who do not earn dual credits (see Figure 6). The more dual credits a student earned in high school, the more likely that student is to attend college. College attendance rates have fallen for students who earn dual credits. This is likely related to the expansion of the dual credit program.

Figure 6: Immediate college attendance rates by number of dual credits earned in high school

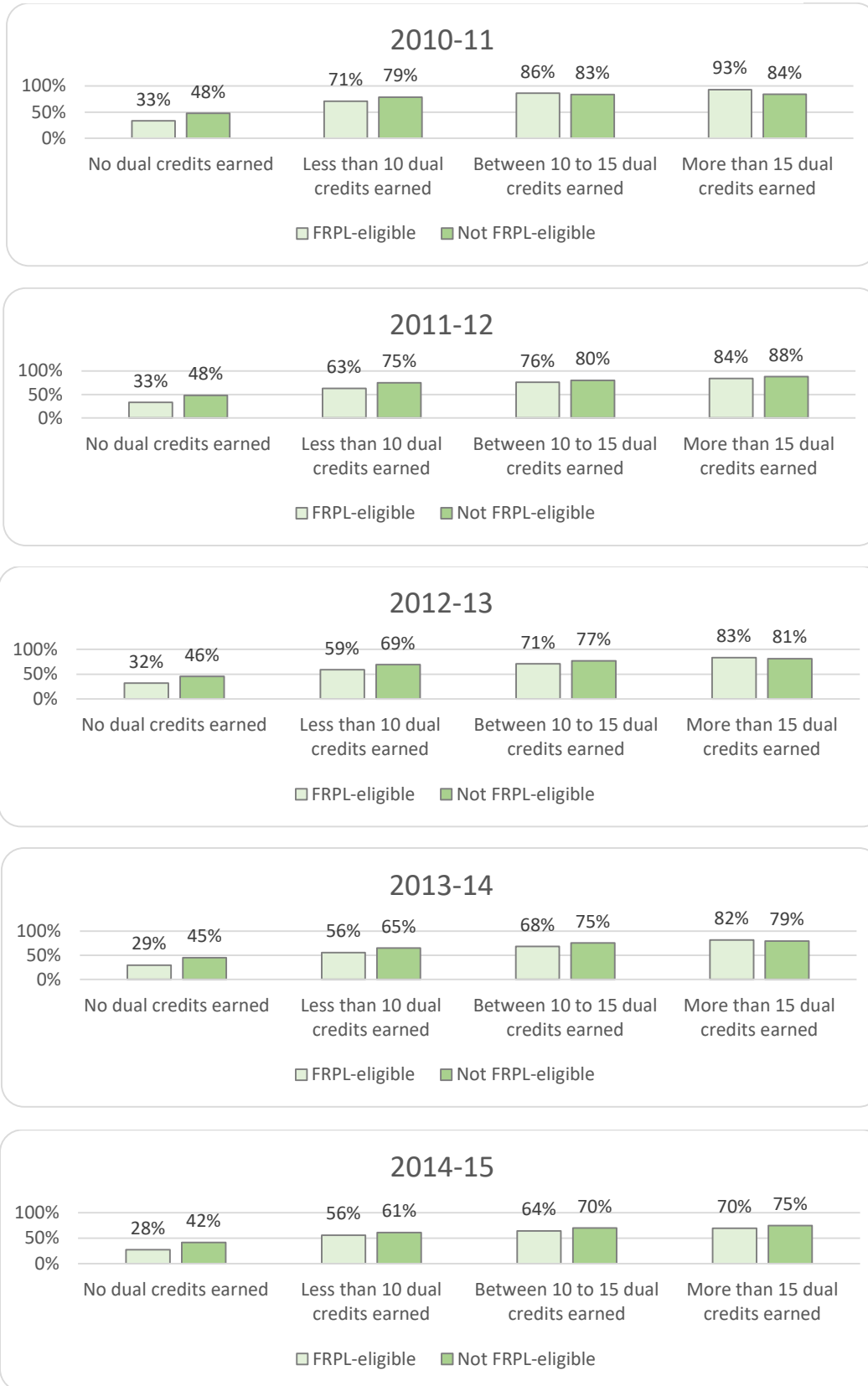


In the next few pages, we present results on immediate college attendance rates and dual credits earned for several different demographic groups. The largest gaps in immediate college attendance rates for students eligible for FRPL versus those not eligible are for students who earned no dual credits in high school. Hispanic students who earn dual credits are oftentimes more likely to attend college immediately than white students. And, finally, as the dual credit program has expanded, the gap between females and males is largest for students with the most dual credits earned.

Our next step is to better understand these findings and to figure out if there is a way to estimate the causal effects versus the effects due to correlation.

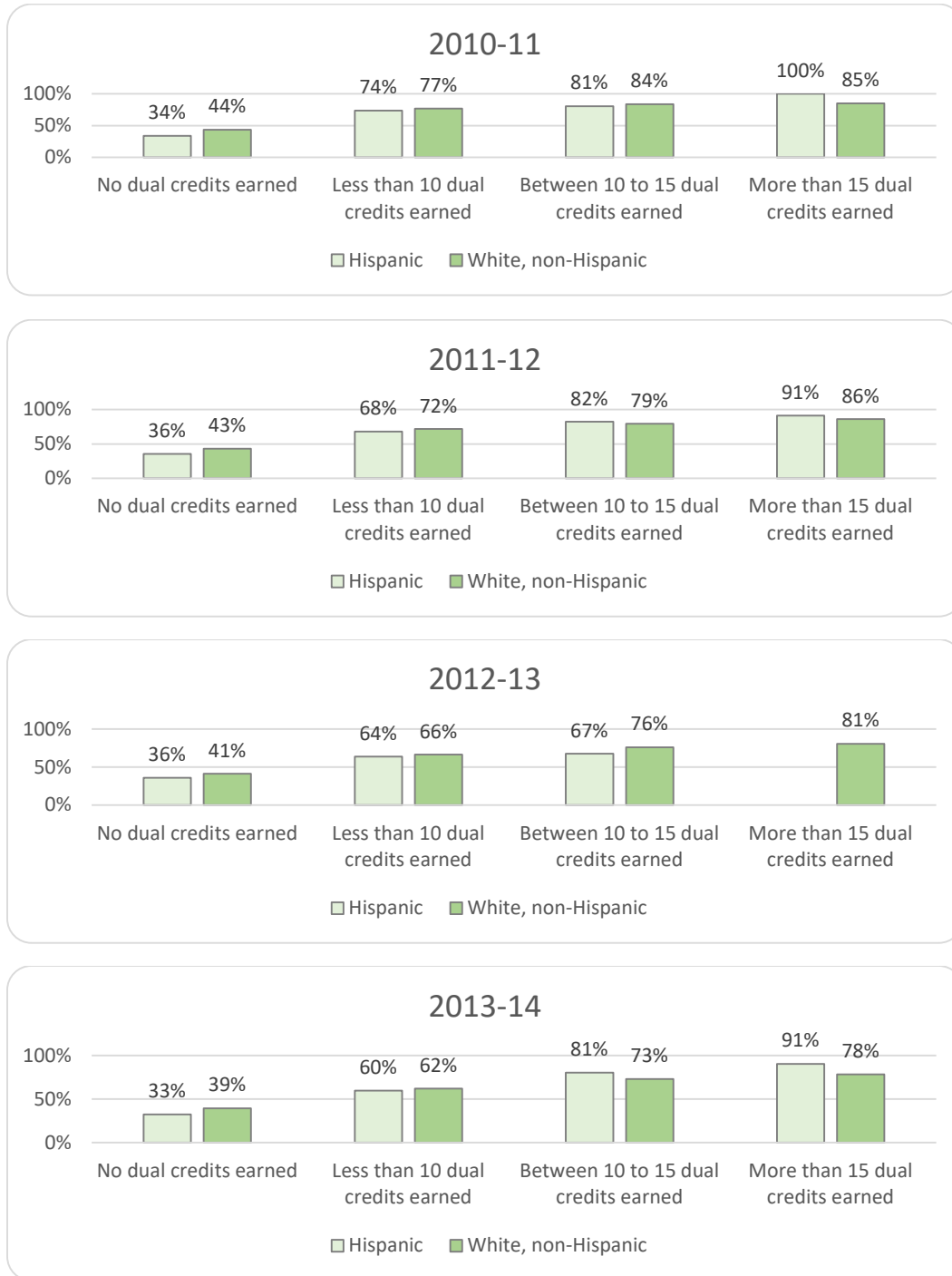
WORK SESSION

Figure 7: Immediate college attendance rates by FRPL-status and dual credits earned



**WORK SESSION
DECEMBER 20, 2017**

Figure 8: Immediate college attendance rates by race and dual credits earned



**WORK SESSION
DECEMBER 20, 2017**

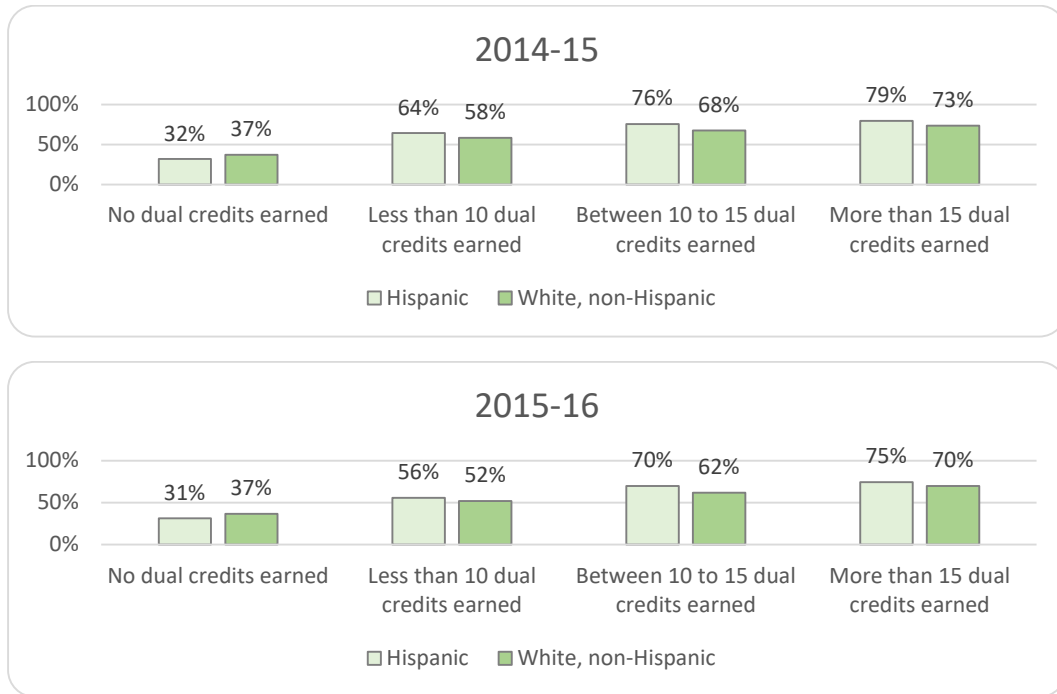
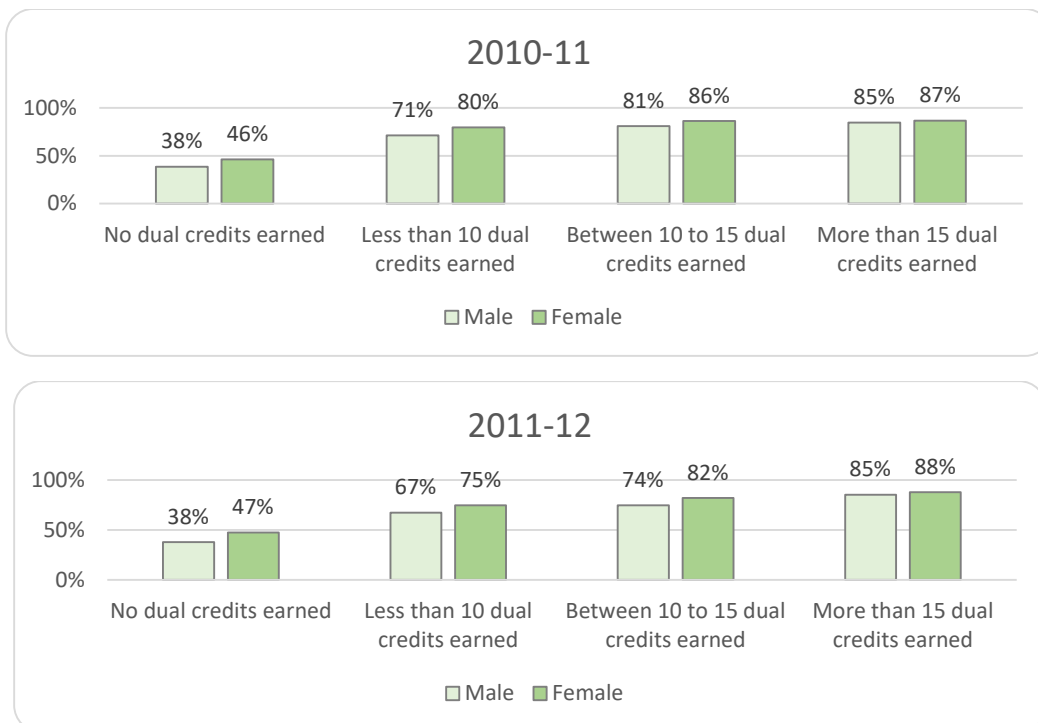
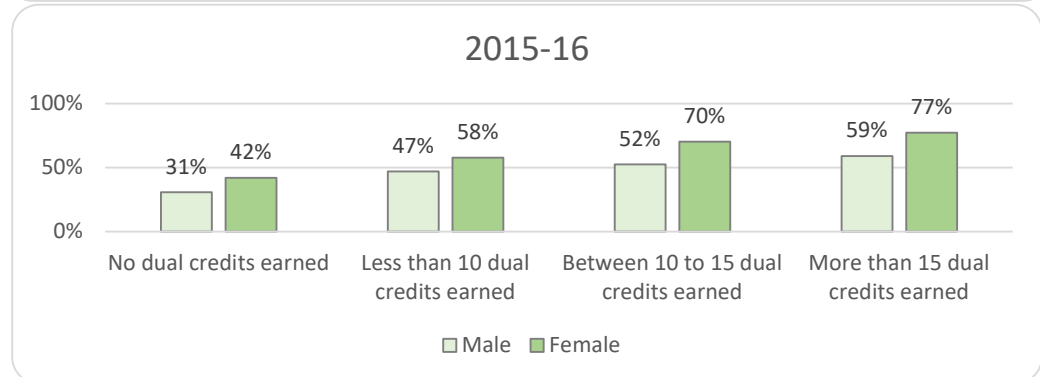
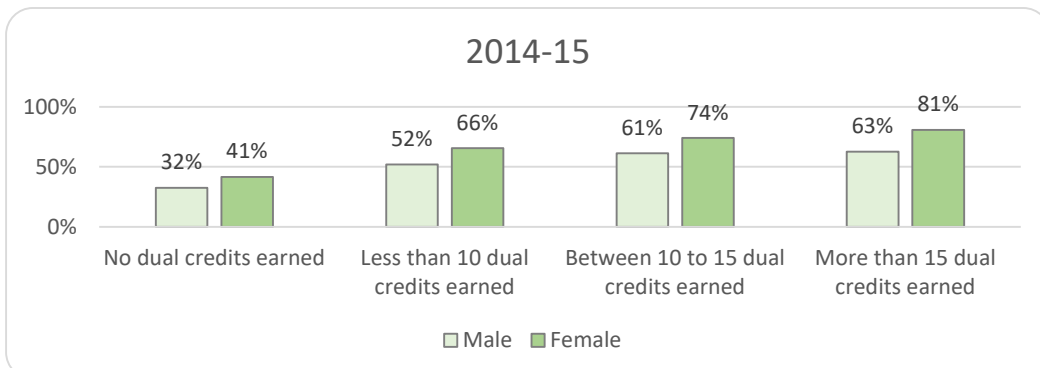
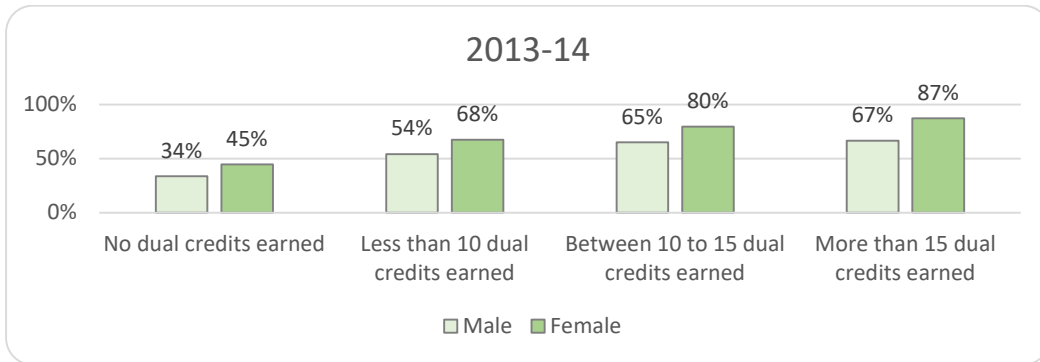
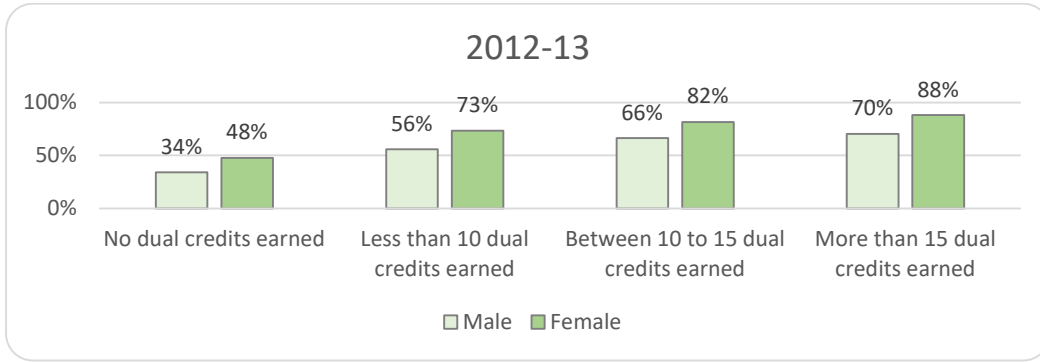


Figure 9: Immediate college attendance rates by gender and dual credits earned



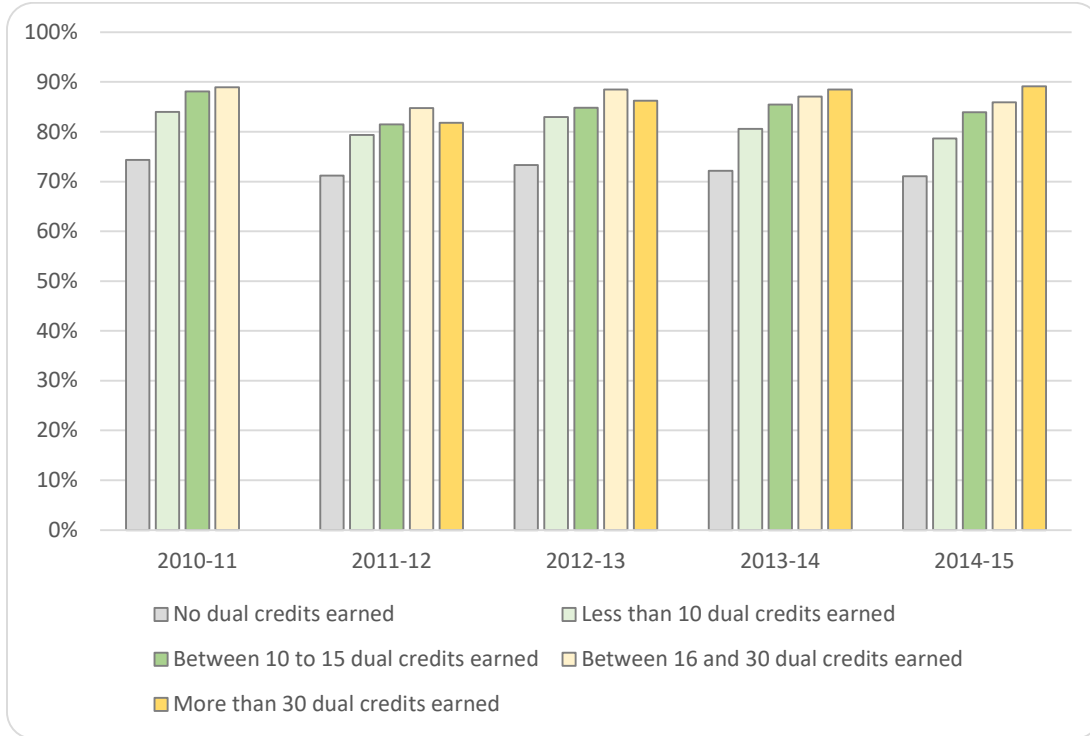
**WORK SESSION
DECEMBER 20, 2017**



**WORK SESSION
DECEMBER 20, 2017**

Next we examine if first-year college retention is different for students who earned dual credits in high school versus those that did not. We find that retention numbers have been fairly stable over the years and that students with more dual credits are more likely to be retained in their first year of college.

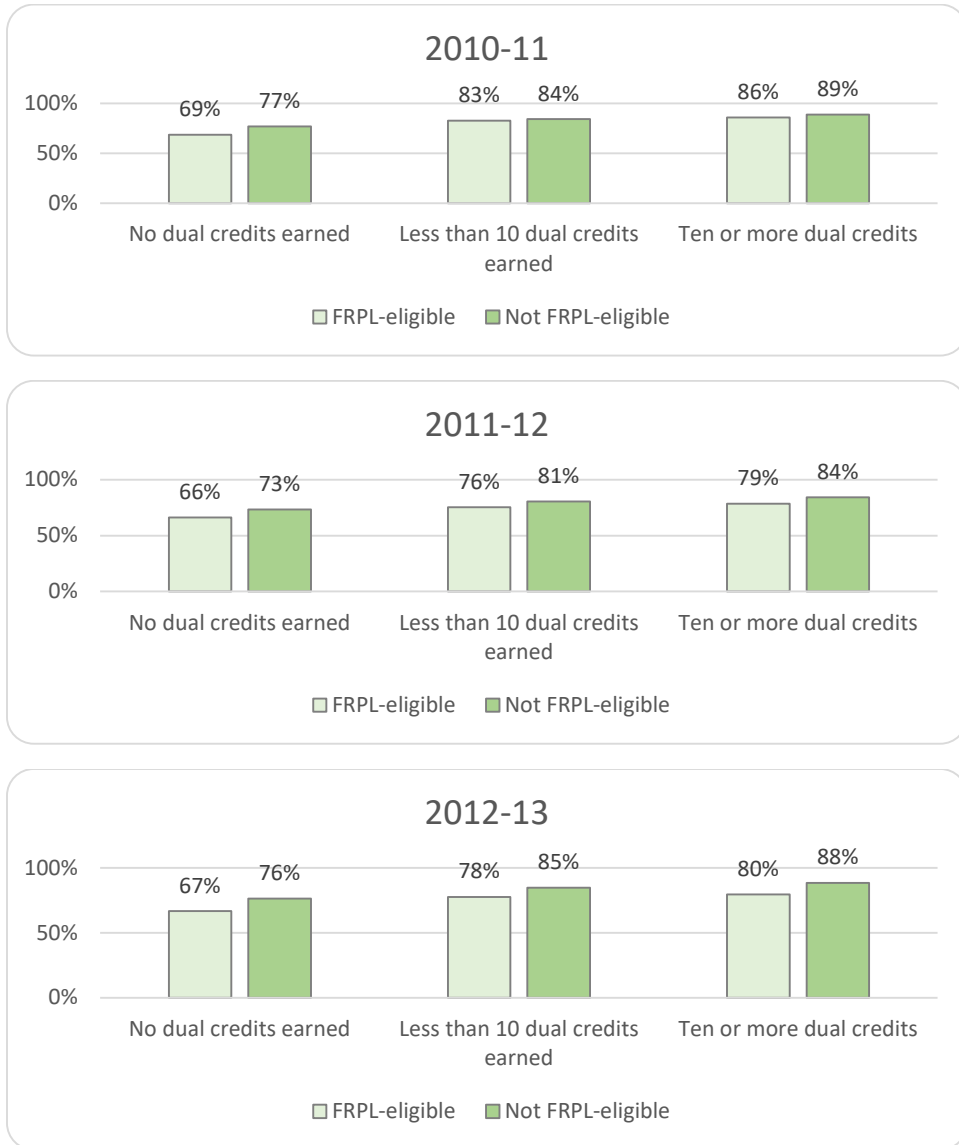
Figure 10: First-year college retention rates by number of dual credits earned in high school



When we examine retention by dual credit for select demographic groups, we find some of the same patterns as for immediate college attendance data. In the last few years, the retention gap between students eligible for FRPL and those not was smallest at the highest levels of dual credits earned and largest for students with no dual credits earned. Over the past few years, Hispanic students and white students have been retained at much the same rates for all levels of dual credits earned. That was also true for male and female students.

**WORK SESSION
DECEMBER 20, 2017**

Figure 11: First year retention rates by FRPL-eligibility and dual credits earned



**WORK SESSION
DECEMBER 20, 2017**

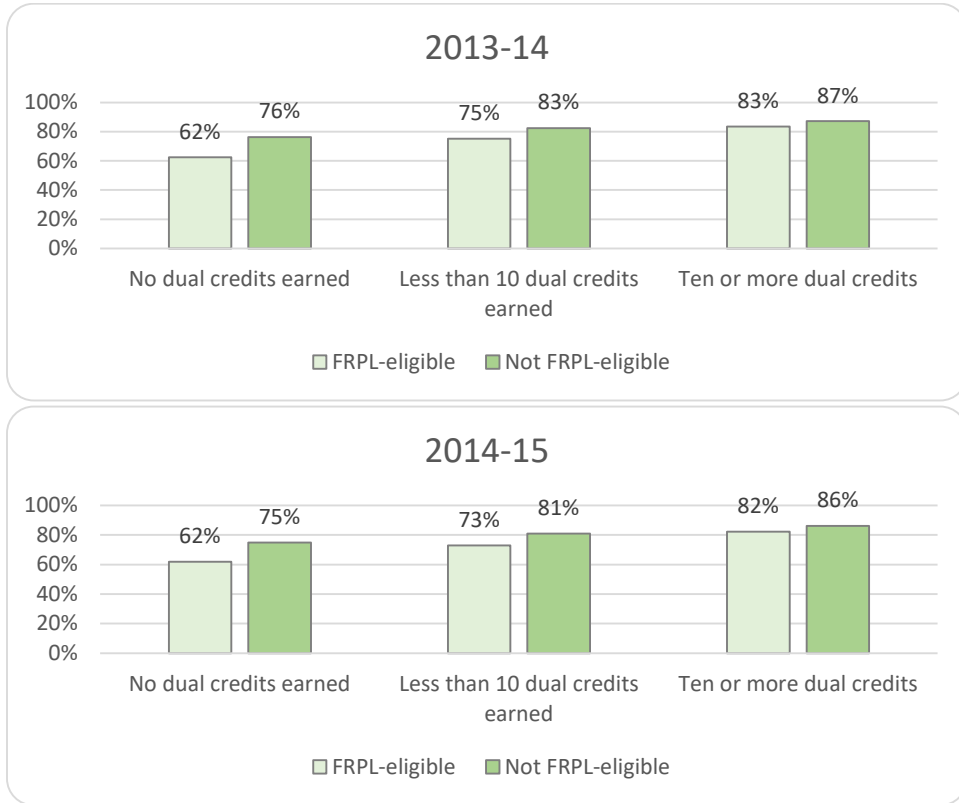
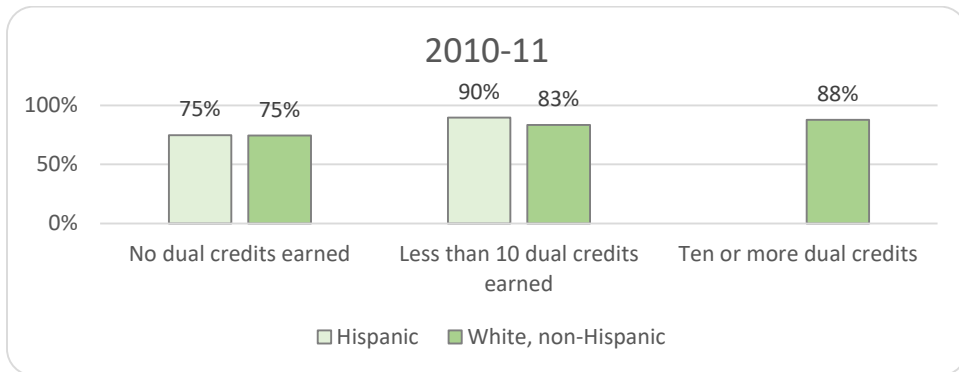
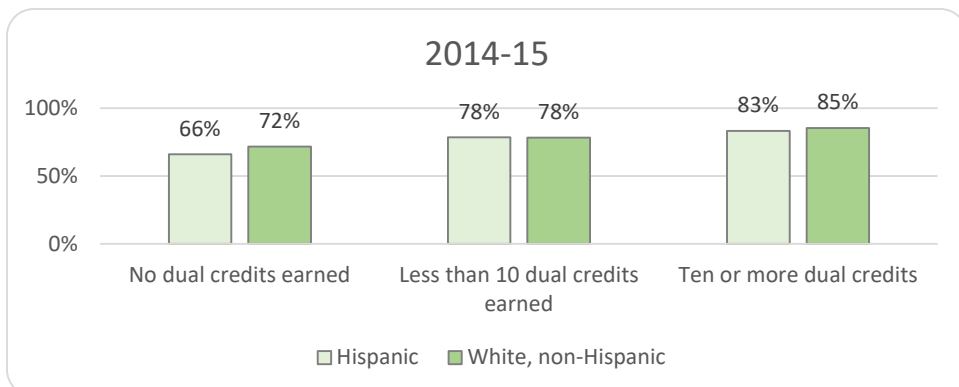
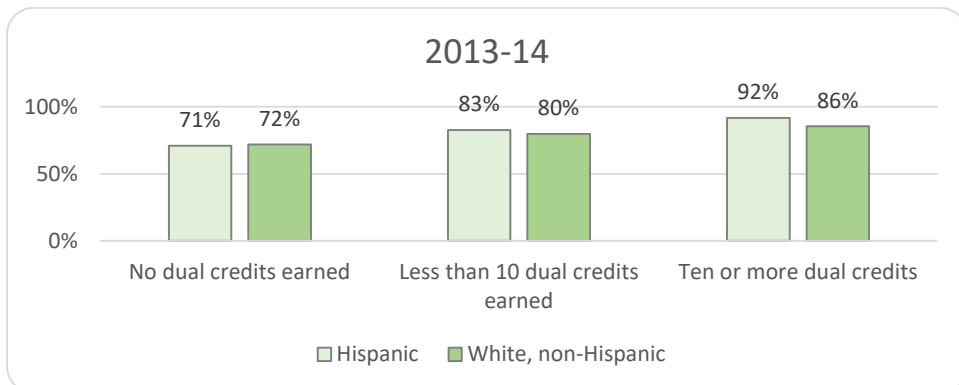
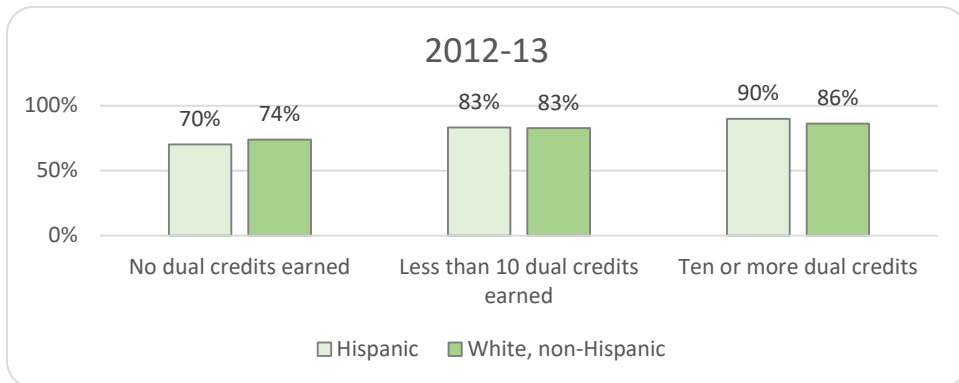
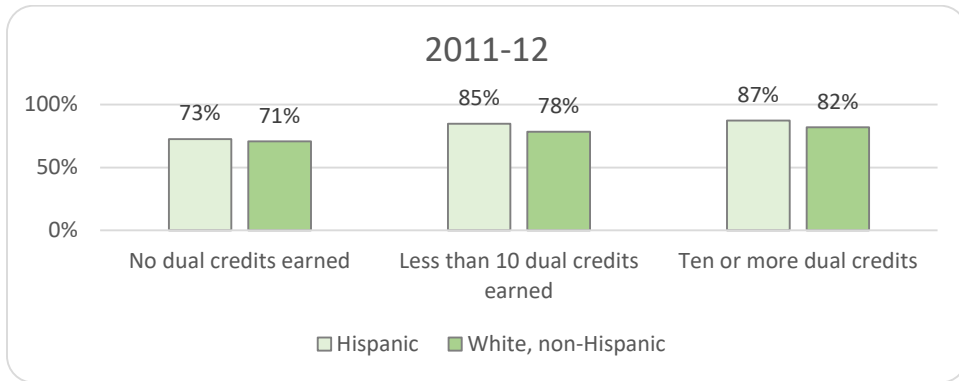


Figure 12: First year retention rates by race/ethnicity and dual credits earned

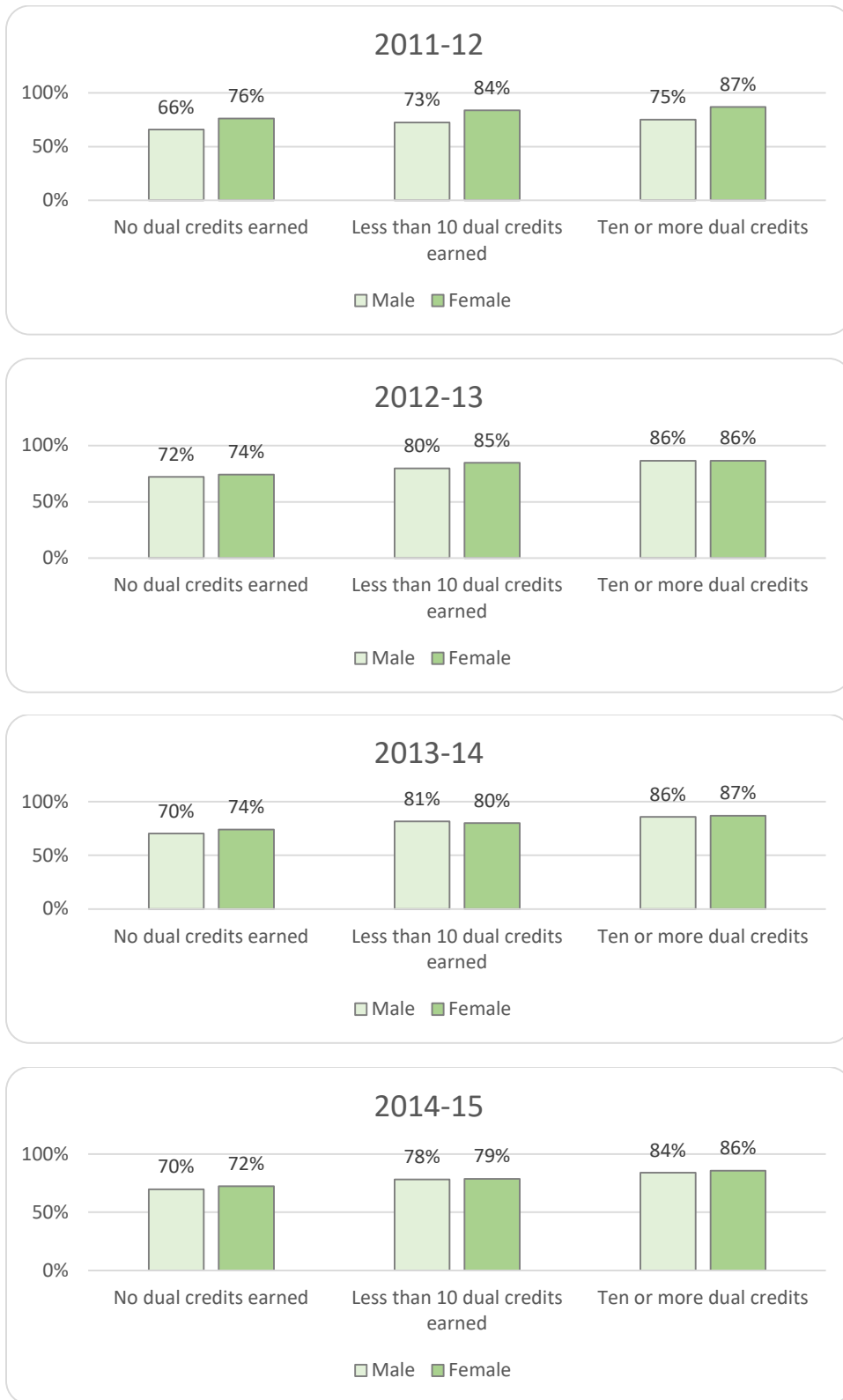


**WORK SESSION
DECEMBER 20, 2017**



**WORK SESSION
DECEMBER 20, 2017**

Figure 13: First year retention rates by gender and dual credits earned



**WORK SESSION
DECEMBER 20, 2017**

Next steps

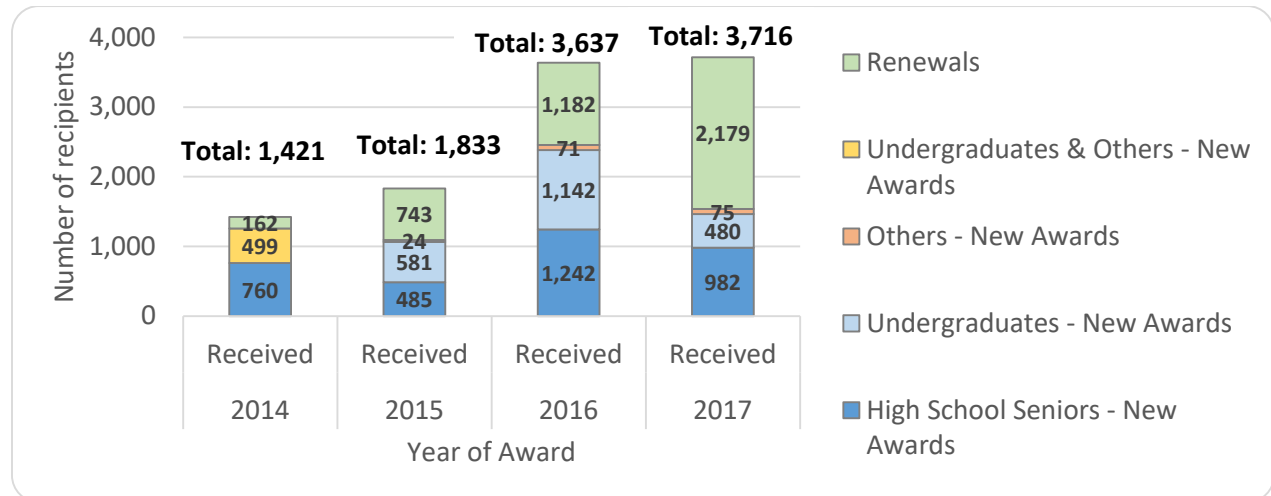
We are currently working on incorporating data on time to degree into our analysis. After that, we will try to identify ways in which we can estimate causal effects of dual credits on outcomes. Right now, we can only show that students who take more dual credits generally have better outcomes but those students who do not.

WORK SESSION DECEMBER 20, 2017

Evaluation of the Idaho Opportunity Scholarship - 2017

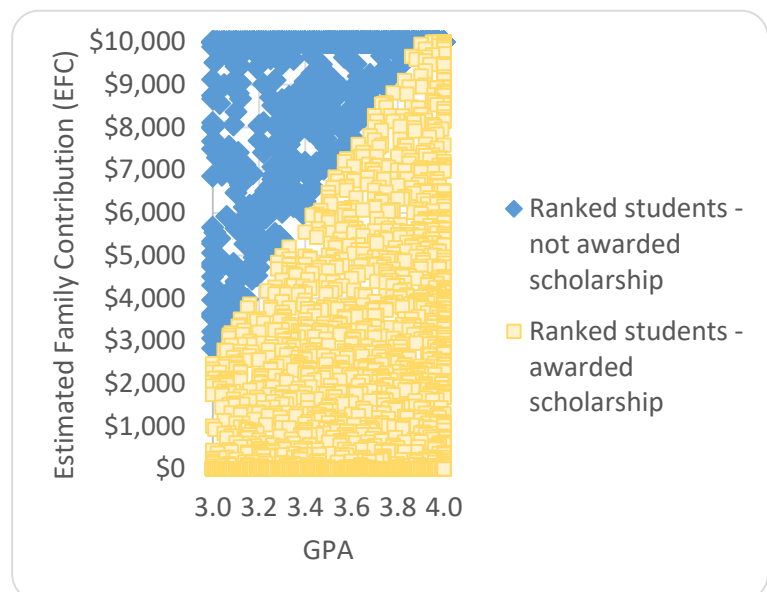
The Opportunity Scholarship is reaching more students

In award year 2017³, a record number of students received the Idaho Opportunity Scholarship. Due to the increase in the number of awards in 2016, a large share of awards in 2017 were renewals (59 percent). Between 2016 and 2017, the number of high school seniors receiving new awards decreased by 21 percent while the number of current college undergraduates receiving new awards decreased by almost 60 percent.



Applicants with the highest rank are awarded the Idaho Opportunity Scholarship

Applicants are ranked according to their grade point average (GPA) and estimated family contribution (EFC) to college expenses. An applicant's EFC is weighted more than their GPA in determining their rank. Each year, depending on available funds, students with certain combinations of GPA and EFC will receive the award. In 2017, students with a GPA of 3.0 received the award if their EFC was below \$2,500 while students with a GPA of 4.0 received the award if their EFC was below approximately \$10,000.



³ Award year refers to the year the student receives the award. Scholarships awarded in 2017 would be disbursed during the 2018 fiscal year.

**WORK SESSION
DECEMBER 20, 2017**

Minorities and students eligible for free- or reduced-price lunch are more likely to apply and be ranked

Over one-quarter of students who graduated from an Idaho high school with a 3.0 cumulative GPA applied and were ranked for the Idaho Opportunity Scholarship. This rate was higher for students eligible for free- or reduced-price lunch than those students not eligible (33 percent versus 25 percent). And it was higher for students who identified as Hispanic, Native American, or Black/African American than for students who identified as White, non-Hispanic.

	Share of graduates with a 3.0 cumulative GPA who apply and are ranked
State of Idaho	27%
Eligible for free or reduced-price lunch	33%
Not eligible for free or reduced-price lunch	25%
White, non-Hispanic	26%
Hispanic	35%
Native American	39%
Black/African American	32%
Asian	22%
Other race	27%

Being offered the Opportunity Scholarship increases a student's probability of going on to college

Each year students with a different combination of EFC and GPA are offered the Idaho Opportunity Scholarship. For instance, in award year 2015, students with a 3.3 GPA were offered the award only if they had an EFC of \$0. Students with a GPA below a 3.3 were not offered the award at any level of EFC. However, in award year 2016, all students with a GPA between 3.0 and 4.0 and an EFC below \$10,000 were offered the award due to an increase in funding. By exploiting these cross year differences in who is offered the scholarship, we are able to estimate the impact of being offered the scholarship on immediate college attendance rates. We estimate that being offered the Idaho Opportunity Scholarship increases the immediate college attendance rates for eligible students by 9 percentage points. This result is statistically significant.

When the data becomes available, we will examine the impact of receiving the scholarship on the probability a student is retained between the first and second years of college. Right now, we can only report that students who received the Opportunity Scholarship in award year 2015 had first year retention rates of 86 percent compared to retention rates of 72 percent for all first year college students and retention rates of 82 percent for first-year college students who had applied for the Opportunity Scholarship but had not been offered.

Additional data on immediate college attendance and first-year college retention is expected in the near future. At that point, this analysis will be updated to incorporate that additional data.

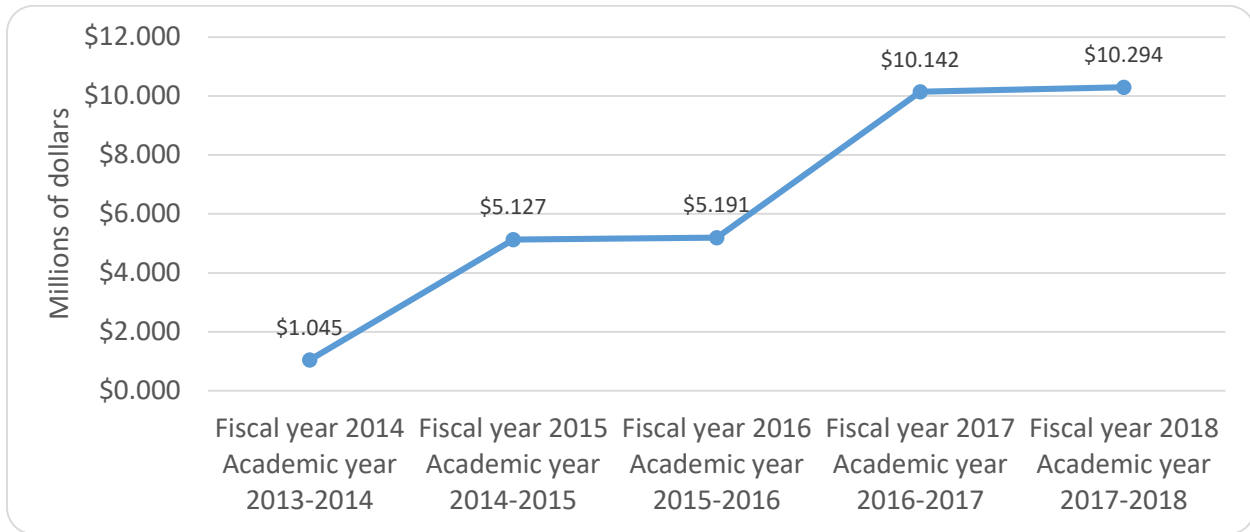
**WORK SESSION
DECEMBER 20, 2017**

Idaho Opportunity Scholarship Evaluation –2017⁴

**Cathleen M. McHugh, Ph.D.⁵
November 13, 2017**

In 2013, the Idaho Legislature expanded the existing Idaho Opportunity Scholarship by directing money from other scholarship programs into the Opportunity Scholarship. Funding for the Opportunity Scholarship has increased approximately ten-fold in the last five years (see Figure 1).

Figure 1: Funding for the Idaho Opportunity Scholarship, FY2014-FY2018



The legislation that expanded the Opportunity Scholarship also directed the Idaho State Board of Education to evaluate the program on a regular basis. This paper serves as the evaluation for 2017.

The Idaho Opportunity Scholarship

The Idaho Opportunity Scholarship is awarded to Idaho residents who graduate from Idaho high schools and enroll in an Idaho postsecondary educational institution in order to pursue their first undergraduate degree or certificate. In addition to traditional high school graduates, both home-schooled students and students who obtain a General Equivalency Diploma (GED) are eligible for the scholarship. Students can initially receive the scholarship at any point prior to obtaining their first undergraduate degree or certificate. Students can initially receive the scholarship during their senior year of high school, they can initially receive the scholarship after high school graduation and prior to enrollment in a postsecondary institution, or they can initially receive it after enrollment in a postsecondary institution. Students who

⁴ This is an update of the paper “An Evaluation of the Idaho Opportunity Scholarship”. It was originally written in November 2015 and updated in January 2016 and November 2016. In this update, figures have been updated, added, and deleted. Some of the report, such as descriptions of the scholarship and descriptions of the dimensions on which to evaluate the scholarship, has remained unchanged.

⁵ Cathleen M. McHugh, Ph.D.
Principal Research Analyst
Idaho State Board of Education
cathleen.mchugh@osbe.idaho.gov

WORK SESSION DECEMBER 20, 2017

initially receive the scholarship as an undergraduate must be making satisfactory academic progress. Students apply electronically.⁶ In addition to the application, students must complete the Free Application for Federal Student Aid (FAFSA).

A student must have an unweighted cumulative GPA of 3.0 in order to be eligible for the scholarship.⁷ After initial receipt of the scholarship, students can renew their scholarship for up to four years if they continue to meet the eligibility requirements. These requirements include maintaining a 3.0 GPA during college and maintaining satisfactory academic progress. There are also eligibility requirements with regard to the number of postsecondary academic credit hours attempted/completed. Students who have attempted or completed 100 credits must identify a major and submit an academic transcript to the Board Office. A student may not be eligible for renewal of the Opportunity Scholarship if they cannot complete their degree in the major identified in 2 semesters. Finally, if students interrupt their enrollment for more than 4 months but less than 2 years, then they must file a request for an extension of the scholarship.

The number of students who receive a scholarship depends on the degree to which the Idaho Legislature funds the Idaho Opportunity Scholarship. As funding has increased, the number of students who received the award has increased (see Figure 2). In award year 2014 (FY2015), 1,421 students were awarded an Opportunity Scholarship. By award year 2017, that number had increased to 4,203.

Renewals are given funding priority. Therefore, when a student is awarded an Opportunity Scholarship, funds are encumbered not only in the award year but also in subsequent years. If funding for the Opportunity Scholarship is not increased after a year with a large number of first-time awards, then the number of first-time awards will fall in subsequent years as renewals crowd out the availability to make new awards. As shown in Figure 2, between award years 2015 and 2016, the total number of new awards more than doubled. As expected, the number of new awards in award year 2017 was significantly lower than in award year 2016 as the number of renewals increased dramatically.

The maximum amount of the scholarship is set by the State Board of Education annually based on the educational costs for attending an eligible Idaho postsecondary educational institution. Scholarship renewals are funded at the current level of the scholarship and receive funding priority. After all renewals are funded, scholarships are awarded to first-time applicants. First-time applicants receive a score which is a weighted average of financial need (70 percent) and academic eligibility (30 percent). First-time applicants are then ranked according to that score. Awards are given to the highest ranking applicants until all funds are disbursed. Not all recipients receive the same scholarship amount. A recipient will receive less than the maximum amount if they have other scholarships or grants and receipt of the full scholarship would cause their total scholarships and grants to be greater than the cost of college. In award year 2017, the maximum amount a student could receive is \$3,500 per year. In that year, there were 132 high school seniors and 56 college undergraduates who received an award of \$0

⁶ Students are able to request paper applications if they are unable to complete the application electronically.

⁷ Students who receive a GED must receive their GED in Idaho and take either the ACT or SAT to be eligible for the scholarship. GED students must receive a composite score of at least 20 on the ACT or receive a total score of at least 950 on the SAT.

**WORK SESSION
DECEMBER 20, 2017**

due to other scholarships and grants.⁸ These students can renew their Opportunity Scholarship and be awarded a positive amount in subsequent years. However, they did use a year of eligibility for the scholarship in the year they received an award of \$0. The average award across all students who received a positive amount in award year 2017 was \$3,395.

Figure 2: Number of students receiving Opportunity Scholarship, 2013 through 2017 award years

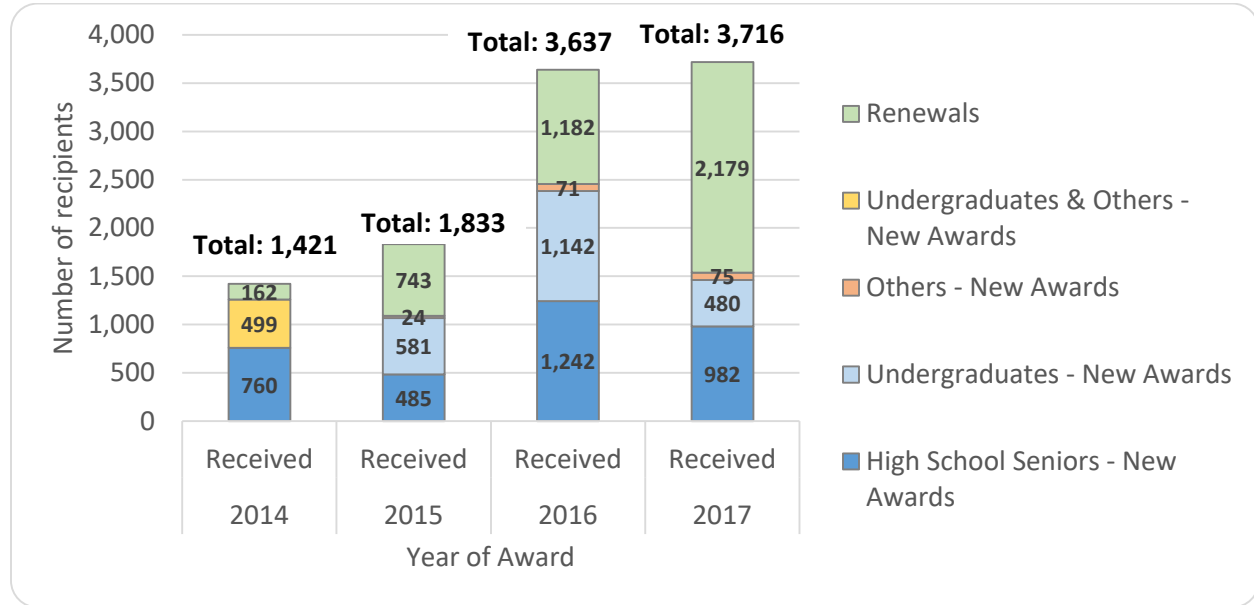
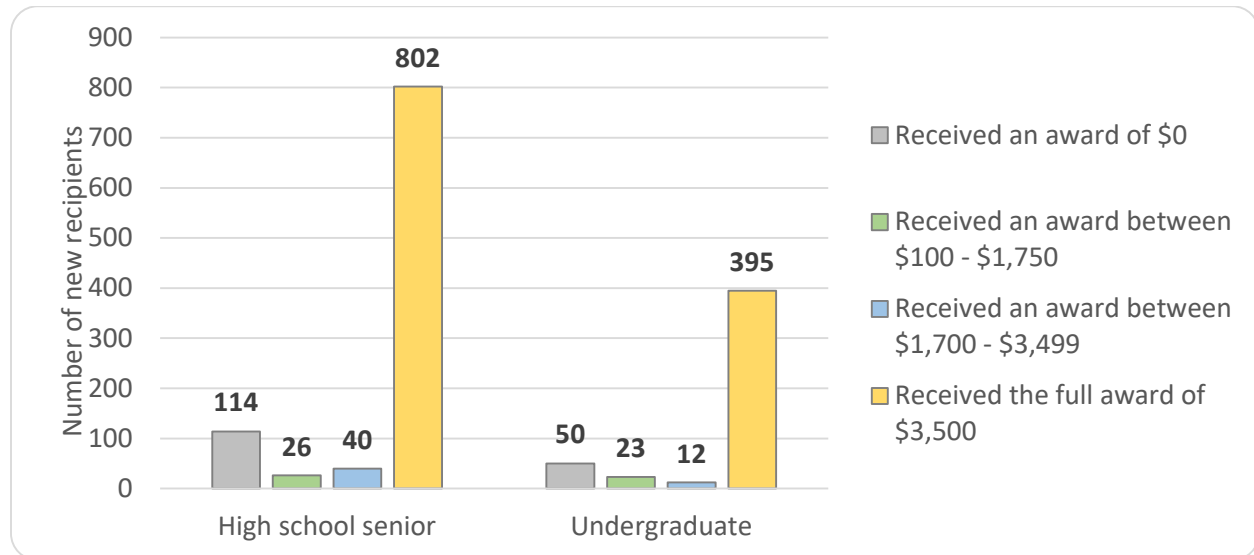


Figure 3: Amount of Opportunity Scholarship awarded by student status for new recipients, 2017 award year

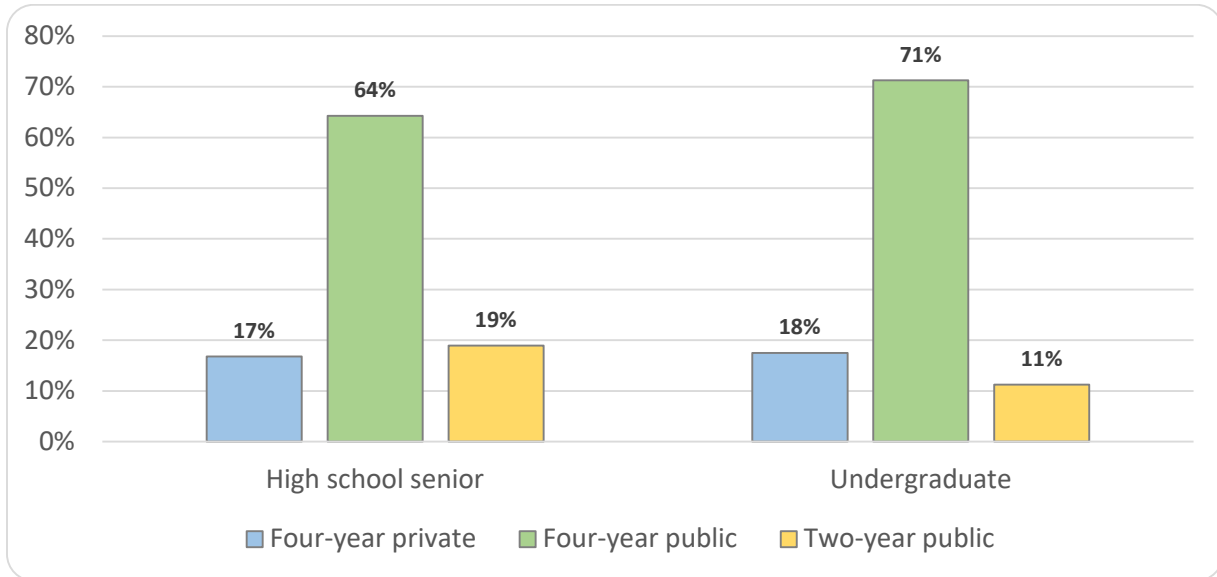


⁸ There were also a small number of "Other" recipients who received an award of \$0. This data is suppressed due to small cell sizes. "Others" are those who graduated from an Idaho high school (or attended an Idaho high school and earned a GED) in the past but are not currently attending college.

**WORK SESSION
DECEMBER 20, 2017**

Students can use the Opportunity Scholarship to attend an Idaho public postsecondary institution or an Idaho private, accredited, not-for-profit postsecondary institution. The majority of students who receive the award choose to attend a four-year postsecondary institution (see Figure 4).

Figure 4: Type of institution attended, 2017 award year



Students who apply for an Opportunity Scholarship in one year and do not receive it that year can re-apply. Table 1 shows the number of students who applied in one year and then re-applied in later years. All applications in each year are included regardless of whether or not the application was ranked. Also shown are the number of students who actually received the Opportunity Scholarship in later years.

**WORK SESSION
DECEMBER 20, 2017**

Table 1: Unsuccessful applicants who re-apply for Opportunity Scholarship in later years, 2015 and 2016 award years

	2015 award year applicants				
	Did not receive scholarship	Applied in 2016	Received in 2016	Applied in 2017	Received in 2017
High School Senior	2,239	233	123	71	17
College Undergraduate	1,858	240	162	44	23
	2016 award year applicants				
	Did not receive scholarship	Applied in 2017	Received in 2017		
High School Senior	1,386	45	32		
College Undergraduate	762	154	71		

Students who re-apply for the scholarship are more likely to receive it compared to all who apply for the scholarship (see Table 2). It is likely that those who re-apply are more familiar with the requirements of the scholarship and whether or not they actually meet the requirements.

Table 2: Award rates for those who re-apply versus all applications, 2016 and 2017 award years

	2016 Award Year		2017 Award Year	
	Award rate for those who re-applied	Award rate for all applications	Award rate for those who re-applied	Award rate for all applications
High School Senior	53%	47%	42%	26%
College Undergraduate	68%	60%	47%	39%

A student may receive a higher rank in future years if that student's circumstances change. Table 3 shows the share of students who received the award after re-applying and had an increase in their GPA or a decrease in their estimated family contribution (EFC) to college expenses. Those who first applied as high school seniors were more likely to see a decrease in their EFC while those who applied as college undergraduates are more likely to see an increase in their GPA. A student may also receive the award after re-applying if there are more funds available that year for new awards.

Table 3: Applicants who re-applied and received award, changes in EFC and GPA

	EFC decreased	GPA increased
High School Senior	49%	35%
College Undergraduate	48%	55%

WORK SESSION DECEMBER 20, 2017

Evaluating the Idaho Opportunity Scholarship

There are several dimensions on which to evaluate the effectiveness of a scholarship. This paper will evaluate the Idaho Opportunity Scholarship using the following questions.

- First, is the scholarship process functional? Do applicants face unnecessary barriers in the application or renewal process?
- Second, is the scholarship serving its intended population? The Idaho Opportunity Scholarship is focused on helping economically disadvantaged students who show academic promise. Is this the population actually served?
- Third, is the Idaho Opportunity Scholarship effective in changing behavior? Are recipients more likely to go on to college than similar non-recipients? Are recipients more likely to attend an in-state college than similar non-recipients? Are recipients more likely to attend school full-time versus part-time compared to similar non-recipients? And, finally, are recipients more likely to be retained and, ultimately, complete college than similar non-recipients?
- Fourth, are there any unintended consequences of the Idaho Opportunity Scholarship? Does receipt of the Opportunity Scholarship change a student's behavior with regard to the type of school chosen (two-year versus four-year)? Students will lose their Opportunity Scholarship if they do not maintain a 3.0 GPA in college. Does this affect which major they choose or which major they ultimately graduate with? Do students who become ineligible to renew their scholarships still complete college?

Not all of these questions will be completely answered in this paper due to data limitations. As the data becomes available, all of the above questions will be examined.

Data Note

Applications for the Idaho Opportunity Scholarship are due in the spring and the recipients are announced in the late spring/early summer. Funds are then disbursed the following academic year. Therefore, one can refer to any particular scholarship year by the year it was awarded or the year in which funds were disbursed. Throughout this paper, we use years to refer to the year the scholarship was awarded. Table 4 shows the relationship between the year of award, the graduating class who would have received the scholarship, and the year when the funds were actually disbursed.

Table 4: Relationship of scholarship years

Year of Award	High School Graduating Class Receiving Award	Fiscal year of disbursement	Academic year of disbursement
2014	2014	FY2015	2014-2015
2015	2015	FY2016	2015-2016
2016	2016	FY2017	2016-2017
2017	2017	FY2018	2017-2018

In much of the analysis, we focus only on those who initially receive the Opportunity Scholarship either as a high school senior or as a college undergraduate.

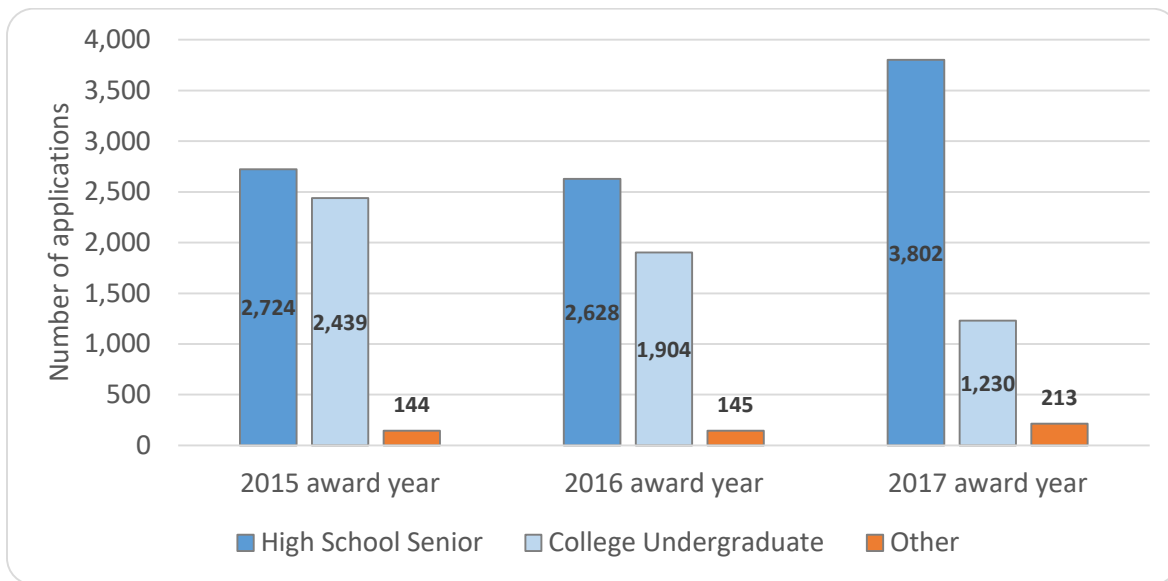
How well does the Idaho Opportunity Scholarship function?

**WORK SESSION
DECEMBER 20, 2017**

This section examines if students face any obstacles in applying for or renewing the Idaho Opportunity Scholarship. In 2017, there were 5,245 initial applications for Idaho scholarships (see Figure 5). About three-quarters of those applications were from high school seniors and about one-quarter were from college undergraduates. There were 1,174 more applications from high school seniors in the 2017 award year compared to the 2016 award year. Conversely, applications from college undergraduates decreased by 674 during this same time period.

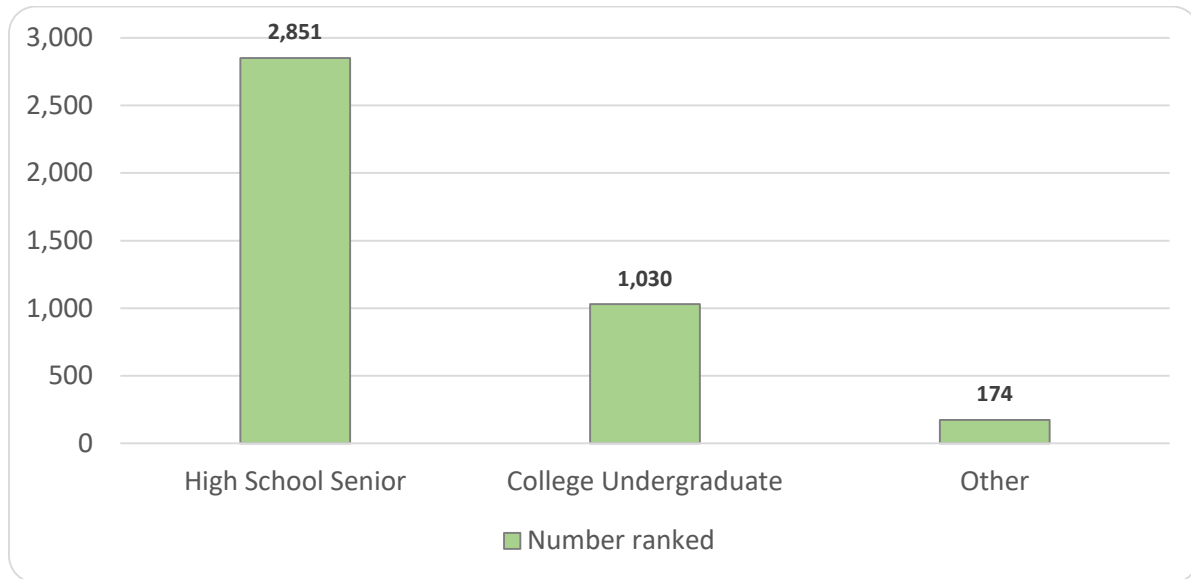
As mentioned earlier, Opportunity Scholarships are awarded based on a score. The score has two components: financial need and academic accomplishment. After each application is scored, they are ranked and scholarships are awarded by this ranking. However, not all applications are actually scored and ranked. Figure 6 shows the number of applications received for the Idaho Opportunity Scholarship that were actually ranked in the 2017 award year. Applications would not be ranked if the applicant did not have a qualifying GPA (a GPA of 3.0), if the applicant did not submit a FAFSA, or if the application was otherwise incomplete.

Figure 5: Number of applications in 2015 through 2017 award years



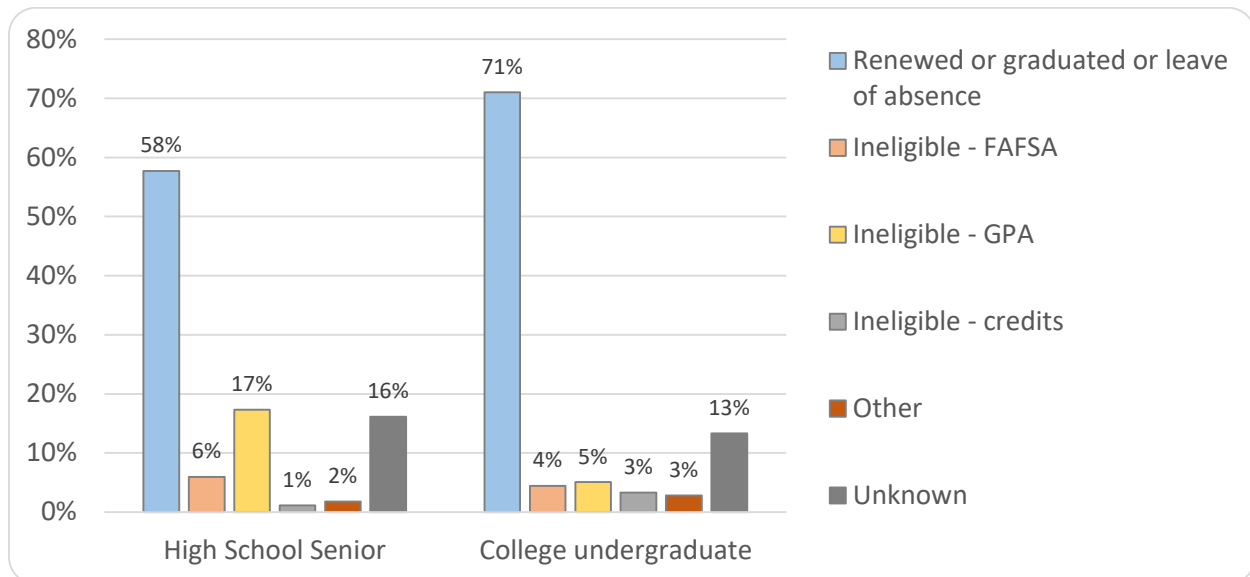
**WORK SESSION
DECEMBER 20, 2017**

Figure 6: Number of Idaho Opportunity Scholarships that were ranked in the 2017 award year



Students must meet several requirements in order to renew. One of the requirements is that they maintain a 3.0 GPA in college. Furthermore, a student also cannot renew if they have 100 credits and cannot complete their major in two semesters. The student also must fill out a FAFSA before the application deadline each year. Figure 7 shows the reasons that 2016 recipients did not renew in 2017. The majority of those who received the award in 2016 did renew in 2017. The most common reason for not renewing for those who received the award as a high school senior was not maintaining a 3.0 GPA.

Figure 7: 2017 renewal status of 2016 recipients



**WORK SESSION
DECEMBER 20, 2017**

Is the Idaho Opportunity Scholarship serving its intended population?

Above we identified barriers to students who started the application process. There may also exist barriers to students even beginning the application process. In this section, we examine whether or not the applicant pool mirrors the underlying population in order to understand if these barriers (and the barriers identified above) are disproportionately born by certain groups of students. Table 5 shows the number of 2017 public high school graduates who are estimated to have a 3.0 cumulative GPA broken down into different demographic groups (gender, free or reduced-price lunch eligibility, race/ethnicity, and education region⁹). It shows the total number of students in each group as well as the number of students who apply and are ranked for the Opportunity Scholarship. As can be seen, females are more likely to apply and be ranked than males. Those eligible for free or reduced-price lunch are more likely to apply and be ranked than those not. Students identified as Hispanic, Native American, and Black are more likely to apply and be ranked than students identified as White, Asian, or other races. Finally, students from Region 2 are more likely to apply and be ranked than students from any other region.

Table 5: Ranked applicants by demographic group, 2017 high school graduates with a cumulative 3.0 GPA

	Total	Students who apply and are ranked	Share of students who apply and are ranked
State of Idaho	10,128	2,772	27%
Female	5,849	1,826	31%
Male	4,279	946	22%
Eligible for free or reduced-price lunch	2,767	920	33%
Not eligible for free or reduced price lunch	7,361	1,852	25%
White, non-Hispanic	8,446	2,229	26%
Hispanic	1,081	382	35%
Native American	64	25	39%
Black	73	23	32%
Asian	222	48	22%
Other	242	65	27%
Region 1	1,017	236	23%
Region 2	518	191	37%
Region 3	4,570	1,316	29%
Region 4	1,179	334	28%
Region 5	961	229	24%
Region 6	1,641	443	27%
Virtual or state-wide districts	242	23	10%

Note: The GPA of students who transfer into the public school system either from out-of-state, from in-state private schools, or from home-schools will likely not be accurate. This data will not precisely match the data from the Opportunity applications due to the fact that some students were not matched into the public school data files because they were home-schooled, graduated from a private school, did not graduate, or were not matched to an existing student identification number. Students were counted as being free or reduced-price lunch eligible if they attended a district that had provisional eligibility.

⁹ See Appendix I for a map of Idaho's education regions.

WORK SESSION DECEMBER 20, 2017

Once the students actually apply, they are ranked and students with the highest ranks are awarded the scholarship. This is a function of GPA and EFC as well as the amount of scholarship money available to new awards. The weighting formula will automatically ensure that the students with the most financial need and highest academic achievement in each award year will receive the scholarship.

Figures 8 through 10 shows the GPA and EFC¹⁰ of those who applied and were ranked for award year 2015, award year 2016 and award year 2017. Those who did not receive the scholarship are marked with blue diamonds and those who did receive the scholarship are marked with yellow dashes. The weighting process ensures that students with the highest GPAs will qualify with relatively higher EFCs than students with the lowest GPAs.

In award year 2015, the recipients all fall into a triangle of the graph due to the weighting process. Students who had a 4.0 were awarded the scholarship if their EFC was around \$6,000 or below. Students with an EFC of \$0 were not awarded the scholarship unless they had a GPA slightly above 3.2.

Figure 9 replicates Figure 8 but for the 2016 award year. For the 2016 award year, there is no triangle demarcating recipients and non-recipients. Due to the increase in funding, the vast majority of students who qualified for the Opportunity Scholarship in award year 2016 were awarded the Opportunity Scholarship. Students who had a 4.0 GPA were awarded an Opportunity Scholarship as long as their EFC was below the cost of college. All students with an EFC below \$11,500 who met the other criteria were awarded an Opportunity Scholarship.¹¹

Figure 10 replicates Figures 8 and 9 but for the 2017 award year. For the 2017 award year, there is a triangle demarcating recipients and non-recipients. Students who had a GPA of 3.0 did not receive the award unless their EFC was under \$2,800. Students with a GPA of 4.0 received the scholarship if their EFC was below \$10,000.

As can be noted, there are equity discrepancies across the different years of the scholarship due to the changes in funding. In the 2015 award year, there were students with EFCs of \$0 who did receive the Opportunity Scholarship while all students with EFCs of \$0 were awarded in the 2016 and 2017 award year. These discrepancies across years provides a natural comparison group that can be used when examining outcomes.

¹⁰ In Figures 8 through 10, all EFCs above \$10,000 are reported as \$10,000.

¹¹ Some students' EFCs were updated after the March 1 deadline. While these updated EFCs were uploaded into the system, receipt of the scholarship was not affected as receipt of the scholarship is calculated using EFC as of March 1.

**WORK SESSION
DECEMBER 20, 2017**

Figure 8: EFC and GPA of applicants that were ranked in the 2015 award year

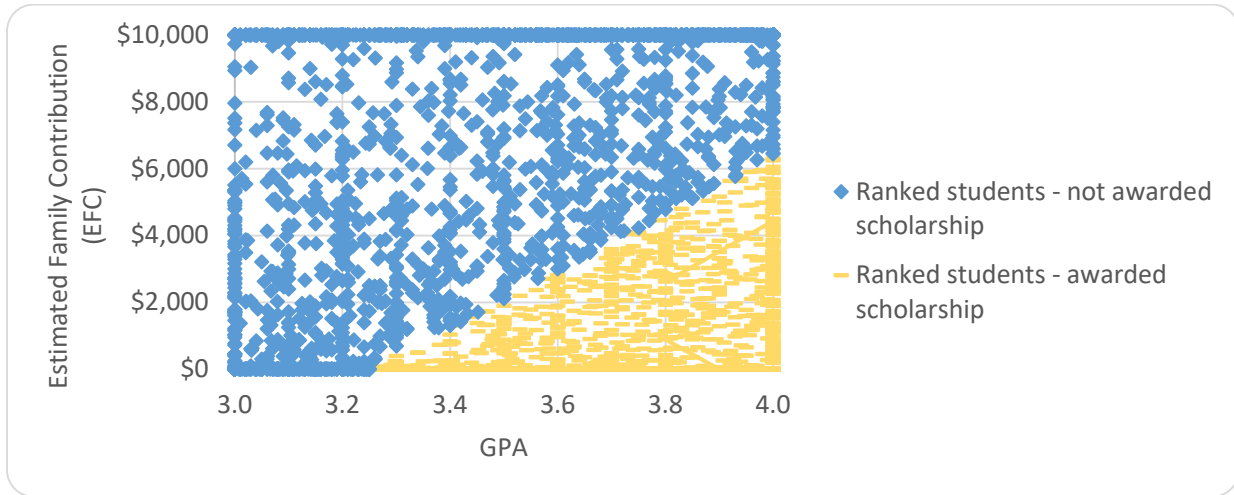


Figure 9: EFC and GPA of applicants that were ranked in the 2016 award year

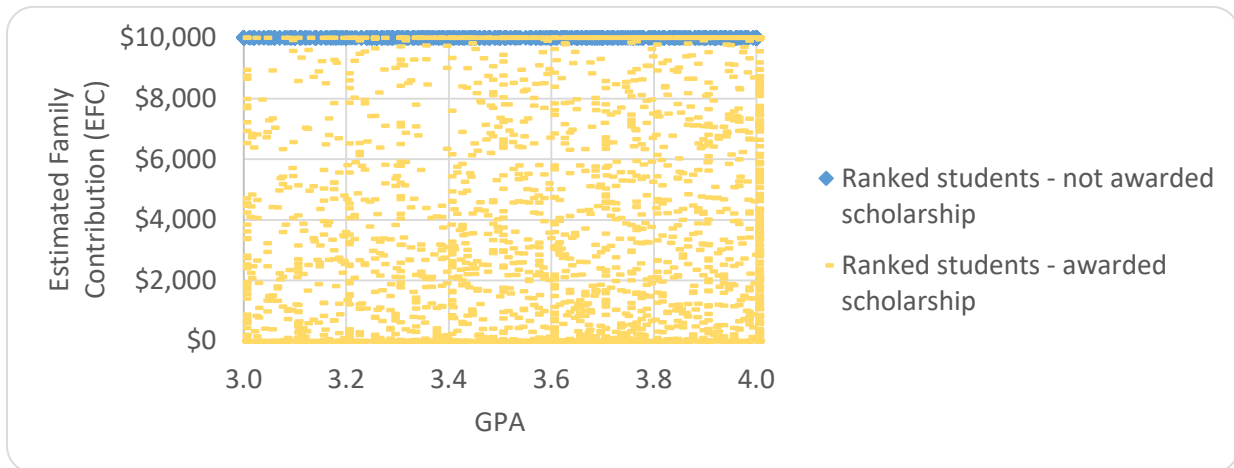
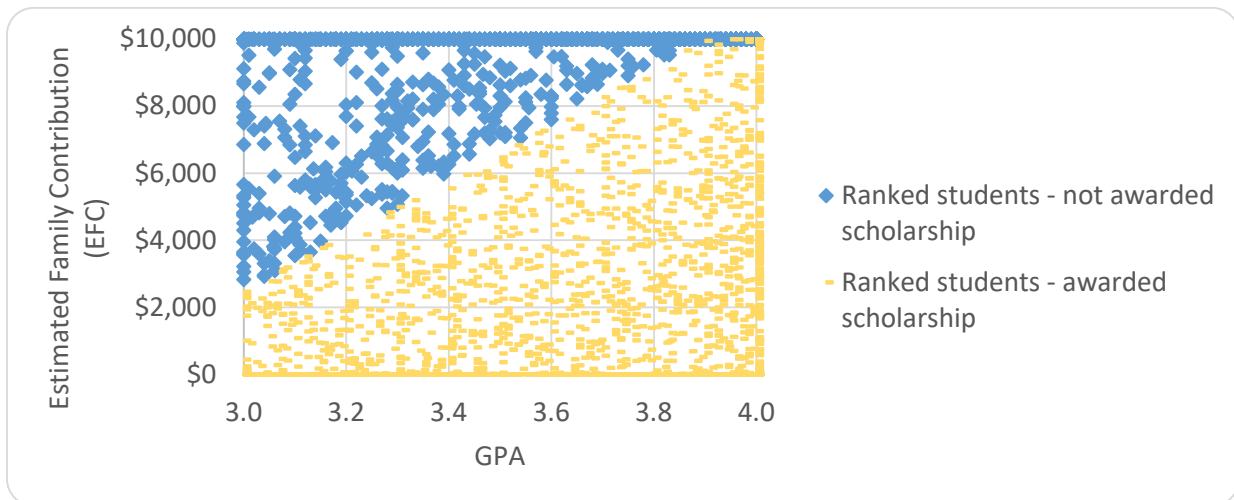


Figure 10: EFC and GPA of applicants that were ranked in the 2017 award year



WORK SESSION DECEMBER 20, 2017

Is the Idaho Opportunity Scholarship effective at changing behavior?

To understand if the Idaho Opportunity Scholarship is effective at changing behavior, we examine several questions. First, we examine if those offered an Idaho Opportunity Scholarship are more likely to attend college in the fall immediately after graduation than similar students who were not offered. We examine those offered and not those accepted as those accepted would have a 100 percent college attendance rate. Not all students who are offered the Opportunity Scholarship may choose to attend college. The Opportunity Scholarship just covers tuition and fees at the two-year institutions and covers about half of tuition and fees at the four-year institutions in Idaho. Therefore, even students who receive the scholarship will still have to have other sources of funds in order to attend college. We also examine the in-state fall immediate college attendance rates of those offered the scholarship versus similar students not offered. Finally, we examine first-year college retention rates for those who actually received the Opportunity Scholarship versus similar students. We only examine these questions for students who receive the scholarship as a high school senior. In the future, we will expand the analysis to college undergraduates as well.

Students who are offered the Opportunity Scholarship are inherently different than the average high school graduate. Not only do they have to have a 3.0 GPA, those offered also have to take the time to fill out a FAFSA and actually apply for the scholarship. Given these pre-existing differences, we would expect that college attendance rates would be much higher for those offered the Opportunity Scholarship than the average high school graduate even in the absence of the Opportunity Scholarship. What we are interested in is whether or not the Opportunity Scholarship actually changes behavior. To understand that, we construct several comparison groups of students who should be “like” those offered the scholarship. The first group is students who applied and were ranked but did not receive the scholarship. For the 2015 award year, we can construct a second comparison group. This is a subset of the first comparison group – it excludes all students in the first group whose GPAs are lower than 3.25 (the lowest GPA of those offered the scholarship). Finally, the third and best comparison group are those students who were not offered the scholarship in 2015 but would have been had they applied in 2016. These students’ outcomes are compared to the outcomes of students who were offered in 2016 but would not have been offered had they applied in 2015.

In Table 6, we compare immediate college attendance rates for those offered with all high school graduates and with comparison groups 1 and 2. Students who are offered the Opportunity Scholarship are about twice as likely to attend college in the fall immediately after graduation compared to all high school graduates. As mentioned above, this comparison does not tell us anything about the effect of the Opportunity Scholarship. Comparing the college attendance rate of those who are offered with those ranked but not offered (comparison group 1) shows a 7 to 8 percentage point difference. The comparison group is refined to only those with similar GPAs in comparison group 2. This difference (6 percentage points) is likely understated as students in this comparison group have higher incomes than those who were offered the scholarship. Table 7 shows the same estimates for in-state students.

Table 8 shows the results from comparison group 3 – those in 2015 who would have been offered had they applied in 2016 versus those in 2016 who would not have been offered had they applied in 2015. We find that being offered the Opportunity Scholarship increases the likelihood a student will attend college by 9 percentage points.

**WORK SESSION
DECEMBER 20, 2017**

Table 6: Immediate College Attendance Rates, 2015 and 2016 Award Years

Immediate College Attendance Rates		
	2015 Award Year	2016 Award Year
All Students		
Students who were offered the Opportunity Scholarship	91%	86%
All high school graduates	47%	45%
Students who were ranked but not offered - comparison group 1	84%	78%
Students who were not offered, GPA subset - comparison group 2	85%	-----
Female Students		
Students who were offered the Opportunity Scholarship	90%	87%
All high school graduates	54%	53%
Students who were ranked but not offered - comparison group 1	85%	81%
Students who were not offered, GPA subset - comparison group 2	84%	-----
Male Students		
Students who were offered the Opportunity Scholarship	93%	83%
All high school graduates	40%	38%
Students who were ranked but not offered - comparison group 1	82%	75%
Students who were not offered, GPA subset - comparison group 2	87%	-----

Table 7: Immediate In-State College Attendance Rates, 2015 and 2016 Award Years

Immediate In-State College Attendance Rates		
	2015 Award Year	2016 Award Year
All Students		
Students who were offered the Opportunity Scholarship	86%	82%
All high school graduates	34%	35%
Students who were ranked but not offered - comparison group 1	74%	68%
Students who were not offered, GPA subset - comparison group 2	77%	-----
Female Students		
Students who were offered the Opportunity Scholarship	84%	83%
All high school graduates	40%	41%
Students who were ranked but not offered - comparison group 1	76%	68%
Students who were not offered, GPA subset - comparison group 2	76%	-----
Male Students		
Students who were offered the Opportunity Scholarship	90%	79%
All high school graduates	29%	29%
Students who were ranked but not offered - comparison group 1	71%	67%
Students who were not offered, GPA subset - comparison group 2	79%	-----

**WORK SESSION
DECEMBER 20, 2017**

Table 8: Predicted immediate college attendance rates for comparison group

	Number	Predicted Immediate College Attendance	Predicted Immediate In-State College Attendance
2015 Comparison Group	810	75%	63%
2016 Comparison Group	531	84%	78%

Note: Year, GPA, EFC, and gender were included as controls in the logit regression.

In the long run, we will examine completion rates of those who receive the Opportunity Scholarship versus those who do not. This data will not be available for several years. In this analysis, we compare retention rates for the same groups. We only look at first-to-second year retention for those students who received the award as a college senior in 2015. Comparison groups for other recipients will be constructed in the future. As can be seen, there is likely a small effect on retention of the Opportunity Scholarship.

Table 9: First-year college retention rates, 2015 award year

First-year College Retention Rates	
	2015 Award Year
All Students	
Students who received the Opportunity Scholarship	86%
All first-year college students	72%
First-year college students who had been ranked but not offered	82%
First-year college students who were not offered - comparison group	85%
Female Students	
Students who received the Opportunity Scholarship	85%
All first-year college students	72%
First-year college students who had been ranked but not offered	82%
First-year college students who were not offered - comparison group	DS
Male Students	
Students who received the Opportunity Scholarship	88%
All first-year college students	72%
First-year college students who had been ranked but not offered	83%
First-year college students who were not offered - comparison group	DS

WORK SESSION DECEMBER 20, 2017

Does the Idaho Opportunity Scholarship have unintended effects?

While the Idaho Opportunity Scholarship may affect some behavior, there may also be unintended effects. A recent study found that recipients of Georgia's HOPE Scholarship were less likely to graduate with a STEM degree¹² than they would have been without the scholarship. The study concluded that the decline came from students who started out in STEM majors but then switched to a non-STEM major before graduation in order to maintain their GPA so they would remain eligible for the scholarship. The same study also found some evidence of high school GPA inflation after the HOPE scholarship was instituted. In this section, we will examine if either of these effects are apparent in Idaho. The data for this analysis is still pending.

In this section, we will also examine whether or not students who receive the Opportunity Scholarship and then are not able to renew it graduate from college at the same rate as similar students. This data is also not yet available.

Future work

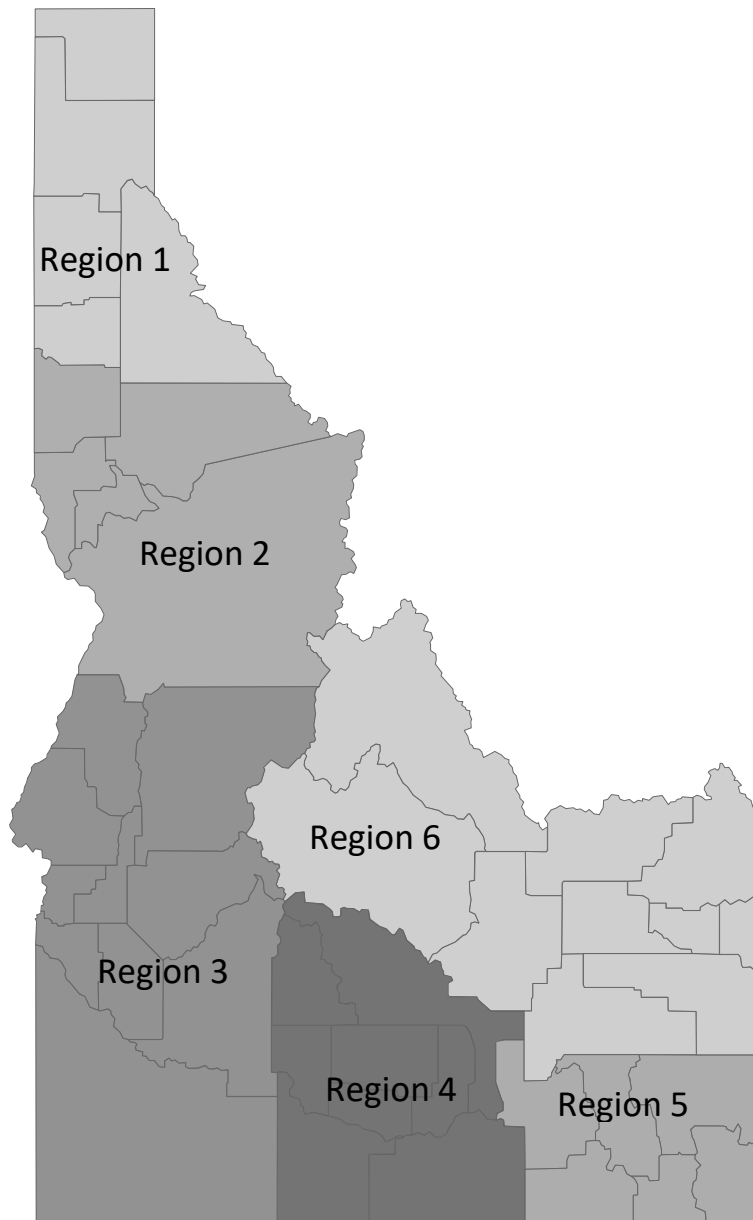
This report will be updated as the immediate college attendance rates for the 2017 high school graduates and 2017 fall college attendance data becomes available. This data should be forthcoming in fall of 2017 and will be furnished as soon as it is available.

In the future, we will also examine how receipt of the Opportunity Scholarship affects those who receive it when they are already in college. The main difficulty with this analysis is constructing an appropriate comparison group as we did for the analysis on those who receive the scholarship as high school seniors.

¹² Solquist, David L., and John V. Winters. "The effect of Georgia's HOPE scholarship on college major: a focus on STEM.", IZA Journal of Labor Economics (2015) 4:15.

**WORK SESSION
DECEMBER 20, 2017**

Appendix I: Map of Education Regions in Idaho



**WORK SESSION
DECEMBER 20, 2017**

Facts on Idaho's Postsecondary Credit Scholarship

**Cathleen M. McHugh, Ph.D.¹³
November 16, 2017**

Idaho's postsecondary credit scholarship rewards is available for students who earn postsecondary credits (dual credits) while in high school. To be eligible, the student must be awarded a matching scholarship (based on academic merit) from a business or industry. The amount of the scholarship a student receives depends not only on the amount of dual credits the student has earned but also on the amount of the matching scholarship. A student who receives a matching scholarship of \$200 is only eligible for a Postsecondary Credit Scholarship of \$200 regardless of the amount of dual credits earned.

There were 15 Idaho Postsecondary Credit scholarship awarded in 2016 (awarded in spring/summer 2016 and disbursed starting in fall 2016). Table 1 shows the number of scholarships awarded by number of dual credits earned. It also shows the number who received the full scholarship amount and the amount of scholarship money unclaimed due to lack of a matching scholarship. (Joy needs to check that I interpreted this data correctly)

Table 1: Idaho's Postsecondary Credit Scholarship awards, awards made in 2016

Number of dual credits earned in high school	Maximum possible scholarship	Number with completed applications	Number awarded scholarship	Number receiving full amount of scholarship	Total scholarship money unclaimed due to lack of matching scholarship
10-19 credits	\$2,000	41	4	3	\$1,000
20 or more credits	\$4,000	61	10	1	\$17,500
Associate degree	\$8,000	3	1	0	\$1,000

The application for the Postsecondary Credit Scholarship requires the answer to two questions – the number of dual credits earned and the postsecondary institution the student plans to attend. Furthermore, it requires three pieces of documentation – an unofficial transcript of those dual credits earned, a high school transcript, and documentation of their matching scholarship.

For the 2016 scholarship, there were 372 students who started the application process. Of those, 28 were deemed ineligible for the scholarship. Of the 344 remaining applicants, only 131 actually completed the application (Ask Joy if those who did not complete application would have been judged for eligibility). Table 2 breaks down which components of the scholarship application were missing for those students who did not complete the application. Of the 197 applications who did not provide all three measures of documentation, 192 were missing documentation on the matching scholarship.

¹³ Cathleen M. McHugh, Ph.D.
Principal Research Analyst
Idaho State Board of Education
cathleen.mchugh@osbe.idaho.gov

**WORK SESSION
DECEMBER 20, 2017**

Due to the small number of awards, we will not do any analysis on the effect of receipt of the scholarship. As more students receive the award in future years, we will include this analysis.

Table 2: Missing components of incomplete Postsecondary Credit Scholarship applications

Number with incomplete applications	239
Number who did not answer either or both questions:	42
Number who did not answer question on the number of post-secondary credits	15
Number who did not answer question on which institution they plan to attend	15
Number not answering either question	12
Number who answered both questions but did not provide all documentation:	197
Number who did not provide any of the three pieces of documentation	111
Number only missing post-secondary credit transcript	1
Number only missing documentation of matching merit-based scholarship	28
Number only missing high school transcript	2
Number missing post-secondary credit transcript and documentation of matching merit-based scholarship	27
Number missing post-secondary credit transcript and high school transcript	2
Number missing documentation of matching merit-based scholarship and high school transcript	26

**WORK SESSION
DECEMBER 20, 2017**

Facts on Other Idaho Scholarships

**Cathleen M. McHugh, Ph.D.¹⁴
November 28, 2017**

Armed Forces/Public Safety Officer Dependent Scholarship

The Idaho Armed Forces/Public Safety Officer Dependent Scholarship is awarded to dependents (spouse or children) of Idaho military members who died or were permanently disabled as a result of armed conflict in which the United States is a party or to dependents (spouse or children) of Idaho public safety officers who were killed or permanently disabled in the line of duty. The scholarship provides a waiver of tuition and fees, \$500 per semester for books, and on-campus food and housing for awardees.

There were 11 Idaho Armed Forces Scholarship awarded for the 2017-2018 academic year.

Gear Up Idaho Scholarship 2

The GEAR UP Idaho Scholarship 2 is open to Idaho students who participated in an Idaho GEAR UP program between Fall 2011-Spring 2018 at an eligible school (see Table 1), who graduate or receive their GED in 2017 or 2018, who are less than 22 years old when they first received the scholarship award, who are accepted and enrolled in an eligible Idaho institution (see Table 2), and who complete the application and the FAFSA prior to March 1. The amount of the scholarship will vary based on available funds and eligible applicants. For awards disbursed in academic year 2017-2018, the award amount was \$ 1,500 for the entire school year.

Table 1: Eligible High School for GEAR UP Idaho Scholarship 2

Eligible High Schools	
Aberdeen High School	Lapwai Middle/High School
American Falls High School	Marsing High School
Black Canyon High School	Meadows Valley School
Bonnars Ferry High School	Minico Senior High School
Buhl High School	Notus Jr/Sr High School
Canyon Ridge High School	Prairie Jr/Sr High School
Clark County Jr/Sr High School	Priest River Lammana High
Clark Fork Jr/Sr High School	Ririe Jr/Sr High School
Culdesac School	Salmon Jr/Sr High School
Emmett High School	Sugar-Salem High School
Gooding High School	Vallivue High School
Homedale High School	Weiser High School
Kellogg High School	West Side Senior High School
Lakeside High School	

¹⁴ Cathleen M. McHugh, Ph.D.
Principal Research Analyst
Idaho State Board of Education
cathleen.mchugh@osbe.idaho.gov

**WORK SESSION
DECEMBER 20, 2017**

Table 2: Eligible Postsecondary Institutions for GEAR UP Idaho Scholarship 2

Eligible postsecondary institutions	
Boise State University	Idaho State University
BYU Idaho	Lewis-Clark State College
College of Idaho	North Idaho College
College of Southern Idaho	Northwest Nazarene University
College of Western Idaho	University of Idaho
Eastern Idaho Technical College	

There were 1,088 awards accepted for 2017 graduates. There were an additional 200 awards that were offered but declined by the student.

Table 4 shows the number of awards by eligible school for students who graduated from those schools. Students are eligible if they attended the school district and participated in an Idaho GEAR UP program. Some students then graduate from different schools. Students who move into an eligible school may not have participated in the GEAR UP program.

As Table 4 shows, there is a wide variation in terms of the share of graduates who were offered the GEAR UP Idaho Scholarship 2. Additional research should be done to understand why some of the offered rates were so low.

**WORK SESSION
DECEMBER 20, 2017**

	Graduates	Number of students:			Share of graduates offered or awarded
		Awarded	Offered but declined	Total	
Aberdeen High School	38	DS	DS	16	42%
American Falls High School	84	58	9	67	80%
Black Canyon High School	23	DS	DS	10	43%
Bonnors Ferry High School	98	DS	DS	38	39%
Buhl High School	60	41	8	49	82%
Canyon Ridge High School	246	136	17	153	62%
Clark County Jr/Sr High School	10	DS	DS	5	50%
Clark Fork Jr/Sr High School	13	DS	DS	13	100%
Culdesac School	DS	DS	DS	DS	DS
Emmett High School	26	DS	DS	21	81%
Gooding High School	64	DS	DS	53	83%
Homedale High School	66	DS	DS	36	55%
Kellogg High School	76	57	13	70	92%
Lakeside High School	18	DS	DS	12	67%
Lapwai Middle/High School	41	23	9	32	78%
Marsing High School	49	DS	DS	15	31%
Meadows Valley School	DS	DS	DS	DS	DS
Minico Senior High School	171	DS	DS	48	28%
Notus Jr/Sr High School	36	20	12	32	89%
Payetter River Technical Academy	144	81	13	94	65%
Prairie Jr/Sr High School	35	DS	DS	27	77%
Priest River Lammana High	65	DS	DS	38	58%
Ririe Jr/Sr High School	64	DS	DS	DS	DS
Salmon Jr/Sr High School	39	DS	DS	23	59%
Sugar-Salem High School	112	86	18	104	93%
Vallivue High School	203	72	15	87	43%
Weiser High School	120	57	10	67	56%
West Side Senior High School	44	20	11	31	70%
Graduated from another high school		70	9		
Not found in graduation dataset		51	5		
Total		1,088	200		

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	MASTERY BASED EDUCATION UPDATE	Information Item
3	ANNEXATION/EXCISION REQUEST – COEUR D’ALENE SCHOOL DISTRICT (#271)/LAKELAND SCHOOL DISTRICT (#272)	Motion to Approve
4	ANNEXATION/EXCISION REQUEST – COEUR D’ALENE SCHOOL DISTRICT (#271)/POST FALLS SCHOOL DISTRICT (#273)	Motion to Approve
5	ANNEXATION/EXCISION REQUEST – SUGAR SALEM SCHOOL DISTRICT (#322)/FREEMONT SCHOOL DISTRICT (#215)	Motion to Approve
6	PROFESSIONAL STANDARDS COMMISSION - ANNUAL REPORT	Motion to Approve
7	PROFESSIONAL STANDARDS COMMISSION – EMERGENCY PROVISIONAL CERTIFICATES	Motion to Approve

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 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:

- State Technical Assistance Team (STAT) Phase I Schools pilot
- School Improvement
- IRI pilot update; student level score comparison
- Microsoft/Adobe certifications update
- Alternative Authorizations
- Report Card update
- 2018 Legislative update

ATTACHMENTS

Attachment 1 – STAT Phase I Project Information	Page 3
Attachment 2 – School Improvement	Page 4
Attachment 3 – Slide Deck	Page 6

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
DECEMBER 20, 2017**

State Technical Assistance Team (STAT) 2017-2018 Phase I Project

Idaho will identify comprehensive support and improvement schools for the 2018-2019 school year, as outlined in Idaho's Consolidated State Plan under ESSA. In preparation for this, ISDE received permission to invite previously identified Priority or Focus schools to be part of a one-year pilot project. LEAs and schools participating in the 2017-2018 STAT Phase 1 are partners to the STAT Core group in jointly refining school improvement support processes and procedures. STAT Core members include ISDE executive team members, Federal Programs Director, School Improvement Coordinator, Accountability and Assessment Director, Communications Director, School Choice Coordinator, and the English Learner and Migrant Education Director. The Idaho Building Capacity regional coordinators, capacity builder coaches, and ISDE content and program staff also participate in STAT.

STAT 2017-2018 Phase I Project Schools

- All schools are Title I-A and have high percentages of poverty.

District	School	ESSA STAT Phase I Budget -\$500,000 Base
Challis JSD	Challis Elementary	\$60,566
Caldwell SD	Jefferson Middle	\$93,774
Caldwell SD	Washington Elementary	\$85,723
Kootenai SD	Harrison Elementary	\$53,774
Minidoka JSD	Mt. Harrison Jr Sr High	\$61,824
Payette JSD	McCain Middle	\$71,132
Wendell SD	Wendell Middle	\$73,208

- October 19, 2017 STAT Phase I Informational Meeting – whole group
The Phase I schools met as a whole group to learn about participation in STAT. Each Superintendent brought a leadership team with representation from principals, teachers, and Federal program director. The university regional coordinators participated; capacity builders sat with their Phase I school, and the Core STAT group facilitated the meeting. The agenda included a presentation on leadership teams, funding formula information, review of a comprehensive data profile for each school, and time to work on the newly developed Schoolwide-Improvement Plan (SWIP) tool.
- Capacity builder coaches are meeting regularly with their Phase I schools.
- Three Check-in Meetings will be conducted individually with each school and one capacity builder group meeting will be conducted during December, January, and February.
- The Schoolwide Improvement Plan (SWIP) for each school is due February 15. Presentation meetings to review and approve the applications will be conducted February 19-28 between each individual school and the STAT Core group.
- Next Steps:
 - Core STAT meetings will be scheduled with individual schools beginning in March.
 - March 13-14, 2018 the Phase I schools will participate in professional development with capacity builders on Marzano's *The Art and Science of Teaching* (Dr. Iberlin, facilitator).
- An end of Phase I Project Report will be developed during summer 2018 to measure project outcomes.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

IDAHO SUPERINTENDENTS' NETWORK (ISN)

The ISN is a project developed by ISDE in partnership with Education Northwest. The goal is to support the work of district leaders in improving outcomes for all students by focusing on the quality of instruction. The network is made up of superintendents who work together to develop a leadership community focused on teaching and learning, which includes considering obstacles that may be preventing improvement in the quality of the instruction in districts. The SDE acts as a resource and provides the necessary research, experts, and planning to bring superintendents from across the state together to discuss pertinent and relevant issues.

Members of Idaho Business for Education and Idaho Legislators have been participants in ISN for the past two years. The goal is to bring leaders from all sectors together to create consensus and action plans around key improvement strategies.

\$149,000 is budgeted for the Idaho Superintendents Network (ISN) project. This activity is funded 68% from ESSA Title I-A school improvement funds and 32% from school improvement State funds.

Each year, a participant survey is conducted after each of the three convenings. Data is gathered based on learning outcomes and focus. For example, during the 2016-2017 school year the focus of ISN was on recruitment and retention of effective educators. In addition to many districts improving recruitment efforts, onboarding, and support for teachers, ISN was also influential in the development of a report by NW Regional Education Lab on the current landscape of educators in Idaho. A program evaluation for ISN will be conducted during 2018-2019 school year.

IDAHO PRINCIPALS' NETWORK (IPN)

IPN is an outgrowth of ISN. The project was developed by ISDE at the request of district superintendents to support building leaders while they improve learning outcomes for all students by focusing on the quality of instruction. IPN is a professional learning community focused on increasing the effectiveness to the instructional core.

Principals participate in a balance of content, professional conversation, and collegial instructional rounds related to instructional leadership, managing change, and improving the overall effectiveness of the instructional core.

Strands of study include activities such as:

- Evaluating Leadership Frameworks and Turnaround Leadership Competencies.
- Supporting Instructional Rounds and Classroom Observations.
- Implementing personal professional growth plans based on self-evaluations.
- Networking with collegial conversation, collaboration and relationship building.

The Idaho Principals Network serves as a resource for principals who are in schools that are in improvement in order to support and build their capacity in specific aspects of leadership. IPN provides training unique to the principal regarding higher level perspectives on leadership.

\$175,000 is budgeted for the Idaho Principals Network (IPN) project. This project is funded 69% from ESSA Title I-A school improvement funds and 31% school improvement State funds.

Each year, a participant survey is conducted after each of the three convenings. Data collected in July 2017 indicated that IPN participants were overwhelmingly satisfied with the program. Over 95% of participants would either recommend or strongly recommend the program and indicated that the workshops are useful and directly impact their work. For the 2017-2018

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

school year, a program evaluation of IPN will be conducted by Education Northwest with a completion date of July 2018. This evaluation includes a program survey, training feedback survey, participant interviews, and three data briefings.

IDAHO PRINCIPAL MENTORING PROJECT (IPMP)

The Idaho Principal Mentoring Project was a new professional development activity for the 2016-2017 school year. In its second year, IPMP is designed for early career principals and provides them with multiple levels of support. The program hires highly distinguished principals and/or superintendents trained by the state to mentor new school leaders.

\$207,000 is budgeted for the Idaho Principals Mentoring Project (IPMP). This new professional development activity is funded 100% through the ESSA Title II-A fund for direct services for administrators.

Data collected in July 2017, indicated that 100% of participants were satisfied with the program and that it directly impacted the principals' work. For the 2017-2018 school year, a program evaluation of IPMP will be conducted by Education Northwest with a completion date of July 2018. This evaluation includes a program survey, training feedback survey, participant interviews, and three data briefings.

IDAHO BUILDING CAPACITY (IBC) PROJECT

The mission of the IBC project is to support schools and districts to continuously increase student achievement. Coaching is the primary function of IBC. The project is sponsored and directed by the ISDE. Services are designed and delivered in partnership with the Colleges of Education at Boise State University, Idaho State University, and the University of Idaho.

The purpose of IBC is to support districts as they build their capacity to implement sustainable school improvement strategies, aligned to the *Nine Characteristics of High Performing Schools*. The Capacity Builder (CB) works collaboratively with district administrators, site leaders, and staff to implement sustainable, quality educational practices. Capacity Builders are skilled educators who are chosen for their coaching aptitude and expertise in education systems. Capacity Builders are trained in coaching models to ensure skills and strategies are used effectively in supporting their sites. They receive training in the tools and protocols most relevant to their work, including data and root cause analysis, precision goal setting, school improvement planning, systems change, and specific leadership and instructional practices.

CB coaches develop SMART goals with each school and reflect and report regularly on these. Planning, reflecting and problem solving conversations are used to facilitate the decision making of the educators with whom they work. Monthly reports are submitted to the ISDE.

\$2.6 million is budgeted for the Idaho Building Capacity project. This project is funded 85% from Title I-A school improvement and 15% from school improvement State dollars.

The IBC project was formally evaluated in 2015. Additionally, numerous anecdotal testimonials by district and school leaders are collected. An analysis of student achievement data for IBC schools over the last three years is being conducted. A program evaluation for IBC will be conducted at the end of the 2018-2019 school year.

The New IRI – Pilot Update



- Istation's early reading assessments (ISIP™ ER) measure reading development for students in grades K through 3
- Computer Adaptive assessment

Supporting Schools and Students to Achieve | SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

| 1

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



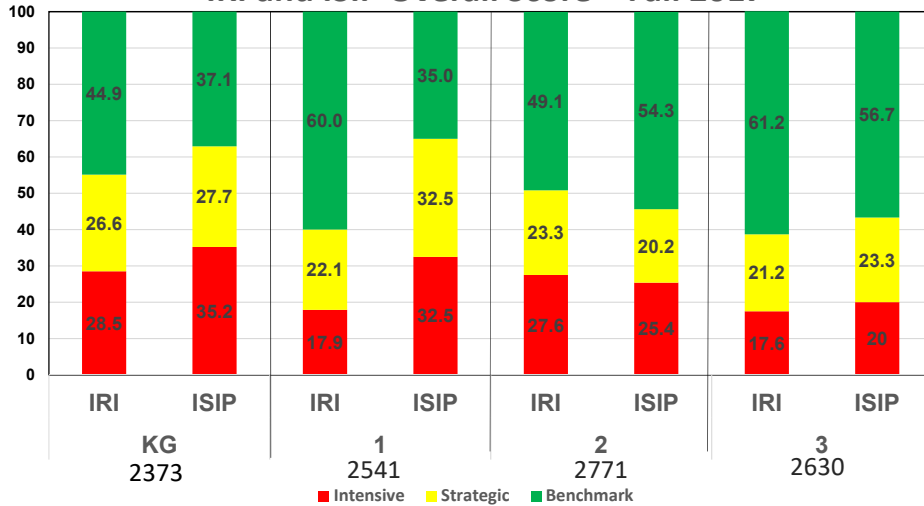
Supporting Schools and Students to Achieve | SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

| 2

IRI Pilot Update – Data Comparison



IRI and ISIP Overall Score – Fall 2017



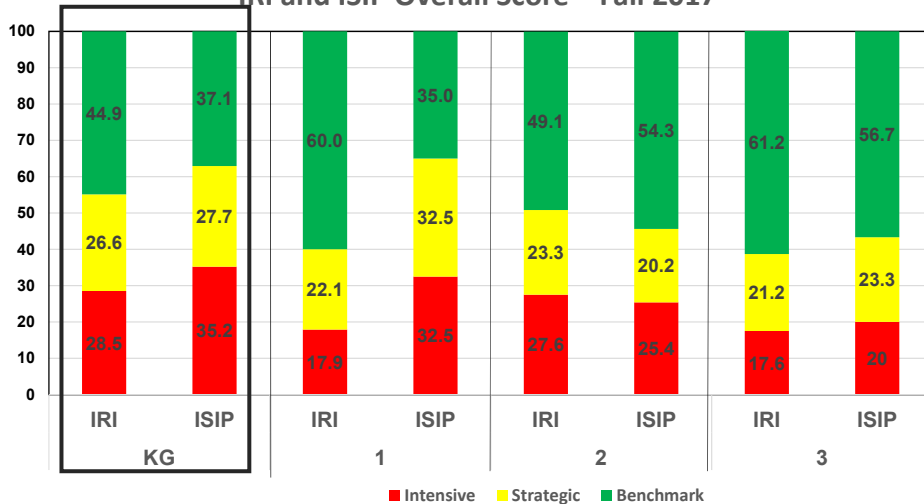
Supporting Schools and Students to Achieve | SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

| 3

IRI Pilot Update – Data Comparison



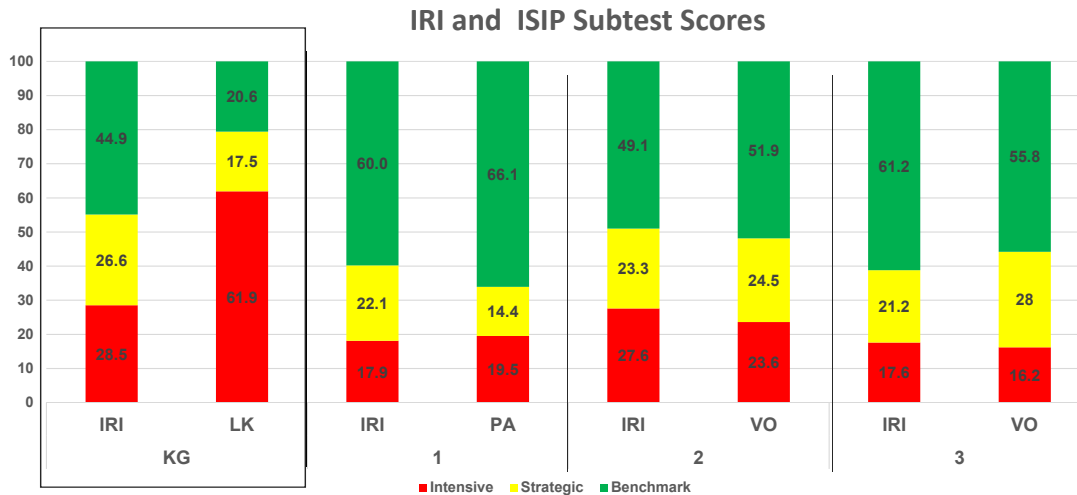
IRI and ISIP Overall Score – Fall 2017



Supporting Schools and Students to Achieve | SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

| 4

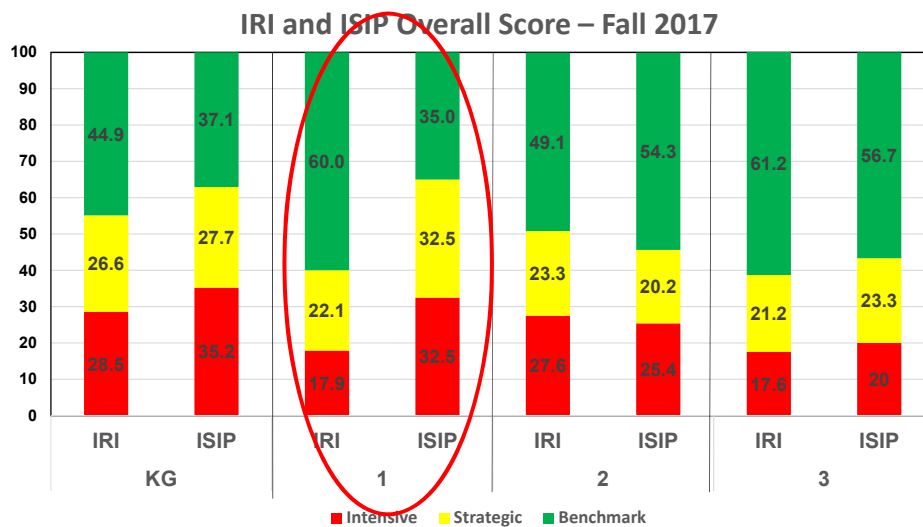
IRI Subtest Comparison



Supporting Schools and Students to Achieve | SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

| 5

IRI Pilot Update – Data Comparison



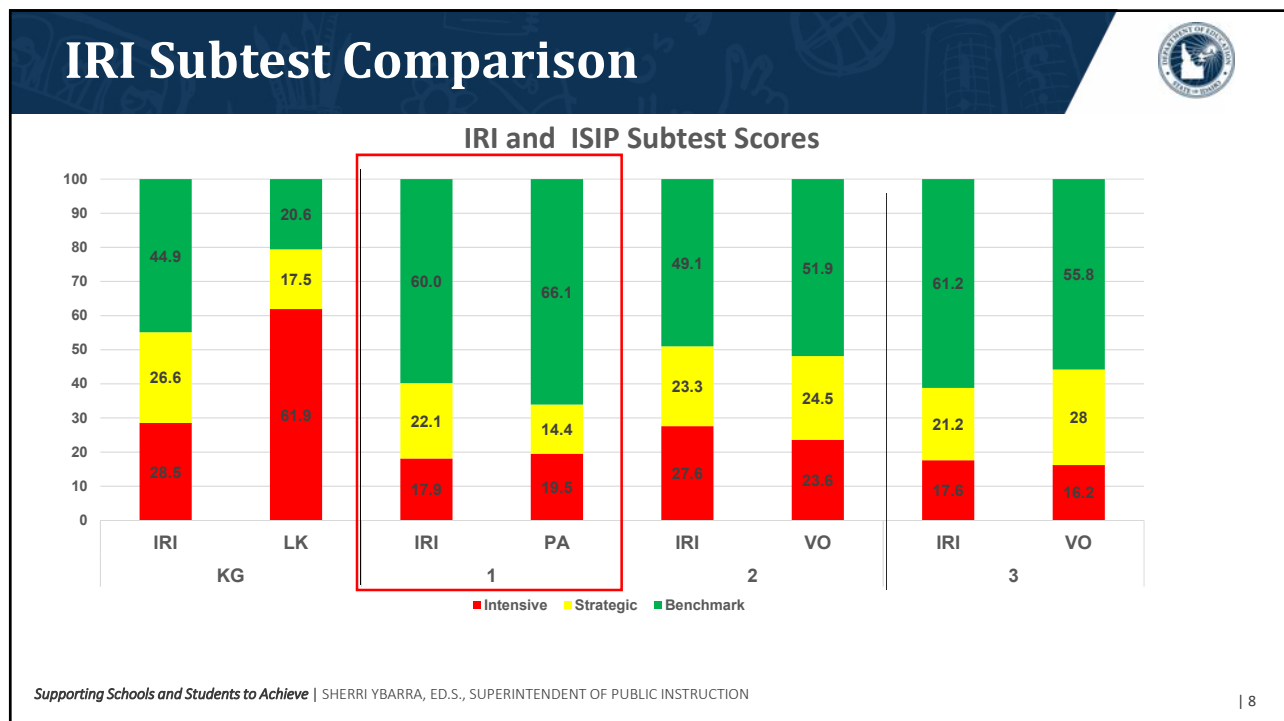
Supporting Schools and Students to Achieve | SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

| 6

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

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

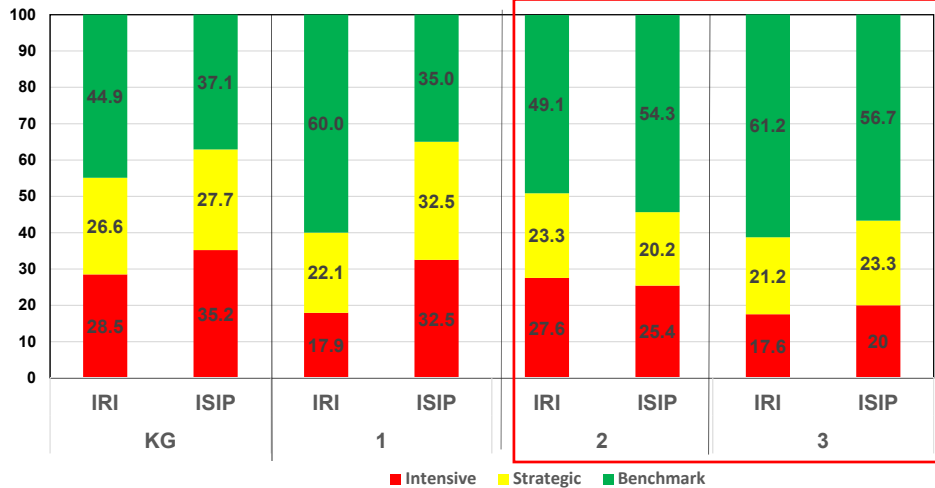
Supporting Schools and Students to Achieve | SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION | 7



IRI Pilot Update – Data Comparison



IRI and ISIP Overall Score – Fall 2017



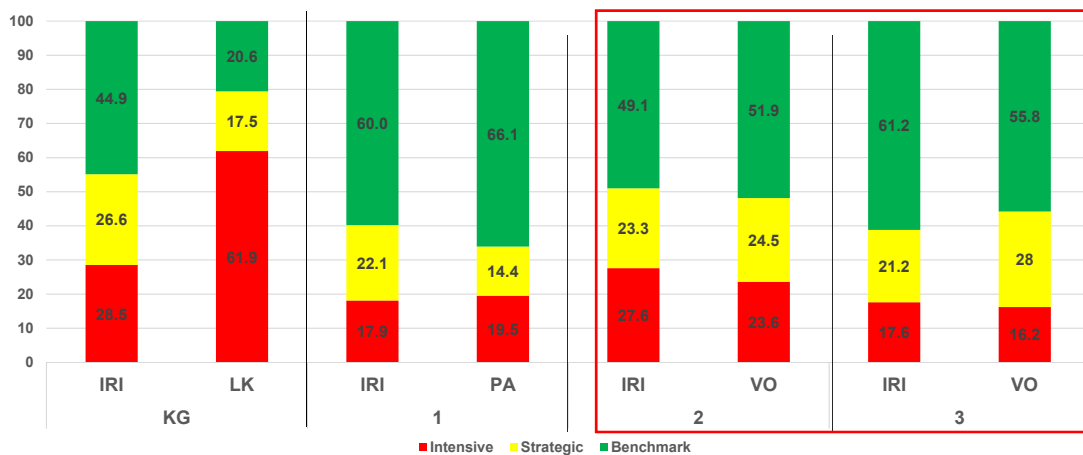
Supporting Schools and Students to Achieve | SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

| 9

IRI Subtest Comparison



IRI and ISIP Subtest Scores



Supporting Schools and Students to Achieve | SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

| 10



Technical Certifications

Microsoft Imagine Academy and Adobe Create Idaho

Rick Kennedy
Academics Department

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Microsoft Imagine Academy

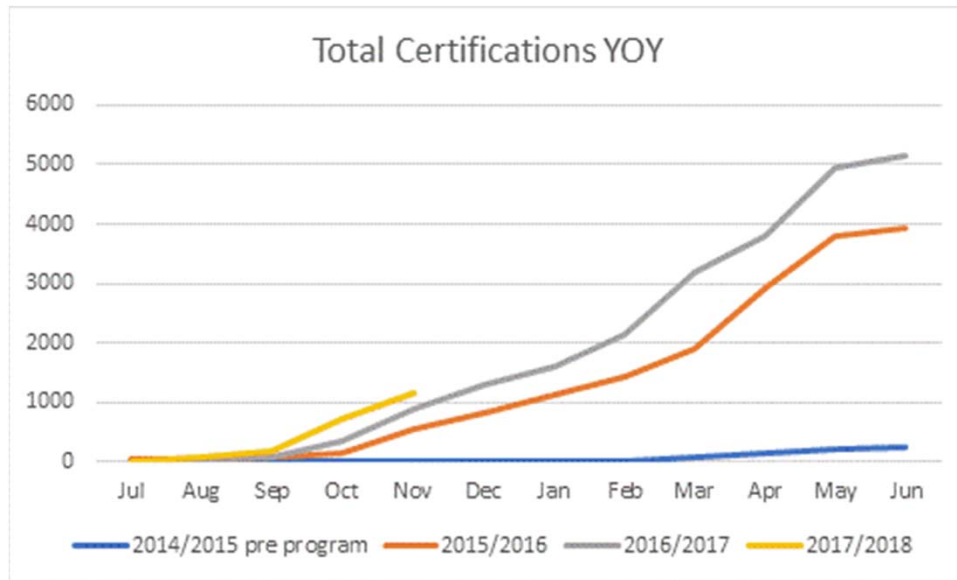


- 139 participating schools
- Third year in program
- First year (2015-16) certifications = 3,000
- Second (2016-17) year certifications = 5000
- Projected third year (2017-18)certifications = 8,000

Supporting Schools and Students to Achieve

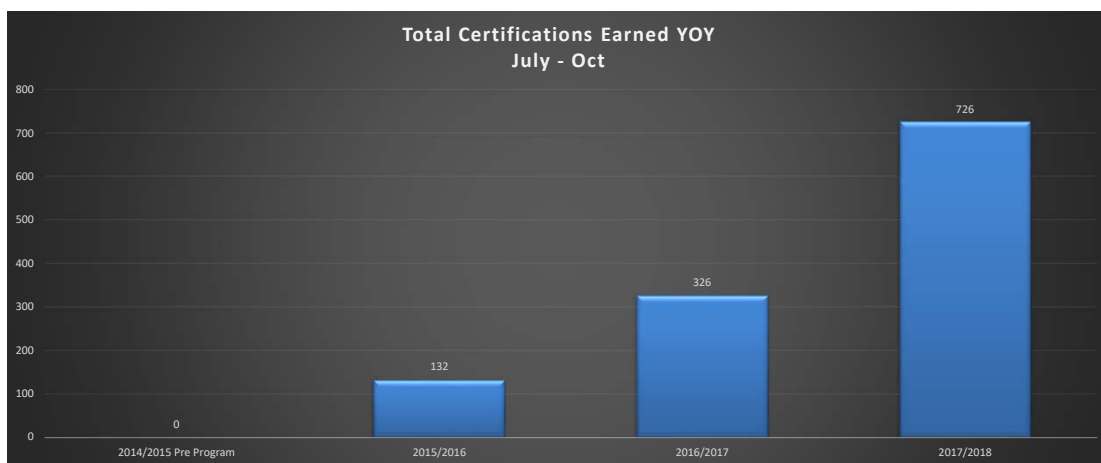
SHERRI YBARRA, SUPERINTENDENT OF PUBLIC SCHOOLS

| 12



| 13

Microsoft Certifications July - October



Supporting Schools and Students to Achieve
SHERRI YBARRA, SUPERINTENDENT OF PUBLIC SCHOOLS

| 14

Create Idaho Adobe Pilot

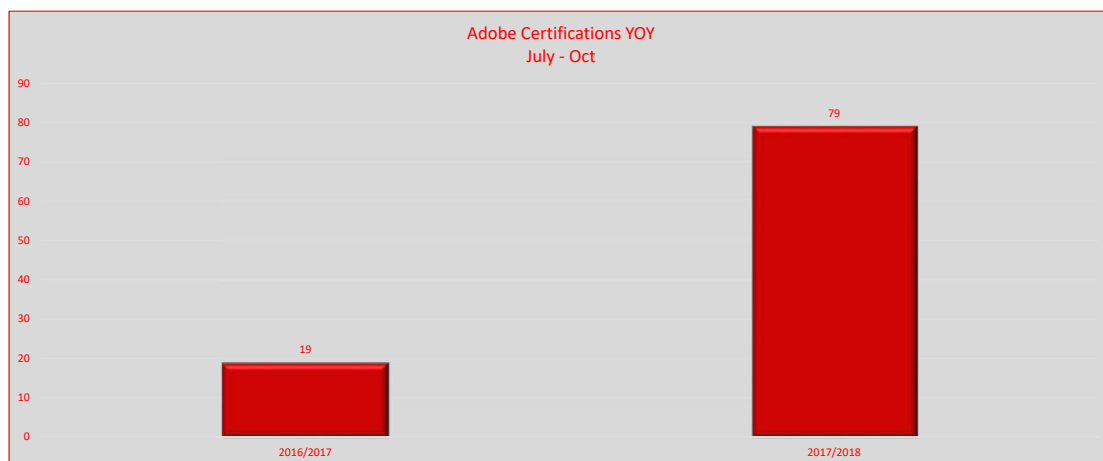


- First and only statewide Adobe implementation in US
- 65 participating schools
- Second year in program
- First year (2016-17) certifications = 728
- Projected second year (2017-18) certifications = 2,000
- Idaho was highlighted at Adobe's annual EduMax conference

Supporting Schools and Students to Achieve
SHERRI YBARRA, SUPERINTENDENT OF PUBLIC SCHOOLS

| 15

Adobe Certifications July - October



Supporting Schools and Students to Achieve
SHERRI YBARRA, SUPERINTENDENT OF PUBLIC SCHOOLS

| 16

Questions?

Rick Kennedy
Instructional Technology Coordinator
208 332 6852
rkennedy@sde.idaho.gov



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

| 17

Alternative Authorizations



Authorization Type	2016-2017 School Year as of November 2016	2017-2018 School Year as of November 2017
Content Specialist	302	435
Teacher to New	133	185
Pupil Personnel	9	3
Emergency Provisional	0	25
TOTAL	444	648

Supporting Schools and Students to Achieve | SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

| 18

Report Card Update



Now – November 2018

SDE in collaboration with board staff will build a data profile
Working with a designer
Engaging parents on design and information
ESSA Compliant static report by December 1, 2018

Spring 2018 - RFP Released

Late Spring and ongoing

Development and Deployment of Dashboard/ESSA Compliant
Report Card

2018 Legislative Update



- **Rural Education Support Networks** – provide assistance to rural school districts who wish to coordinate in order to share educational resources
- **Mastery Education** – allow the SDE to scale mastery by removing the existing cap and allowing other districts and schools to participate
- **Advanced Opportunities** – simplify paperwork and reporting to the SDE where possible
- **Safe and Drug Free Schools** – amend 63-2506 and 63-2552A (tobacco tax revenue uses in schools) to include school climate/safety, and to include the Idaho School for the Deaf and the Blind as a beneficiary
- **Teacher Recruitment and Retention** – incentivize Idaho's teachers to teach in rural and hard-to-fill positions

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

SUBJECT

Mastery Based Education Update

REFERENCE

October 2014	Board adopted recommendations for implementing the 2013 Task Force recommendations, including implementation of those regarding mastery-based education in Idaho's public schools.
May 2015	Board received a presentation from the Foundation for Excellence in Education regarding mastery-based education and possible partnership opportunities.
January 11, 2016	Board endorsed the Governors 2016 Legislative Initiatives, including funding for the mastery-based education pilot programs
June 2017	Board received a brief update from the State Superintendent of Public Instruction on the mastery-based education pilot program.
August 2017	Board received an update from the Department of Education on the mastery-based education pilot program.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1632, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03.105

BACKGROUND/DISCUSSION

Idaho currently has 19 incubators, consisting of 32 schools participating in the mastery-based education program. The schools used the 2016-2017 school year to design, plan, and collaborate in order to chart the course for Idaho's shift to student progression based on demonstrated mastery, not seat time. As the program has progressed through early stages of planning and design, the Department of Education has heard from several schools who would like to participate. Currently, 33-1632, Idaho Code has capped the mastery-based education program at 20 incubators, and must be amended in order to scale the approach.

The State Department of Education has analyzed use of funds so far among existing participating schools and districts, as well as preliminary outcomes.

IMPACT

The public schools support program currently contains a line item for mastery-based education funded at \$1.4 million for the 2017-2018 year. These funds are used for professional development, statewide awareness campaign, coaching, purchased services, travel, supplies/materials, and stipends. The Department of Education is asking for an additional \$1.4 million in its 2018-2019 budget to

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

scale the program. These funds will be used for additional Idaho Mastery Education Network districts and schools.

ATTACHMENTS

Attachment 1 –Presentation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

In 2014, the Board facilitated the work of five (5) subcommittee's working on recommendations for implementing the 2013 Education Improvement Task Force Recommendations. The Structure and Governance Subcommittee's responsibilities included implementation strategies for the shift to a mastery-based system where students advanced based upon content mastery, rather than seat time requirements. The subcommittee found there were no prohibitions in state law to moving to a mastery-based system, and that there is specific authorization in Administrative Code that allows school districts and charter schools to develop their own mechanisms for assessing student mastery of content and awarding credits for the mastery at the secondary level. The subcommittee recognized that there were some barriers in how school districts reported students in specific grade levels to the state for funding, however, most barriers were largely perceived rather than actual obstructions. The full recommendations may be viewed on the Board's website.

Section 33-1632, Idaho Code requires the Department:

- (a) Conduct a statewide awareness campaign to promote understanding and interest in mastery-based education for teachers, administrators, parents, students, business leaders and policymakers;
- (b) Establish a committee of educators to identify roadblocks and possible solutions in implementing mastery-based education and develop recommendations for the incubator process; and
- (c) Facilitate the planning and development of an incubator process and assessments of local education agencies to identify the initial cohort of up to twenty (20) local education agencies to serve as incubators in fiscal year 2017.

As identified in the original subcommittee of the Governors Task Force for Improving Education, state law and administrative code allow for school districts and charter schools to implement a master-based education system. The purpose of the incubators was intended to be used to identify barriers, real and perceived, that were keeping school districts from implementing master based systems. While the incubators have not resulted in systemic changes they have been useful to school districts in identifying local barriers such as student management systems and professional development needs.

BOARD ACTION

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



Mastery for All

Idaho State Department of Education

Kelly Brady/Duncan Robb

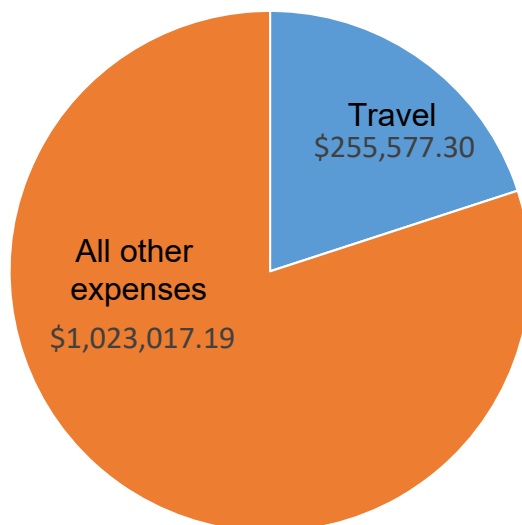
Mastery Education Director/Chief Policy Advisor

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION



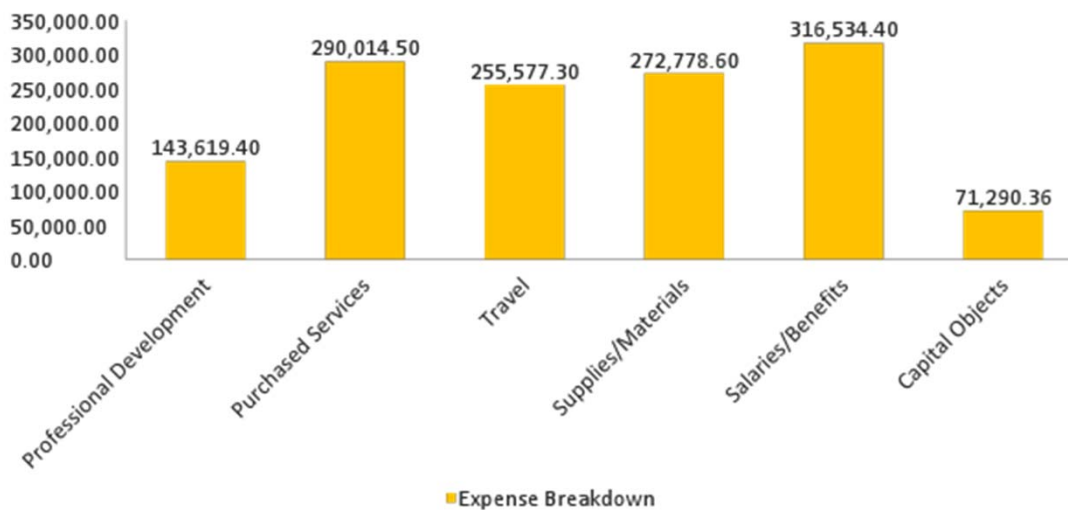
How have state funds been spent?



\$1,349,814.56

Mastery for All | 3

How have state funds been spent?



\$1,349,814.56

Mastery for All | 4

Questions?

Kelly Brady | Mastery Education Director
Idaho State Department of Education
650 W State Street, Boise ID 83702
208 332 6800
kbrady@sde.idaho.gov
www.sde.idaho.gov/mastery-ed/



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Mastery for All | 5

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

SUBJECT

Annexation/Excision Request – Coeur d’Alene School District (#271)/Lakeland School District (#272)

REFERENCE

June 2012	Board accepted the findings and conclusions of the hearing officer and approved the excision and annexation of property from the Lakeland School District to the Coeur d’Alene School District.
February 2015	Board accepted the findings and conclusions issued by the hearing officer and approved the excision and annexation of property from the Lakeland School District to the Coeur d’Alene School District.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-308, Idaho Code;
Idaho Administrative Code, IDAPA 08.02.01.050

BACKGROUND/DISCUSSION

Perfecta Valuation Services LLC/Nathaniel and Lindsey Grossglauser submitted a petition to the Coeur d’Alene and Lakeland School Districts requesting an excision of their Hayden development Giovanni Estates and personal residence located at 9055 N Atlas Road, Hayden, from Lakeland School District 272, to be annexed to Coeur d’Alene School District 271. The petitioners are the only electors living in the proposed area. According to the petition, the petitioners have two children, ages 5 and 1. The Coeur d’Alene School District Board of Trustees considered the petition at its June 5, 2017 meeting and voted to recommend approval of the request for annexation by vote of 4 – 1. The Lakeland School District Board of Trustees considered the petition at its June 12, 2017, meeting and voted unanimously against the proposed excision.

Section 33-308, Idaho Code, provides a process whereby the State Board of Education shall consider amendment of the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described, and excision of the territory would not leave a school district with a bonded debt in excess of the limit prescribed by law. IDAPA 08.02.01.050 includes criteria for review of the petition by a hearing officer appointed by the Superintendent of Public Instruction for purposes of making recommendations to the State Board of Education.

Edwin Litteneker, Attorney at Law, was appointed as hearing officer for this petition. As the Coeur d’Alene School District had corrected its boundary through an action of the Board in June 2017, Department staff provided the corrected boundary information to the hearing officer along with the petition. A hearing on the matter was held on September 13, 2017, at Atlas Elementary School in Coeur

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

d'Alene. Four (4) people attended the hearing, including the superintendents of both school districts. On October 6, 2017, the State Department of Education received Mr. Litteneker's Findings of Fact, Conclusions of Law and Recommendations, dated October 4, 2017.

The findings of fact by the hearing officer include the following:

- The petitioner's residence is the only existing residence in the proposed annexation area. The petition states that all of the properties to the north, west and east of this property is within the Coeur d'Alene School District. The remaining adjoining property is in the Lakeland School District.
- Atlas Elementary School, Coeur d'Alene School District, is about 700 feet away from the proposed development.
- Lakeland School District acknowledges the rapid development of this area and believes it can serve the anticipated residents in this area in its schools.
- Interim Superintendent of the Coeur d'Alene School District, Stan Olson, indicated that in spite of the Coeur d'Alene School Board's yes vote, it is appropriate to engage in a collaborative process to reasonably, fairly, and consistently adjust the boundaries between not only the Coeur d'Alene and Lakeland School Districts, but and also the Post Falls District.
- Lakeland staff indicated that it made substantially more sense to engage in a cooperative discussion about where the districts' common boundaries should be.
- The excision would not leave the Lakeland School District with a bonded indebtedness in excess of the amount specified by law.
- The Petition is in the form required pursuant to Section 33-308, Idaho Code, and signed by the only electors residing in the area. The legal descriptions were in a form provided by Section 33-308, Idaho Code.

Conclusions of the hearing officer include the following:

- There is considerable concern that continued piecemeal exchange in the respective boundaries of the Lakeland and Coeur d'Alene School Districts is not in anyone's best interest.
- The petitioner is interested in annexation to Coeur d'Alene based upon the proximity of the neighborhood to Atlas Elementary within the Coeur d'Alene School District. However, there is not a significant number of students attending school in Lakeland and residing in Giovanni Estates.
- The Lakeland School District is prepared to construct a school within its boundaries adjacent to the Coeur d'Alene School District, which can reasonably and timely service this neighborhood as it develops.

The hearing officer determined that the record does not support a conclusion that the excision of the described property from Lakeland School District 272 and annexation to Coeur d'Alene School District 271 would be appropriate. Therefore, it is the hearing officer's recommendation that the petition for excision and annexation be denied.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

The Clerk of the Board for the Coeur d'Alene School District has indicated that the Superintendents of the Coeur d'Alene, Lakeland, and Post Falls School Districts are currently discussing how to adjust district boundaries to benefit students as the county's population grows.

IMPACT

Should the recommendation of the hearing officer be accepted, the petition for annexation from the Lakeland School District to the Coeur d'Alene School District will be denied. Should the recommendation of the hearing officer be rejected, the petition shall be submitted for a vote by the school district electors residing in the area described in the petition.

ATTACHMENTS

Attachment 1 – Findings of fact, Conclusions of Law and Recommendation	Page 5
Attachment 2 – Coeur d'Alene recommendation and petition materials	Page 17
Attachment 3 – Lakeland recommendation and petition materials	Page 29

STAFF COMMENTS AND RECOMMENDATIONS

Approval of the petition by the Board would allow for the proposal to be submitted to the school district electors residing in the area described for annexation/excision in the petition.

Pursuant to section 33-308, Idaho Code, the Board of Education shall approve proposals for excision and annexation if the proposal is in the best interest of the children residing in the area described in the petition and the excision of the area would not leave a school district with a bonded debt in excess of the limit prescribed by law. If either condition is not met the Board of Education must disapprove the proposal.

For a petition to be properly before the Board for consideration the petition must be from a Board of Trustees of the school district or from one-fourth (1/4) or more of the school district electors, residing in an area of not more than fifty (50) square miles within which there is no schoolhouse or facility necessary for the operation of a school district. The petition must contain:

- (a) The names and addresses of the petitioners;
- (b) A legal description of the area proposed to be excised from one (1) district and annexed to another contiguous district. Such legal description shall be prepared by a licensed attorney, licensed professional land surveyor or licensed professional engineer professionally trained and experienced in legal descriptions of real property;
- (c) Maps showing the boundaries of the districts as they presently appear and as they would appear should the excision and annexation be approved;
- (d) The names of the school districts from and to which the area is proposed to be excised and annexed;
- (e) A description of reasons for which the petition is being submitted; and

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

- (f) An estimate of the number of children residing in the area described in the petition.

The hearing officer findings indicate the excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limits prescribed by law; however, there are no findings that the excision and annexation is in the best interest of the children residing in the area described in the petition. According to the hearing officer findings, only one of the two required conditions have been met. Pursuant to Section 33-308(4), Idaho Code "If either condition is not met, the State Board shall disapprove the proposal."

BOARD ACTION

I move to accept the recommendation of the hearing officer and to deny the petition for excision and annexation of property from Lakeland School District 272 to Coeur d'Alene School District 271.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

**BEFORE THE HEARING OFFICER FOR THE
STATE BOARD OF EDUCATION**

In the matter of the petition requesting)
The excision of territory from)
Lakeland School District No. 272,)
)
)
And annexing said territory into)
)
)
Coeur d' Alene School District No. 271,)
)
District.)
_____)

**FINDINGS OF FACT, CONCLUSIONS
OF LAW AND RECOMMENDATION**

INTRODUCTION

A Hearing was conducted on September 13, 2017 by Hearing Officer, Edwin L. Litteneker, appointed by the State Board of Education for purposes of gathering public comment on a proposed change in the boundaries of the Lakeland School District No. 272 and the Coeur d' Alene School District No. 271. The Hearing commenced at 7:15 p.m. in the Library at the Atlas Elementary School in Coeur d' Alene, Idaho.

Idaho Code Section 33-308 provides for a process whereby the State Board of Education will consider the approval of a Petition to change the boundaries of adjoining school districts and may direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described in the Petition. Additionally, the excision of the territory that is proposed should not leave the Lakeland School District with a bonded indebtedness in excess of the limit prescribed by law.

The Idaho State Board of Education has adopted rules at IDAPA 08.02.01.050 which include criteria for the review of the Petition for Excision and Annexation and a hearing process

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

to gather public comment for purposes of the Hearing Officer making these recommendations to the State Board of Education.

Four people attended the hearing on September 13, 2017. The Petitioner, Nathaniel Grossglauser was not in attendance. The Interim Superintendent of Coeur d' Alene School District No. 271, Dr. Olson and Dr. Meyer, the Superintendent of the Lakeland School District No. 272 also provided testimony. The Sign in Sheet is made part of the Record which is transmitted separately in the Transmittal of the Record.

Written comments were also received from Garry Nystrom which are identified as Exhibit. 1. The exhibits are also included in the Record.

The proceedings were recorded and a recording of the hearing is separately transmitted digitally to the State Board of Education and also referenced in the Transmittal of the Record.

FINDINGS OF FACT

1. A Petition to excise property from the Lakeland School District No. 272 was presented by Nathaniel & Lindsey Grossglauser, requesting that a real estate development known as the Giovanni Estates be excised from the Lakeland School District and annexed into the Coeur d' Alene School District.
2. The Applicant's residence is the only presently existing residence in an area in the proposed annexation area. The Petition indicates that all of the properties to the North, West and East of this property is within the Coeur d' Alene School District, the remaining adjoining property is in the Lakeland School District.
3. The Atlas Elementary School of the Coeur d' Alene School District is located approximately 700 feet away from the proposed development.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

4. The Lakeland Board of Trustees met and considered the Petition to excise the area from the Lakeland School District. The Lakeland School District Board of Trustees voted against the proposed excision.
5. The Coeur d' Alene School District considered the Petition on June 12, 2017 and voted to recommend approval of the request for annexation.
6. The Lakeland School District acknowledges the rapid development of this area and believes it can serve the anticipated residents in this area in its schools.
7. In spite of the Board recommending approval of the Petition, the Interim Superintendent of Coeur d' Alene School District indicated that it is appropriate to engage in a collaborative process to reasonably, fairly and consistently adjust the boundaries between the Coeur d' Alene School District and the Lakeland School District and also made reference to the Boundary Petition involving the Post Falls School District, which was heard prior to this matter.
8. The Lakeland School District joined in the analysis, indicating that it made substantially more sense to engage in a cooperative discussion about where the School District's common boundaries should be.
9. The excision would not leave the Lakeland School District with a bonded indebtedness in excess of the amount provided by law.
10. The record reflects that the Petition is in the form required pursuant to I.C. § 33-308 and assigned by the only electors residing within the area. The legal descriptions were in a form required by I.C. § 33-308.

CONCLUSIONS

1. IDAPA 08.02.01.050 requires a review of the proposed alteration of a District's boundaries that takes into account specific facts which are discussed above.
2. Based on this Record, the annexation as proposed does not leave the Lakeland School District with a bonded indebtedness in excess of the amount provided by law.
3. However, there is a considerable concern that a continued piecemeal change in the respective boundaries of the Lakeland and Coeur d' Alene School Districts is not in anyone's best interests.
4. The Lakeland School District patron was interested in the annexation into the Coeur d' Alene School District based upon the proximity of the neighborhood to Atlas Elementary within the Coeur d' Alene School District. However, at this time there are not a significant number of Students attending school in Lakeland and residing in Giovanni Estates.
5. The Lakeland School District is prepared to construct a school within its boundaries adjacent to the Coeur d' Alene School District which can reasonably and timely serve this neighborhood as it develops.
6. The Coeur d' Alene School District apparently has sufficient capacity and community support to serve this neighborhood adjacent to the Atlas Elementary School. However, the District's Interim Superintendent's stated opposition at the hearing to the proposed annexation weighs against the idea that the annexation is either in the interests of the students or is a suitable school setting for the potential students to be enrolled.
7. It makes substantially more sense to permit the affected school districts to create a collaborative process whereby the respective school districts can resolve their common

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

school district boundaries, prior to submitting the Petition to the parties within the area to be annexed.

RECOMMENDATION

The Record does not support a conclusion that the excision of the described land from the Lakeland School District #272 to be annexed into the Coeur d' Alene School District #271 would be appropriate.

Therefore, it is recommended to the State Board of Education that the petition for excision and annexation be denied.

DATED this 4 day of October, 2017.



Edwin L. Litteneker
Hearing Officer

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

I DO HEREBY CERTIFY that a true
And correct copy of the foregoing
Document was:

☒ Mailed by regular first class mail,
And deposited in the United States
Post Office

☐ Sent by facsimile.

☐ Sent by Federal Express, overnight
Delivery

☐ Hand delivered

To:

Helen Price
Program Specialist, Board Materials & Rules
Idaho State Department of Education
650 W State Street, 2nd Floor
Boise, Idaho 83702

On this 4 day of October, 2017.



Edwin L. Litteneker

SIGN IN SHEET

[illegible]

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Haley Gibson

From: radar250@aol.com
Sent: Monday, September 11, 2017 9:13 AM
To: msouza@senate.idaho.gov; hprice@sde.idaho.gov; Haley Gibson
Cc: ebutler@sd273.com; jkeane@sd273.com
Subject: September 11, 2017 Hearing

To Senator Souza, Ms Price and the attorney holding the hearing.

Senator Souza, I believe here is a prime example of wasted taxpayer dollars. Today, there will be a hearing, one where neither the school districts knowing they have stakeholders interested in the attending and others knowing the same thing decided to make scheduling arrangement which at best did not serve the public interest. Additionally, I question if this is required to be a public meeting, meaning should have it been place in the press with notice as it will affect a much larger group other than just the people living in the Trails subdivision.

In fact Senator Souza, Mr. McGuire who lives within my subdivision has even made a comment that it appears that a decision has already been determined by reading some of the e-mails which I have shared. And yes, he too is very concerned we have the same attorney doing this hearing who did the last hearing involving the West Landings.

Now for Haley and Jerry Keane as well as Senator Souza and Ms Price.

I do not even believe this hearing should be taking place. The Coeur d' Alene School District voted against taking this subdivision in when it met a few months ago. So the school district where the subdivision wants to send their children says they cannot handle them. So why does the State think they know better and then will take on this request and as the developer has said, "we will take our chances with the Board of Education." Does the State really know better than those who run the schools? I don't think so.

So, now let's talk education. Are Coeur d' Alene Schools better? I believe the answer is no. I personally know of an individual who has sent two daughters to Coeur d' Alene and one son to Post Falls and he believes there is no difference. I believe that Post Falls offers just as good of an education as the rest of the schools around here, so I believe that is no justification for them to leave the district.

City impact: While the Coeur d' Alene discussed them being within the City area of impact, Coeur d' Alene currently has property which is within the Post Falls area of impact. If we want to change subdivision base on what city they are in, then the State should review Coeur d' Alene's property and consider a change too. I would suggest we take up that measure after the 2020 census. We could also work to have both school boards as well as citizen from each district come up with a new border and submit it to the voter of each district. Meaning, we might consider giving up the Trails, but we could take equal property value which is in the City of Post Falls already.

I approve that these type of request to leave the district need to go away. I believe this is a misused process where only a few and in one other case, there was only one vote casted. Coeur d' Alene has been their own worst enemy as they are taking on other subdivision from other districts. This needs to stop. Many cities have more than one water district, irrigation district, etc. Those living in the Trail and in fact the West Landings knew from the very first date they were in Post Falls District. If they didn't like it, then they shouldn't have bought in there. But it is not right for the Post Falls taxpayers to keep having \$30 million here, \$45 million here in property values leaving the district. If I want to leave Avista, I would have to do a buyout and maybe school districts should have the same.

So, since CDA has said no, the State should honor that and let it be addressed at a later date where just maybe both districts can agree on something.

Gary Nystrom

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Haley Gibson

From: radar250@aol.com
Sent: Thursday, August 31, 2017 2:20 PM
To: ebutler@sd273.com
Cc: Haley Gibson
Subject: Re: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

Erin

Thanks. I have read Haley comments, however, even she is missing the point. My point is that we don't have to have the meeting just at Atlas school. We can have it in many places. I also believe this should be considered a public hearing and the entire public should have a right to participate. However, I believe that those who are scheduling these things are only considering school board officials and maybe the developer who wants out. I believe each one of those in scheduling this meeting have not considered there are others who want the chance to voice there opinion, but I found the comment about how Haley believes other taxpayers don't count.

Just because Haley thinks we can submit something in writing often does not give the same impact if you give it in person. As you know, I don't believe Post Falls School District interest is the same Ron McGuire and I have. It showed when the district gave a no recommendation to this request.

Its hard to give a written comment to something you haven't hear. At a hearing, you can listen, take notes and respond. I even question since this is the same attorney who ruled on the West Landings, are we even going to get a fair hearing in the first place.

I believe we can find other open dates. I consider this a matter which impacts not only the Trails subdivision, but other taxpayers and we are not advertising this hearing.

Erin, I sent an e-mail to Senator Souza regarding some issues regarding this entire process. If you have any questions, call me.

Gary Nystrom
aka Radar

-----Original Message-----

From: Erin Butler <ebutler@sd273.com>
To: 'radar250@aol.com' <radar250@aol.com>
Sent: Thu, Aug 31, 2017 10:07 am
Subject: RE: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

Gary,

As you can see from the email chain, September 5th did not work for CDA and the next available options were September 11th or September 13th. Our board meeting is on the 11th so that is how they landed on the 13th for rescheduling.

We would be happy to submit for the record any information you would like to provide for the hearing. Please let me know if you would like to do so.

Thank you, Erin

From: radar250@aol.com [mailto:radar250@aol.com]
Sent: Wednesday, August 30, 2017 5:34 PM
To: Erin Butler
Cc: haley@littenekerlaw.com; msouza@senate.idaho.gov
Subject: Re: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Erin,

This date does not work for me as I will be attending medical treatments in California. I believe, we need to have a voice and changing the date so we can't provide our input is very unfair. I and another friend of ours already believe the process has so far been unfair. I have cc: Senator Souza as she believed we should come out and voice our views. I was ready on the date it was scheduled the first time.

Gary Nystrom
aka Radar

-----Original Message-----

From: Erin Butler <ebutler@sd273.com>
To: 'radar250@aol.com' <radar250@aol.com>
Sent: Wed, Aug 30, 2017 10:03 am
Subject: FW: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

Hi Gary,

The Excision Hearing is rescheduled for Wednesday, September 13th at 6:15pm at Atlas Elementary.

From: Haley Gibson [<mailto:Haley@littenekerlaw.com>]
Sent: Wednesday, August 30, 2017 8:13 AM
To: Erin Butler
Subject: RE: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

Thanks Erin,

We are all set for September 13, 2017 at 6:15 p.m.

Haley J. Gibson

Legal Assistant to
Edwin L. Litteneker
haley@littenekerlaw.com
ph. 208.746.0344

From: Erin Butler [<mailto:ebutler@sd273.com>]
Sent: Tuesday, August 29, 2017 11:54 AM
To: Haley Gibson <Haley@littenekerlaw.com>
Subject: RE: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

Hi Haley,

We have a board meeting on the 11th so that night doesn't work. Wednesday, September 13th does work though.

From: Haley Gibson [<mailto:Haley@littenekerlaw.com>]
Sent: Tuesday, August 29, 2017 11:44 AM
To: Erin Butler
Subject: RE: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

Okay looks like next Tuesday doesn't work for everyone, we are now looking at September 11th or 13th would those dates work for you guys?

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

Haley J. Gibson

Legal Assistant to
Edwin L. Litteneker
haley@littenekerlaw.com
ph. 208.746.0344

From: Erin Butler [<mailto:ebutler@sd273.com>]
Sent: Tuesday, August 29, 2017 8:55 AM
To: Haley Gibson <Haley@littenekerlaw.com>; 'Lynn Towne' <ltowne@cdaschools.org>
Subject: RE: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

Thank you Haley for letting us know. We can reschedule for next Tuesday if that works for CDA.

From: Haley Gibson [<mailto:Haley@littenekerlaw.com>]
Sent: Tuesday, August 29, 2017 8:19 AM
To: 'Lynn Towne'; Erin Butler
Subject: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

Lynne & Erin:

I am writing in regards to the Annexation Meeting scheduled for tonight regarding the Coeur d' Alene/Post Falls request. Unfortunately Ed is home sick with the flu and is not going to be able to make it up there tonight so we will need to reschedule, if everyone on your end is available we can reschedule for next Tuesday September 5, 2017 at the same time if Atlas is available then as well. Sorry for the short notice and inconvenience.

Sincerely,

Haley J. Gibson

Legal Assistant to
Edwin L. Litteneker
322 Main Street, P.O. Box 321
Lewiston, Idaho 83501
haley@littenekerlaw.com
ph. 208.746.0344 fax 208.798.8387

Confidentiality Notice - This e-mail transmission (and/or the documents/attachments accompanying it) may contain confidential information belonging to the sender which is protected by the attorney-client privilege. The information is intended only for the use of the individual or entity named above. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution or the taking of any action in reliance on the contents of this information is strictly prohibited. If you have received this transmission in error, please immediately notify us by mail or telephone, (208) 746-0344.

BEFORE THE HEARING OFFICER FOR THE
IDAHO DEPARTMENT OF EDUCATION

In the matter of the petition)
Requesting the annexation of territory from)
Lakeland Joint School District No. 272,)
)
To the)
)
Coeur d' Alene School District # 271,)
)
_____)

NOTICE OF HEARING

The petitioners have presented to the School Board of the Lakeland Joint School District No. 272 and the Coeur d' Alene School District No. 271 a petition to excise territory presently within the Lakeland Joint School District and annex the territory into the Coeur d' Alene School District pursuant to Idaho Code § 33-308.

That the Hearing in this matter shall commence on Wednesday, September 13, 2017. The hearing will begin at 7:15 p.m. The Hearing will be held at Atlas Elementary, 157 W. Hayden Avenue, Suite 103, Hayden, Idaho 83835.

DATED this 11 day of September, 2017.



Edwin L. Litteneker
Hearing Officer

RCVd 6/16/17
SDE



Coeur d'Alene Public Schools

DISTRICT ADMINISTRATIVE CENTER
1400 N. Northwood Center Court, Coeur d'Alene, ID 83814

OFFICE 208.664.8241
FAX 208.664.1748
www.cdaschools.org

June 12, 2017

Sherri Ybarra, Superintendent of Public Instruction
Idaho State Department of Education
PO Box 83720
Boise, ID 83720-0027

Dear Superintendent Ybarra,

Please be advised that the Board of Trustees of Coeur d'Alene School District No. 271, at a duly noticed and constituted meeting held on June 5, 2017, reviewed the Petition of Petitioners, a copy of which is enclosed, before five members of the Board of Trustees. By motion, second and vote (4-1), the Board of Trustees approved the petitioner's request for annexation.

If you have additional questions, please feel free to contact me. Thank you.

Sincerely,


Lynn M. Towne
Clerk of the Board

Enclosures: Petition for Annexation

INVEST | INSPIRE | INNOVATE

We invest in each student to prepare, challenge and advance
well-educated, resilient and future-ready citizens.

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

Idaho State Department of Education
May 30, 2017

GIOVANNI ESTATES SUBDIVISION LEGAL DESC: HAYDEN LAKE IRR TRS AMENDED,
S2-TR 243 Section 21 Township 51N Range 04W

ATTN: District Superintendent

RE: Revised School District Boundaries
 Lakeland School District Number 272 (proposed excised)
 Coeur d'Alene School District Number 271 (proposed annexed)

Perfecta Valuation Services LLC/Nathaniel and Lindsey Grossglauser is requesting to annex their Hayden development Giovanni Estates / personal residence located at 9055 N Atlas Rd Hayden, ID 83835 into the Coeur d' Alene School District and to be excised from the Lakeland School District.

The key reasons for this request are outlined below:

- 1) The Giovanni Estates development exists within the City limits of Hayden, Idaho and is currently adjacent (three sides) to the Coeur D' Alene School District (see maps/exhibits). We currently have two children (ages 5 and 1) and would like them to attend nearby schools. Atlas Elementary is located less than 700' away from the development. All the other children/friends in the area attend these schools and it is an awfully long/very out of the way ride to Lakeland Schools. While this creates confusion amongst prospective home buyers, it also harms the sense of community, as families in our community may be pulled into differing school districts.
- 2) Home owners in the community would like the schools within their taxing district to get the benefit of their home ownership and tax revenue.
- 3) There is only one property adjacent to Giovanni Estates that is not in the CDA 271 School District, a single family residence on 5/acre to the south. All the homes to the north, west and east are all in CDA 271. Under the current alignment with the Lakeland School district, Lakeland buses would be required to go through neighborhoods that are all aligned with the Coeur d'Alene School District to reach Giovanni Estates. Relative to all adjacent communities, Giovanni Estates would be the only pocket community attending Lakeland Schools.

Additional children to potentially be introduced to the Coeur d' Alene School District:

- o Total number of lots within Giovanni Estates – 18 lots
- o Projected time for sale of all 18 homes - 1 year
- o Projected percentage of homes with children K-12 – 30-50%
- o Projected number of children residing in Giovanni Estates at completion 10-20.

Thank you very much for your time and consideration in the subject matter.

Nathaniel and Lindsey Grossglauser / Perfecta Valuation Services, LLC

9055 N Atlas Rd, Hayden, Idaho 83835

6/1/2017

DECEMBER 20, 2017

Coeur d'Alene School District Mail - Registrati



Lynn Towne <ltowne@cdaschools.org>

Registration

1 message

Grace Studer <gstuder@kcgov.us>

Thu, Jun 1, 2017 at 2:08 PM

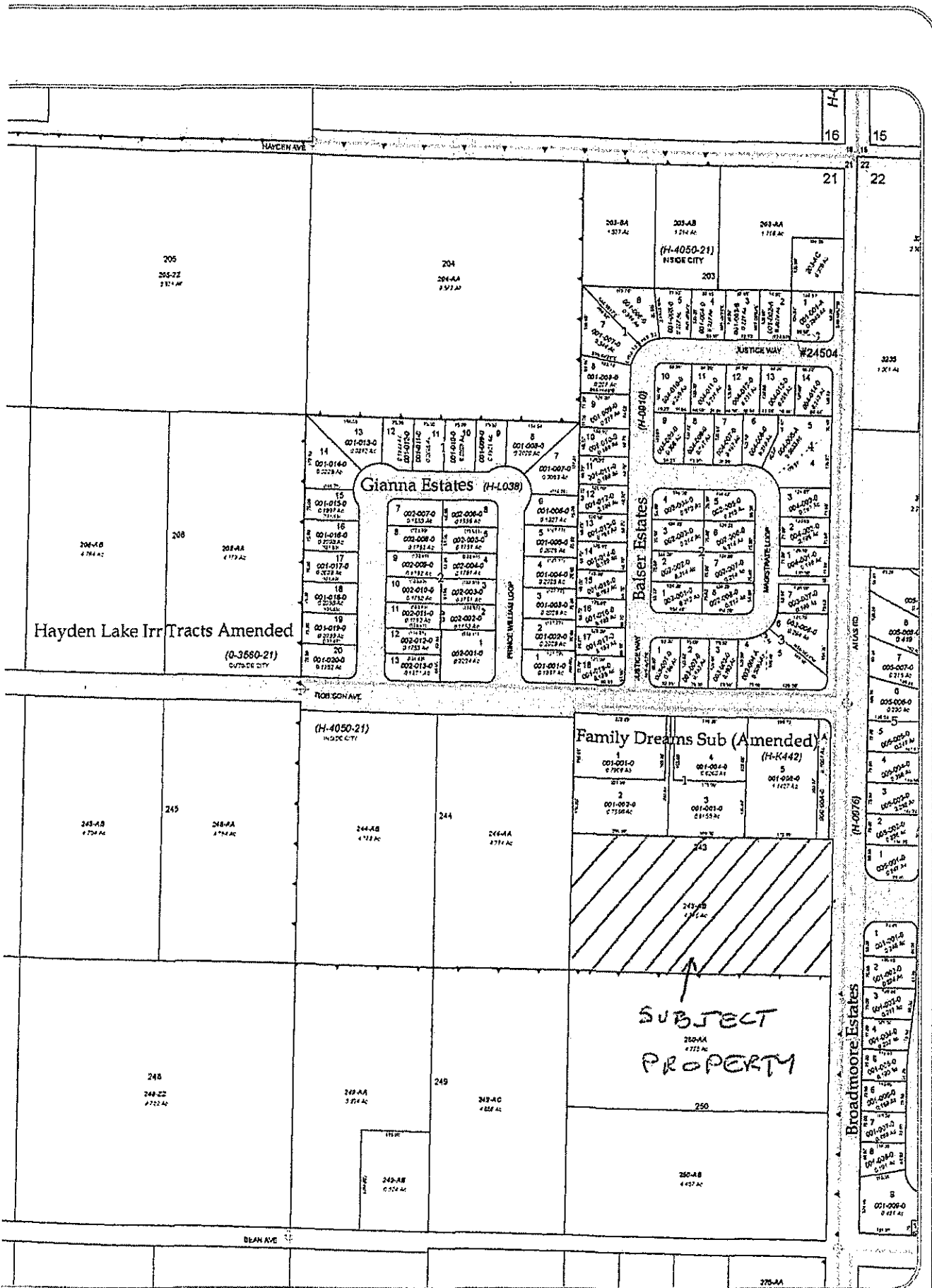
To: Lynne Towne -CdA SD <LTowne@cdaschools.org>

Lynne,

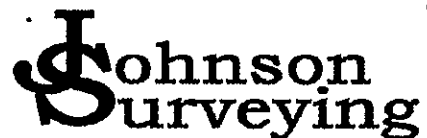
Nathaniel Grossglauser came in and dropped off his and Lindsey's Registration cards for a change of address. They are now Registered at 9055 N. Atlas Rd. in Hayden. If you have any further questions, please call the office.

Thanks,

*Grace Studer**Elections Clerk**Kootenai County Elections**1808 N 3rd Street**PO Box 9000**Coeur d'Alene, ID 83816**phone: 208-446-1037**Fax: 208-446-2184*

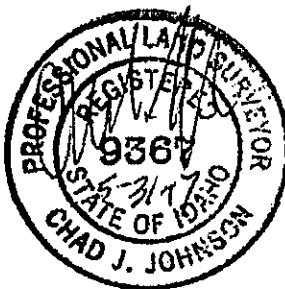


NE Sec. 21 Twp 51 N. R. 4 W. B. M.



GIOVANNI ESTATES

I Chad J. Johnson have prepared the exhibit's and amended the district boundary legal description for the above referenced project.



Coeur d'Alene School District No. 271

THE BOARD OF TRUSTEES

1000P

Boundaries of the Coeur d'Alene School District No. 271

Beginning at the north $\frac{1}{4}$ corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north $\frac{1}{4}$ corner of Sec. 4, said township and range; thence north approximately $2\frac{1}{2}$ miles to the center of Sec. 21, Twp. 51 N, R 4 WBM; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of Sec. 21, said township and range; thence north approximately 661.0; thence West 1321.0 feet to the southwest corner of tract 244 of Hayden lake irrigated tracts; thence North a distance of 1327 to the northwest corner of Gianna Estates thence; East 658 to the northeast corner of Gianna Estates; thence North a distance of 332 feet to the northwest corner of Balser Estates; thence, East a distance of 655 feet to the intersection with the East line of Sec. 21, Twp. 51 N, R 4 WBM; thence north approximately $\frac{9}{10}$ mile to the SW corner of Sec. 10, said township and range; thence east approximately $1\frac{1}{2}$ miles to the south $\frac{1}{4}$ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of said Sec. 11; thence north approximately $\frac{1}{4}$ mile to the NW corner of the SW $\frac{1}{4}$ of the NW $\frac{1}{4}$ of Sec. 12, said township and range; thence east approximately $\frac{1}{2}$ mile to the NE corner of the SE $\frac{1}{4}$ corner of the NW $\frac{1}{4}$ of said Sec. 12; thence north approximately $\frac{3}{4}$ mile to the center of Sec. 1, said township and range; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of said Sec. 1; thence north approximately $\frac{1}{2}$ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east $3\frac{1}{4}$ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately $2\frac{3}{4}$ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east $14\frac{1}{4}$ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW $\frac{1}{8}$ of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately $8\frac{3}{4}$ miles to the north $\frac{1}{4}$ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south $\frac{1}{4}$ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately $\frac{1}{2}$ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately $\frac{1}{2}$ mile to the west $\frac{1}{4}$ corner of said Sec. 15; thence west approximately $1\frac{1}{2}$ miles to the center of Sec. 17, said township and range; thence north approximately $1\frac{1}{2}$ miles to the south $\frac{1}{4}$ corner of Sec. 5, said township and range; thence west $1\frac{1}{2}$ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately $2\frac{1}{2}$ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp. 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the

Washington-Idaho State line; thence north approximately $3\frac{1}{2}$ miles to the west $\frac{1}{4}$ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east $1\frac{1}{2}$ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately $1\frac{1}{2}$ miles to the east $\frac{1}{4}$ corner of Sec. 9, said township and range; thence north approximately $2\frac{1}{2}$ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east $\frac{1}{2}$ mile to the north $\frac{1}{4}$ corner of said Sec. 33; thence north approximately 1 mile to the north $\frac{1}{4}$ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north $\frac{1}{4}$ corner of Sec. 26, said township and range; thence north approximately $\frac{1}{2}$ mile to the center of Sec. 23, said township and range; thence east approximately $1\frac{1}{2}$ miles to the west $\frac{1}{4}$ corner of Sec. 19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east $1\frac{1}{2}$ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north $1\frac{1}{2}$ miles, more or less, to the point of beginning.

This description reflects the changes implemented with the annexations approved and effective December 12, 2002 and December 27, 2012.

Policy History:

Adopted on: November 4, 2013

Revised on:

5/25/2017 9:56 AM

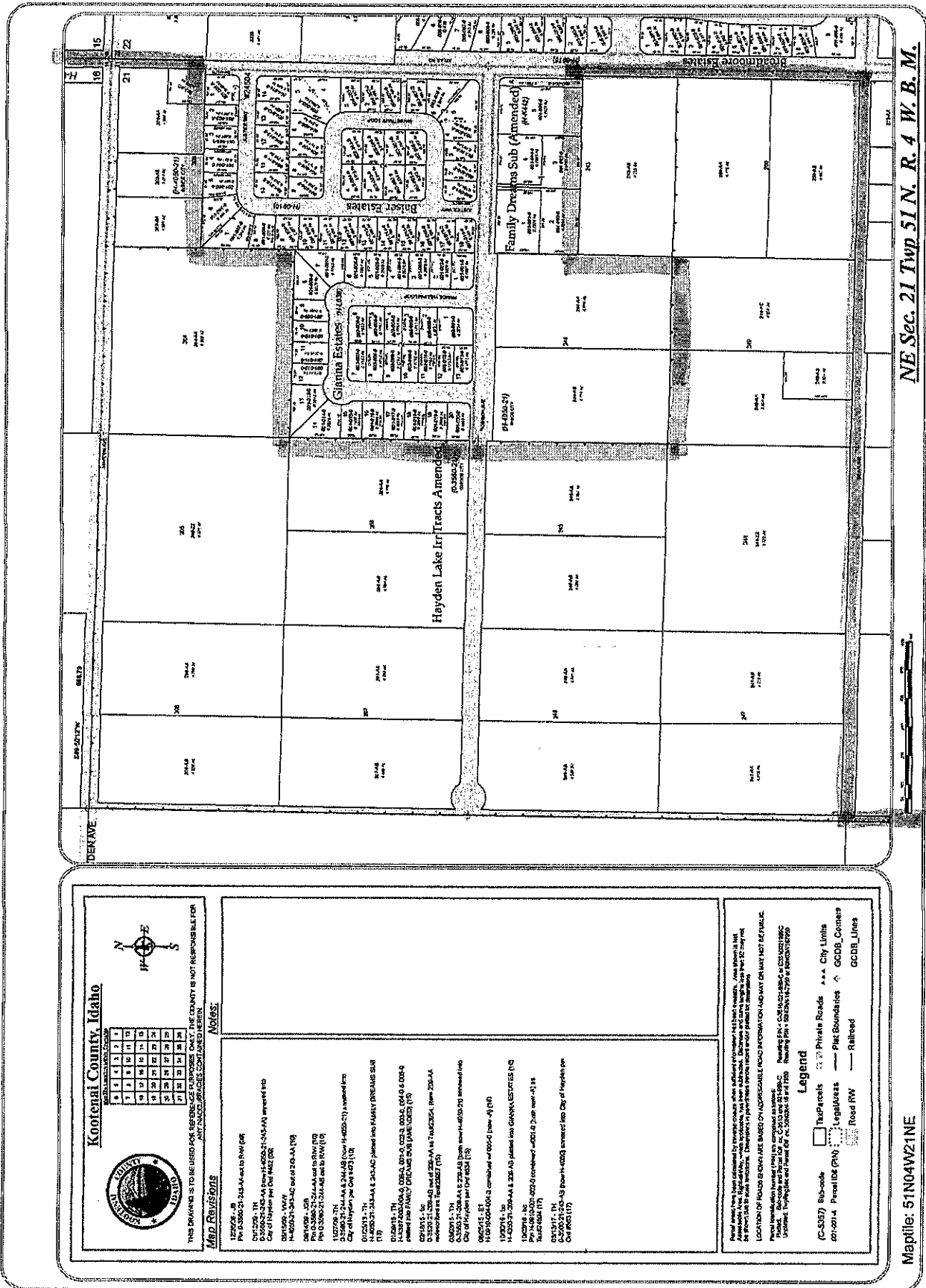
Boundaries

... ..

TAB 3 Page 24

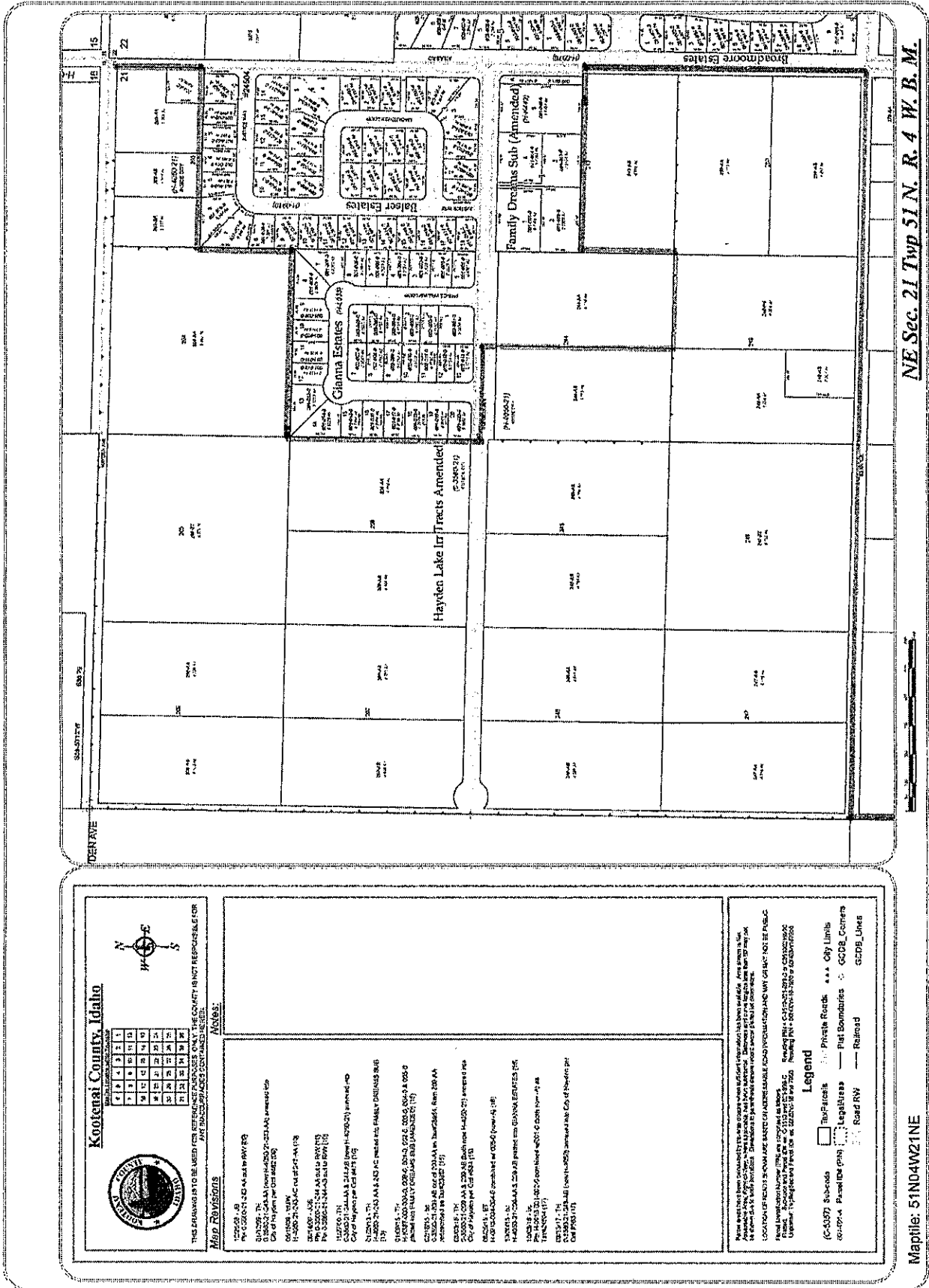


EXISTING CDA - LAKELAND SCHOOL DISTRICT BOUNDARIES





EXISTING CDA - LAKELAND SCHOOL DISTRICT BOUNDARIES



STATE DEPARTMENT OF EDUCATION

DECEMBER 20, 2017



LAKELAND JOINT SCHOOL DISTRICT #272

15506 N. Washington Street P.O. Box 39

Rathdrum, Idaho 83858

Phone: 208.687.0431 Fax: 208.687.1884 Web: lakeland272.org

DOCUMENT RECEIVED

JUL 13 2017

State Department of Education

June 16, 2017

Department of Education
Superintendent Sherri Ybarra
PO Box 83720
Boise, ID 83720-0027

Dear Superintendent Ybarra:

Pursuant to Idaho Code 33-308, we are forwarding to the State Board of Education a petition requesting excision of an area from Lakeland Joint School District 272 and annexation into the Coeur d'Alene School District 271.

The Lakeland Board of Trustees at their regular board meeting held on June 12, 2017 addressed the petition. All 4 members (the 5th seat is vacant) of the governing board were in attendance of this meeting. The Board denied the request for excision from the Lakeland Joint School District unanimously.

The Board would welcome any new students from this subdivision to attend the Lakeland Joint School District and would have no issues busing these students to the appropriate Lakeland School. Lakeland Joint School District has also developed a Long Range Planning Committee and is entertaining the possibility of building an additional school within the next 5 years on the south end of the district in order to accommodate growth that is once again occurring in the area.

If you should have any further questions, please don't hesitate to contact our office at 208-687-0431.

Respectfully,

A handwritten signature in black ink, appearing to read 'Brook A. Cunningham', with a long horizontal flourish extending to the right.

Brook A. Cunningham
Clerk of the Board

Enclosure: Annexation Request

committed to academic excellence ... dedicated to student success

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

Idaho State Department of Education
May 30, 2017

GIOVANNI ESTATES SUBDIVISION LEGAL DESC: HAYDEN LAKE IRR TRS AMENDED,
S2-TR 243 Section 21 Township 51N Range 04W

ATTN: Dr. Becky Meyer

RE: Revised School District Boundaries
 Lakeland School District Number 272 (proposed excised)
 Coeur d'Alene School District Number 271 (proposed annexed)

Perfecta Valuation Services LLC/Nathaniel and Lindsey Grossglauser is requesting to annex their Hayden development Giovanni Estates / personal residence located at 9055 N Atlas Rd Hayden, ID 83835 into the Coeur d' Alene School District and to be excised from the Lakeland School District.

The key reasons for this request are outlined below:

- 1) The Giovanni Estates development exists within the City limits of Hayden, Idaho and is currently adjacent (three sides) to the Coeur D' Alene School District (see maps/exhibits). We currently have two children (ages 5 and 1) and would like them to attend nearby schools. Atlas Elementary is located less than 700' away from the development. All the other children/friends in the area attend these schools and it is an awfully long/very out of the way ride to Lakeland Schools. While this creates confusion amongst prospective home buyers, it also harms the sense of community, as families in our community may be pulled into differing school districts.
- 2) Home owners in the community would like the schools within their taxing district to get the benefit of their home ownership and tax revenue.
- 3) There is only one property adjacent to Giovanni Estates that is not in the CDA 271 School District, a single family residence on 5/acre to the south. All the homes to the north, west and east are all in CDA 271. Under the current alignment with the Lakeland School district, Lakeland buses would be required to go through neighborhoods that are all aligned with the Coeur d'Alene School District to reach Giovanni Estates. Relative to all adjacent communities, Giovanni Estates would be the only pocket community attending Lakeland Schools.

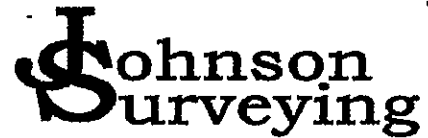
Additional children to potentially be introduced to the Coeur d' Alene School District:

- o Total number of lots within Giovanni Estates – 18 lots
- o Projected time for sale of all 18 homes - 1 year
- o Projected percentage of homes with children K-12 – 30-50%
- o Projected number of children residing in Giovanni Estates at completion 10-20.

Thank you very much for your time and consideration in the subject matter.

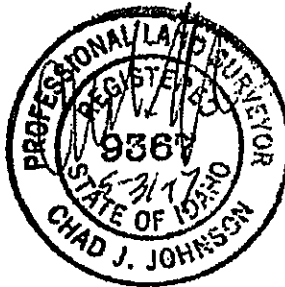
Nathaniel and Lindsey Grossglauser / Perfecta Valuation Services, LLC

9055 N Atlas Rd, Hayden, Idaho 83835



GIOVANNI ESTATES

I Chad J. Johnson have prepared the exhibit's and amended the district boundary legal description for the above referenced project.



Boundaries

TAB 3 Page 32

Coeur d'Alene School District No. 271

THE BOARD OF TRUSTEES

1000P

Boundaries of the Coeur d'Alene School District No. 271

Beginning at the north $\frac{1}{4}$ corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north $\frac{1}{4}$ corner of Sec. 4, said township and range; thence north approximately $2\frac{1}{2}$ miles to the center of Sec. 21, Twp. 51 N, R 4 WBM; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of Sec. 21, said township and range; thence north approximately 661.0; thence West 1321.0 feet to the southwest corner of tract 244 of Hayden lake irrigated tracts; thence North a distance of 1327 to the northwest corner of Gianna Estates thence; East 658 to the northeast corner of Gianna Estates; thence North a distance of 332 feet to the northwest corner of Balser Estates; thence, East a distance of 655 feet to the intersection with the East line of Sec. 21, Twp. 51 N, R 4 WBM; thence north approximately $\frac{9}{10}$ mile to the SW corner of Sec. 10, said township and range; thence east approximately $1\frac{1}{2}$ miles to the south $\frac{1}{4}$ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of said Sec. 11; thence north approximately $\frac{1}{4}$ mile to the NW corner of the SW $\frac{1}{4}$ of the NW $\frac{1}{4}$ of Sec. 12, said township and range; thence east approximately $\frac{1}{2}$ mile to the NE corner of the SE $\frac{1}{4}$ corner of the NW $\frac{1}{4}$ of said Sec. 12; thence north approximately $\frac{3}{4}$ mile to the center of Sec. 1, said township and range; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of said Sec. 1; thence north approximately $\frac{1}{2}$ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east $3\frac{1}{4}$ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately $2\frac{3}{4}$ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east $14\frac{1}{4}$ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW $\frac{1}{8}$ of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately $8\frac{3}{4}$ miles to the north $\frac{1}{4}$ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south $\frac{1}{4}$ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately $\frac{1}{2}$ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately $\frac{1}{2}$ mile to the west $\frac{1}{4}$ corner of said Sec. 15; thence west approximately $1\frac{1}{2}$ miles to the center of Sec. 17, said township and range; thence north approximately $1\frac{1}{2}$ miles to the south $\frac{1}{4}$ corner of Sec. 5, said township and range; thence west $1\frac{1}{2}$ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately $2\frac{1}{2}$ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp. 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the

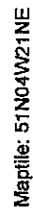
Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately 1½ miles to the west ¼ corner of Sec. 19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1½ miles, more or less, to the point of beginning.

This description reflects the changes implemented with the annexations approved and effective December 12, 2002 and December 27, 2012.

Policy History:

Adopted on: November 4, 2013

Revised on:



SDE



SDE



SUPERINTENDENT OF PUBLIC INSTRUCTION'S ORDER UNDER IDAHO CODE
SECTION 33-307 FOR CORRECTION OF SCHOOL DISTRICT BOUNDARIES

In the Matter of:)
)
Coeur d'Alene School District No. 271) **FINAL ORDER**
)
)
_____)

This matter came before the Idaho State Board of Education ("Board") at its regularly scheduled meeting, June 14 - 15, 2017.

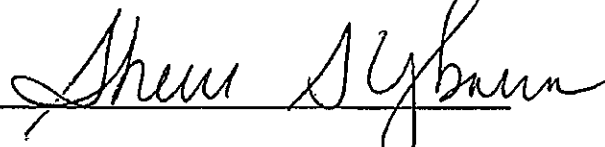
Having reviewed and considered all materials of record the Board found that the legal description for the Coeur d'Alene School District No. 271 boundary contained errors and that the corrected legal description should be that as described and depicted on **Exhibit A** attached hereto and incorporated herein by reference.

NOW, THEREFORE, pursuant to the authority granted in Idaho Code Section 33-307 the Superintendent of Public Instruction of the State of Idaho hereby orders that the legal description for the Coeur d'Alene School District No. 271 shall be as described on Exhibit A.

IT IS SO ORDERED.

DATED this 15th day of June, 2017.

IDAHO STATE BOARD OF EDUCATION

By 

Sherri Ybarra, Superintendent of Public Instruction

EXHIBIT A

LEGAL DESCRIPTION

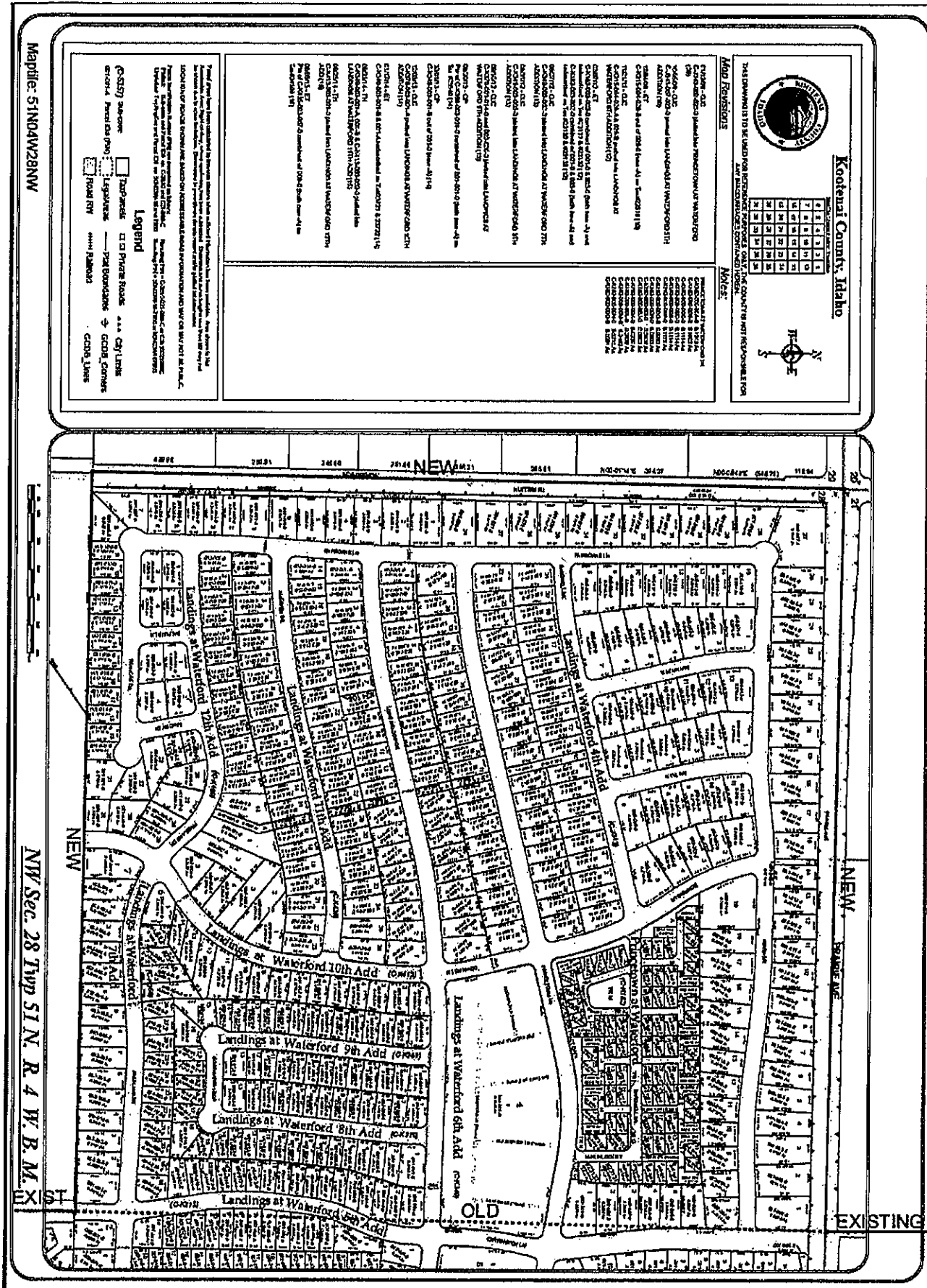
Coeur d'Alene School District No. 271

Beginning at the north $\frac{1}{4}$ corner of Sec. 5, Twp. 50 N, R 4 W BM; thence east approximately 1 mile to the north $\frac{1}{4}$ corner of Sec. 4, said township and range; thence north approximately $1\frac{1}{2}$ miles to the center of Sec. 28, Twp. 51 N, R 4 W BM; thence west approximately $\frac{1}{2}$ mile to the west $\frac{1}{4}$ corner of Sec. 28, said township and range; thence north approximately $\frac{1}{2}$ mile to the SW corner of Sec. 21, said township and range; thence east approximately $\frac{1}{2}$ mile to the south $\frac{1}{4}$ corner of Sec. 21, said township and range; thence north $\frac{1}{2}$ mile to the center of Sec. 21, Twp., 51 N, R 4 WBM; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of Sec. 21, said township and range; thence North approximately $\frac{3}{16}$ mile to the SE corner of the north $\frac{1}{2}$ of the NE $\frac{1}{4}$ of the SE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence west $\frac{1}{8}$ mile to the SW corner of said north $\frac{1}{2}$ of the NE $\frac{1}{4}$ of the SE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21 ; Thence south $\frac{1}{16}$ mile to the SE corner of the east $\frac{1}{2}$ of the NW $\frac{1}{4}$ of the SE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence west $\frac{1}{16}$ mile to the SW corner of said east $\frac{1}{2}$ of the NW $\frac{1}{4}$ of the SE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence north $\frac{1}{8}$ mile to the NW corner of said east $\frac{1}{2}$ of the NW $\frac{1}{4}$ of the SE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence west $\frac{1}{16}$ mile to the SW corner of the SW $\frac{1}{4}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence north $\frac{1}{8}$ mile to the NW corner of said SW $\frac{1}{4}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of sec. 21; Thence east $\frac{1}{8}$ mile to the NE corner of said SW $\frac{1}{4}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence north $\frac{1}{16}$ mile to the NW corner of the south $\frac{1}{2}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence east $\frac{1}{8}$ mile to the NE corner of said south $\frac{1}{2}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence north $1\frac{1}{16}$ miles to the SW corner of Sec. 10, said township and range; thence east approximately $1\frac{1}{2}$ miles to the south $\frac{1}{4}$ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of said Sec. 11; thence north approximately $\frac{1}{4}$ mile to the NW corner of the SW $\frac{1}{4}$ of the NW $\frac{1}{4}$ of Sec. 12, said township and range; thence east approximately $\frac{1}{2}$ mile to the NE corner of the SE $\frac{1}{4}$ corner of the NW $\frac{1}{4}$ of said Sec. 12; thence north approximately $\frac{3}{4}$ mile to the center of Sec. 1, said township and range; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of said Sec. 1; thence north approximately $\frac{1}{2}$ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east $3\frac{1}{4}$ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately $2\frac{3}{4}$ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east $14\frac{1}{4}$ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW $\frac{1}{8}$ of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately $8\frac{3}{4}$ miles to the north $\frac{1}{4}$ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south $\frac{1}{4}$ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately $\frac{1}{2}$ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of

Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately $\frac{1}{2}$ mile to the west $\frac{1}{4}$ corner of said Sec. 15; thence west approximately $1\frac{1}{2}$ miles to the center of Sec. 17, said township and range; thence north approximately $1\frac{1}{2}$ miles to the south $\frac{1}{4}$ corner of Sec. 5, said township and range; thence west $1\frac{1}{2}$ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately $2\frac{1}{2}$ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp. 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately $3\frac{1}{2}$ miles to the west $\frac{1}{4}$ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east $1\frac{1}{2}$ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately $1\frac{1}{2}$ miles to the east $\frac{1}{4}$ corner of Sec. 9, said township and range; thence north approximately $2\frac{1}{2}$ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east $\frac{1}{2}$ mile to the north $\frac{1}{4}$ corner of said Sec. 33; thence north approximately 1 mile to the north $\frac{1}{4}$ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north $\frac{1}{4}$ corner of Sec. 26, said township and range; thence north approximately $\frac{1}{2}$ mile to the center of Sec. 23, said township and range; thence east approximately $1\frac{1}{2}$ miles to the west $\frac{1}{4}$ corner of Sec. 19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east $1\frac{1}{2}$ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north $1\frac{1}{2}$ miles, more or less, to the point of beginning.

Approved: State Board of Education June 2017

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017





DECEMBER 20, 2017

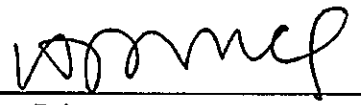
CERTIFICATE OF SERVICE

I hereby certify that on this 7th day of July, 2017, I caused to be served the original copy of the foregoing SUPERINTENDENT OF PUBLIC INSTRUCTION'S ORDER UNDER IDAHO CODE SECTION 33-307 FOR CORRECTION OF SCHOOL DISTRICT BOUNDARIES by the method indicated below, and addressed to the following:

Coeur d'Alene School District No. 271
Board of Trustees
1400 N Northwood Center Court
Coeur d'Alene ID 83814

- ☒ U.S. Mail
☐ Hand Delivery
☐ Certified Mail, Return Receipt Requested
☐ Overnight Mail
☐ Statehouse Mail

By



Helen Price
Program Specialist
Idaho State Department of Education

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

SUBJECT

Annexation/Excision Request – Coeur d’Alene School District (#271)/Post Falls School District (#273)

REFERENCE

April 2015

Board accepted the findings and conclusions issued by the hearing officer and approved the excision and annexation of property from the Post Falls School District to the Coeur d’Alene School District.

APPLICABLE STATUTE, RULE, OR POLICY

33-308, Idaho Code;
Idaho Administrative Code, IDAPA 08.02.01.050

BACKGROUND/DISCUSSION

Allen Dykes, Chief Operating Officer of Architerra Homes, LLC, submitted a petition to the Coeur d’Alene and Post Falls School Districts requesting an excision of a real estate development known as The Trails from Post Falls School District 273, to be annexed to Coeur d’Alene School District 271. The Coeur d’Alene School District Board of Trustees considered the petition at its June 5, 2017 meeting and voted against recommendation of the petition by a vote of two (2) to three (3). The Post Falls School District Board of Trustees considered the petition at its June 12, 2017 meeting and took no action.

Section 33-308, Idaho Code, provides a process whereby the State Board of Education shall consider amendment of the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described, and excision of the territory would not leave a school district with a bonded debt in excess of the limit prescribed by law. IDAPA 08.02.01.050 includes criteria for review of the petition by a hearing officer appointed by the Superintendent of Public Instruction for purposes of making recommendations to the State Board of Education.

Edwin Litteneker, Attorney at Law, was appointed as hearing officer for this petition. As the Coeur d’Alene School District had corrected its boundary through an action of the Board in June 2017, Department staff provided the corrected boundary information to the hearing officer along with the petition. A hearing on the matter was held on September 13, 2017, at Atlas Elementary School in Coeur d’Alene. Ten (10) people attended the hearing, including petitioner Allen Dykes, Jerry Keane, Superintendent of Post Falls School District, and Stan Olson, Interim Superintendent of Coeur d’Alene School District. On October 6, 2017, the State Department of Education received Mr. Litteneker’s Findings of Fact, Conclusions of Law and Recommendations, dated October 4, 2017.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

The findings of fact by the hearing officer include the following:

- The petition proposes to remove an area intended to be a residential development which is divided between the city of Coeur d'Alene and the City of Post Falls. The area proposed to be included in the Coeur d'Alene School District would include the entirety of The Trails subdivision and subsequent subdivisions planned to be developed over the next twelve (12) years. The developer of the property anticipates an estimated 40 homes constructed per year for twelve (12) years with an estimated sixteen (16) school aged children per year for a total of approximately 192 school aged children.
- Initially, there may only be one (1) school-aged student affected.
- The area proposed for annexation into the Coeur d'Alene School District is within 1000 feet of Atlas Elementary, Coeur d'Alene School District.
- The Post Falls School District acknowledges substantial growth in the area and anticipates building a neighborhood elementary school to service the anticipated student growth.
- The property owners present except for one (1) testified in favor of the petition.
- The Coeur d'Alene School District endorsed a collaborative process to reasonably and consistently adjust the boundary between the Coeur d'Alene and Post Falls School Districts. Post Falls School District agrees it makes sense to engage in a cooperative discussion about where the common boundaries should be.
- The excision would not leave the Post Falls School District with bonded indebtedness in excess of the amount provided by law.
- The petition is in the form required pursuant to Section 33-308, Idaho Code, and is signed by a sufficient number of electors. The legal descriptions were in a form required by Section 33-308, Idaho Code.

Conclusions of the hearing officer include the following:

- There is considerable concern that a continued piecemeal exchange in the respective boundaries between the Post Falls and Coeur d'Alene School Districts is not in anyone's best interests.
- The Post Falls District patrons were interested in the annexation to Coeur d'Alene School District based on proximity of the neighborhood to Atlas Elementary. However, at this time there are not a significant number of students residing in the Trails subdivision and attending the Post Falls School District.
- The Post Falls School District is prepared to construct a school within its boundaries adjacent to the Coeur d'Alene School District which can reasonably and timely serve this neighborhood as it develops.
- While the Coeur d'Alene School District has sufficient capacity and community support to serve the neighborhood, the Coeur d'Alene School District Board of Trustees' opposition to the petition weighs against the idea that the annexation is either in the interests of the students or is a suitable school setting for the potential students to be enrolled.
- It makes substantially more sense to permit the affected school districts to create a collaborative process whereby the respective school districts can resolve their common boundaries.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

The hearing officer determined that the record does not support the conclusion that the excision of the described property from Post Falls School District 273 and annexation to Coeur d'Alene School District 271 would be appropriate. Therefore, it is the hearing officer's recommendation that the petition for excision and annexation be denied.

The Clerk of the Board for the Coeur d'Alene School District has indicated that the Superintendents of the Coeur d'Alene, Lakeland, and Post Falls School Districts are currently discussing how to adjust district boundaries to benefit students as the county's population grows.

IMPACT

Should the recommendation of the hearing officer be accepted, the petition for annexation from the Post Falls School District to the Coeur d'Alene School District will be denied. Should the recommendation of the hearing officer be rejected, the petition shall be submitted for a vote by the school district electors residing in the area described in the petition.

ATTACHMENTS

Attachment 1 – Findings of Fact, Conclusions of Law and Recommendation, and all petition materials	Pages 5
Attachment 2 – Post Falls Recommendation	Page 22
Attachment 3 – Coeur d'Alene School District Recommendation	Page 42

STAFF COMMENTS AND RECOMMENDATIONS

Approval of the petition by the Board would allow for the proposal to be submitted to the school district electors residing in the area described for annexation/excision in the petition.

Pursuant to section 33-308, Idaho Code, the Board of Education shall approve proposals for excision and annexation if the proposal is in the best interest of the children residing in the area described in the petition and the excision of the area would not leave a school district with a bonded debt in excess of the limit prescribed by law. If either condition is not met the Board of Education must disapprove the proposal.

For a petition to be properly before the Board for consideration the petition must be from a Board of Trustees of the school district or from one-fourth (1/4) or more of the school district electors, residing in an area of not more than fifty (50) square miles within which there is no schoolhouse or facility necessary for the operation of a school district. The petition must contain:

- (a) The names and addresses of the petitioners;
- (b) A legal description of the area proposed to be excised from one (1) district and annexed to another contiguous district. Such legal description shall be prepared by a licensed attorney, licensed professional land surveyor or

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

- licensed professional engineer professionally trained and experienced in legal descriptions of real property;
- (c) Maps showing the boundaries of the districts as they presently appear and as they would appear should the excision and annexation be approved;
 - (d) The names of the school districts from and to which the area is proposed to be excised and annexed;
 - (e) A description of reasons for which the petition is being submitted; and
 - (f) An estimate of the number of children residing in the area described in the petition.

The hearing officer findings indicate the excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limits prescribed by law; however, there are no findings that excision and annexation is in the best interest of the children residing in the area described in the petition. According to the hearing officer findings, both required conditions have not been met. Pursuant to Section 33-308(4), Idaho Code if either condition is not met, the Board shall disapprove the proposal.

BOARD ACTION

I move to accept the recommendation of the hearing officer and to reject the petition for excision and annexation of property from Post Falls School District 273 to Coeur d'Alene School District 271.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

**BEFORE THE HEARING OFFICER FOR THE
STATE BOARD OF EDUCATION**

In the matter of the petition requesting)	
The excision of territory from)	
Post Falls School District No. 273,)	
)	FINDINGS OF FACT, CONCLUSIONS
)	OF LAW AND RECOMMENDATION
And annexing said territory into)	
)	
)	
Coeur d' Alene School District No. 271,)	
)	
District.)	
_____)	

INTRODUCTION

A Hearing was conducted on September 13, 2017 by Hearing Officer, Edwin L. Litteneker, appointed by the State Board of Education for purposes of gathering public comment on a proposed change in the boundaries of the Post Falls School District No. 273 and the Coeur d' Alene School District No. 271. The Hearing commenced at 6:15 p.m. in the Library at the Atlas Elementary School in Coeur d' Alene, Idaho.

Idaho Code Section 33-308 provides for a process whereby the State Board of Education will consider the approval of a Petition to change the boundaries of adjoining school districts and may direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described in the Petition. Additionally, the excision of the territory that is proposed should not leave the Post Falls School District with a bonded indebtedness in excess of the limit prescribed by law.

The Idaho State Board of Education has adopted rules at IDAPA 08.02.01.050 which include criteria for the review of the Petition for Excision and Annexation and a hearing process

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

to gather public comment for purposes of the Hearing Officer making these recommendations to the State Board of Education.

Ten people attended the hearing on September 13, 2017. The Petitioner, Allen Dykes testified as well as the remaining persons in attendance. The Interim Superintendent of Coeur d' Alene School District No. 271, Dr. Olson and Dr. Keane, the Superintendent of the Post Falls School District No. 273 also provided testimony. The Sign in Sheet is made part of the Record which is transmitted separately in the Transmittal of the Record.

Dr. Keane submitted exhibits including a June 9, 2017 statement to the Post Falls Board of Trustees, Exhibit 1 and a petition proposing the revision of I.C. § 33-308 submitted to the Idaho School Board Association, Exhibit 2. Written comments were also received from Garry Nystrom which are identified as Exhibit. 3. The exhibits are also included in the Record.

The proceedings were recorded and a recording of the hearing is separately transmitted digitally to the State Board of Education and also referenced in the Transmittal of the Record.

FINDINGS OF FACT

1. A Petition to excise property from the Post Falls School District No. 273 was presented by Allen Dykes, Chief Operating Officer, Architerra Homes, LLC requesting that a real estate development known as The Trails be annexed into the Coeur d' Alene School District and excised from the Post Falls School District.
2. The Petition proposes to remove an area which is intended to be a residential development which is divided between the City of Coeur d' Alene and the City of Post Falls. The area proposed to be included in the Coeur d' Alene School District would include the entirety of The Trails and subsequent subdivisions which are planned to be developed over the next twelve years. The Developer of The Trails anticipates that there would be an estimated forty

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

homes constructed per year for twelve years with an estimated sixteen school aged children added per year for a total of approximately 192 school aged children.

3. Initially, though, there may only be one school aged Student who would presently attend school in the Post Falls School District.
4. The area proposed for annexation into the Coeur d' Alene School District is within 1000 feet of Atlas Elementary, Coeur d' Alene School District.
5. The Post Falls School District Board of Trustees met and considered the Petition to Excise the area. The School Board took no position on the proposed excision, See Exhibit 1.
6. The Coeur d' Alene School District considered the Petition on June 5, 2017 and by a vote of two to three defeated a Motion to recommend approval of the request. Effectively the decision of the Board of Trustees then was to not recommend that the annexation occur.
7. The Post Falls School District acknowledges the substantial growth in the area and anticipates building a neighborhood elementary school to service the anticipated student growth.
8. The property owners except for one property owner testified overwhelming testified in favor of the Petition,.
9. The Coeur d' Alene School District endorsed a collaborative process to reasonably and consistently adjust the boundary between the Coeur d' Alene School District and the Post Falls School District. The Post Falls School District joined in the analysis that it made substantially more sense to engage in a cooperative discussion about where the common boundaries should be.
10. The excision would not leave the Post Falls School District with a bonded indebtedness in excess of the amount provided by law.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

11. The Record reflects that the Petition is in the form required pursuant to I.C. § 33-308 and is signed by a sufficient number of electors. The legal descriptions were in a form required by I.C. § 33-308.

CONCLUSIONS

1. IDAPA 08.02.01.050. requires a review of the proposed alteration of a District's boundaries that takes into account specific facts which are discussed above.
2. Based on this Record, the annexation as proposed does not leave the Post Falls School District with a bonded indebtedness in excess of the amount provided by law.
3. However, there is a considerable concern that a continued piecemeal change in the respective boundaries of the Post Falls and Coeur d' Alene School Districts is not in anyone's best interests.
4. The Post Falls School District patrons were interested in the annexation into the Coeur d' Alene School District based upon the proximity of the neighborhood to Atlas Elementary within the Coeur d' Alene School District. However, at this time there are not a significant number of Students attending in Post Falls School and residing in The Trails.
5. The Post Falls School District is prepared to construct a school within its boundaries adjacent to the Coeur d' Alene School District which can reasonably and timely serve this neighborhood as it develops.
6. The Coeur d' Alene School District apparently has sufficient capacity and community support to serve this neighborhood adjacent to the Atlas Elementary School. However, the District's opposition to the proposed annexation weighs against the idea that the annexation is either in the interests of the students or is a suitable school setting for the potential students to be enrolled.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

7. It makes substantially more sense to permit the affected school districts to create a collaborative process whereby the respective school districts can resolve their common school district boundaries, prior to submitting the Petition to the parties within the area to be annexed.

RECOMMENDATION

The Record does not support a conclusion that the excision of the described land from the Post Falls School District #273 to be annexed into the Coeur d' Alene School District #271 would be appropriate.

Therefore, it is recommended to the State Board of Education that the petition for excision and annexation be denied.

DATED this 4 day of October, 2017.



Edwin L. Litteneker
Hearing Officer

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

I DO HEREBY CERTIFY that a true
And correct copy of the foregoing
Document was:

 / Mailed by regular first class mail,
And deposited in the United States
Post Office

 Sent by facsimile.

 Sent by Federal Express, overnight
Delivery

 Hand delivered

To:

Helen Price
Program Specialist, Board Materials & Rules
Idaho State Department of Education
650 W State Street, 2nd Floor
Boise, Idaho 83702

On this 4 day of October, 2017.



Edwin L. Litteneker

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Memorandum

To: Board of Trustees
From: Jerry Keane, Superintendent
Date: June 9, 2017
Subject: Trails Excision Petition

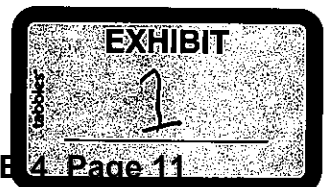
We have received a revised submission of an Excision Request Petition from a group entitled "School District #271- Annexation Request". As we discussed during our October meeting, a portion of residents in an area that is located in the Trails Housing Subdivision are requesting that they excise themselves from the Post Falls School District and become part of the Coeur d' Alene School District. Rationale given for the proposed move is that they are residents of the City of Coeur d' Alene and logically feel like they are part of the Coeur d' Alene community.

The current law related to the changing of school district boundaries, Idaho Code § 33-308, allows for residents to request an excision from one district to another using the following process:

- Submit a petition to each of the involved School District Board of Trustees. The petition must include legal descriptions of the area in question, maps of both districts with and without the area in question, an estimate of the number of children residing in the area, and the petition must be signed by 25% of the electors residing in the area in question.
- The Boards must transmit the petition, with recommendations, to the State Department of Education no later than 10 days after the first regular meeting held subsequent to the receipt of the petition.
- The State Department of Education forwards the petition to the State Board of Education for consideration.
- The State Board of Education shall approve the proposal provided:
 - a. The excision and annexation is in the best interest of the children residing in the area described in the petition; and
 - b. The excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limit then prescribed by law.
- If the State Board of Education approves the petition, the electors residing in the area will participate in an election,

The initial analysis of the submitted excision petition indicates that the petitioners have fulfilled the minimum requirements of the law regarding the contents of the petition.

More detail of the process is outlined in the enclosed ID § 33-308. As we discussed previously, there is no provision in the law to allow school districts to reject or decline the petition.



**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

REVISION OF IDAHO CODE § 33-308

Submitted by the Post Falls School District #273

WHEREAS, Idaho Code § 33-308 allows a neighborhood to petition to excise themselves from one school district to another; and

WHEREAS, A petition must be submitted to each of the involved School District Boards of Trustees. The petition must include legal descriptions of the area in question, maps of both districts with and without the area in question, an estimate of the number of children residing in the area, and the petition must be signed by 25% of the electors residing in the area in question. The Boards must transmit the petition, with recommendations, to the State Department of Education. The affected local Board of Trustees are involved in only an advisory way.

WHEREAS, the State Board of Education will ultimately decide whether or not to allow an election of only the electors that reside in the area that the excision/annexation petition covers.

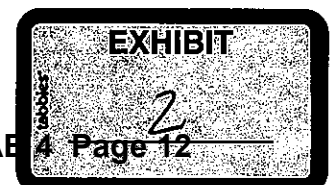
WHEREAS, the area for excision is part of a property value that establishes local property taxes for all taxpayers in the school district where they reside; including, taxes for any voter approved bonded indebtedness, school plant facility levies or supplemental levies.

WHEREAS, if the voters in the area seeking excision from one district to another vote to leave their current district it will automatically increase the taxes for all of the remaining district tax payers that were not allowed an opportunity to vote. The remaining Post Falls School District taxpayers had their taxes increased by 6 cent per thousand when a neighborhood left the district to join a neighboring school district. Idaho law requires a vote of all district patrons in order for a district to increase school property taxes with the exception of Idaho Code § 33-308. The decision to leave one district to join another will also have an impact on the receiving district's property taxes as well.

WHEREAS, the affected district taxpayers are disenfranchised. The patrons of the district that the neighborhood left for another district had their taxes increased by a small group of electors. Idaho requires a vote of all electors before allowing a school district to tax property owners.

WHEREAS, Idaho Code § 33-308 requires that submitted excision petitions be considered by the school district(s) no later than ten (10) days after its first regular meeting held subsequent to the receipt of the petition.

NOW THEREFORE BE IT RESOLVED, that the Idaho School Board Association supports the revision of Idaho Code §33-308 due to the unintended consequences of disenfranchising district taxpayers and the unreasonably short timeline for districts to consider petitions. § 33-308 should allow all district taxpayers, of both districts involved in an excision/annexation process, the opportunity to vote in an election, not just a small minority. Allowing all district taxpayers in both districts the opportunity to vote in an excision/annexation election will protect all taxpayers from having their taxes increased or impacted without their permission. The potential excision of real property in the taxpayer's district would reduce property value in said district that would automatically cause the remaining district taxpayer's school taxes to be increased. Also, the allotted time frame for a district to respond to a submitted excision petition should be increased to allow sufficient time to research the impact of the petition and to get input from district patrons and the current process unfairly penalizes taxpayers in the district impacted by an excision.



**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Haley Gibson

From: radar250@aol.com
Sent: Monday, September 11, 2017 9:13 AM
To: msouza@senate.idaho.gov; hprice@sde.idaho.gov; Haley Gibson
Cc: ebutler@sd273.com; jkeane@sd273.com
Subject: September 11, 2017 Hearing

To Senator Souza, Ms Price and the attorney holding the hearing.

Senator Souza, I believe here is a prime example of wasted taxpayer dollars. Today, there will be a hearing, one where neither the school districts knowing they have stakeholders interested in the attending and others knowing the same thing decided to make scheduling arrangement which at best did not serve the public interest. Additionally, I question if this is required to be a public meeting, meaning should have it been place in the press with notice as it will affect a much larger group other than just the people living in the Trails subdivision.

In fact Senator Souza, Mr. McGuire who lives within my subdivision has even made a comment that it appears that a decision has already been determined by reading some of the e-mails which I have shared. And yes, he too is very concerned we have the same attorney doing this hearing who did the last hearing involving the West Landings.

Now for Haley and Jerry Keane as well as Senator Souza and Ms Price.

I do not even believe this hearing should be taking place. The Coeur d' Alene School District voted against taking this subdivision in when it met a few months ago. So the school district where the subdivision wants to send their children says they cannot handle them. So why does the State think they know better and then will take on this request and as the developer has said, "we will take our chances with the Board of Education." Does the State really know better than those who run the schools? I don't think so.

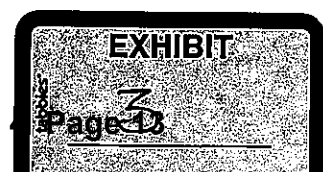
So, now let's talk education. Are Coeur d' Alene Schools better? I believe the answer is no. I personally know of an individual who has sent two daughters to Coeur d' Alene and one son to Post Falls and he believes there is no difference. I believe that Post Falls offers just as good of an education as the rest of the schools around here, so I believe that is no justification for them to leave the district.

City impact: While the Coeur d' Alene discussed them being within the City area of impact, Coeur d' Alene currently has property which is within the Post Falls area of impact. If we want to change subdivision base on what city they are in, then the State should review Coeur d' Alene's property and consider a change too. I would suggest we take up that measure after the 2020 census. We could also work to have both school boards as well as citizen from each district come up with a new border and submit it to the voter of each district. Meaning, we might consider giving up the Trails, but we could take equal property value which is in the City of Post Falls already.

I approve that these type of request to leave the district need to go away. I believe this is a misused process where only a few and in one other case, there was only one vote casted. Coeur d' Alene has been their own worst enemy as they are taking on other subdivision from other districts. This needs to stop. Many cities have more than one water district, irrigation district, etc. Those living in the Trail and in fact the West Landings knew from the very first date they were in Post Falls District. If they didn't like it, then they shouldn't have bought in there. But it is not right for the Post Falls taxpayers to keep having \$30 million here, \$45 million here in property values leaving the district. If I want to leave Avista, I would have to do a buyout and maybe school districts should have the same.

So, since CDA has said no, the State should honor that and let it be addressed at a later date where just maybe both districts can agree on something.

Gary Nystrom



**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Haley Gibson

From: radar250@aol.com
Sent: Thursday, August 31, 2017 2:20 PM
To: ebutler@sd273.com
Cc: Haley Gibson
Subject: Re: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

Erin

Thanks. I have read Haley comments, however, even she is missing the point. My point is that we don't have to have the meeting just at Atlas school. We can have it in many places. I also believe this should be considered a public hearing and the entire public should have a right to participate. However, I believe that those who are scheduling these things are only considering school board officials and maybe the developer who wants out. I believe each one of those in scheduling this meeting have not considered there are others who want the chance to voice there opinion, but I found the comment about how Haley believes other taxpayers don't count.

Just because Haley thinks we can submit something in writing often does not give the same impact if you give it in person. As you know, I don't believe Post Falls School District interest is the same Ron McGuire and I have. It showed when the district gave a no recommendation to this request.

Its hard to give a written comment to something you haven't hear. At a hearing, you can listen, take notes and respond. I even question since this is the same attorney who ruled on the West Landings, are we even going to get a fair hearing in the first place.

I believe we can find other open dates. I consider this a matter which impacts not only the Trails subdivision, but other taxpayers and we are not advertising this hearing.

Erin, I sent an e-mail to Senator Souza regarding some issues regarding this entire process. If you have any questions, call me.

Gary Nystrom
aka Radar

-----Original Message-----

From: Erin Butler <ebutler@sd273.com>
To: 'radar250@aol.com' <radar250@aol.com>
Sent: Thu, Aug 31, 2017 10:07 am
Subject: RE: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

Gary,

As you can see from the email chain, September 5th did not work for CDA and the next available options were September 11th or September 13th. Our board meeting is on the 11th so that is how they landed on the 13th for rescheduling.

We would be happy to submit for the record any information you would like to provide for the hearing. Please let me know if you would like to do so.

Thank you, Erin

From: radar250@aol.com [<mailto:radar250@aol.com>]
Sent: Wednesday, August 30, 2017 5:34 PM
To: Erin Butler
Cc: haley@littenekerlaw.com; msouza@senate.idaho.gov
Subject: Re: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Erin,

This date does not work for me as I will be attending medical treatments in California. I believe, we need to have a voice and changing the date so we can't provide our input is very unfair. I and another friend of ours already believe the process has so far been unfair. I have cc: Senator Souza as she believed we should come out and voice our views. I was ready on the date it was scheduled the first time.

Gary Nystrom
aka Radar

-----Original Message-----

From: Erin Butler <ebutler@sd273.com>
To: 'radar250@aol.com' <radar250@aol.com>
Sent: Wed, Aug 30, 2017 10:03 am
Subject: FW: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

Hi Gary,

The Excision Hearing is rescheduled for Wednesday, September 13th at 6:15pm at Atlas Elementary.

From: Haley Gibson [<mailto:Haley@littenekerlaw.com>]
Sent: Wednesday, August 30, 2017 8:13 AM
To: Erin Butler
Subject: RE: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

Thanks Erin,

We are all set for September 13, 2017 at 6:15 p.m.

Haley J. Gibson

Legal Assistant to
Edwin L. Litteneker
haley@littenekerlaw.com
ph. 208.746.0344

From: Erin Butler [<mailto:ebutler@sd273.com>]
Sent: Tuesday, August 29, 2017 11:54 AM
To: Haley Gibson <Haley@littenekerlaw.com>
Subject: RE: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

Hi Haley,

We have a board meeting on the 11th so that night doesn't work. Wednesday, September 13th does work though.

From: Haley Gibson [<mailto:Haley@littenekerlaw.com>]
Sent: Tuesday, August 29, 2017 11:44 AM
To: Erin Butler
Subject: RE: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

Okay looks like next Tuesday doesn't work for everyone, we are now looking at September 11th or 13th would those dates work for you guys?

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Haley J. Gibson

Legal Assistant to
Edwin L. Litteneker
haley@littenekerlaw.com
ph. 208.746.0344

From: Erin Butler [<mailto:ebutler@sd273.com>]
Sent: Tuesday, August 29, 2017 8:55 AM
To: Haley Gibson <Haley@littenekerlaw.com>; 'Lynn Towne' <ltowne@cdaschools.org>
Subject: RE: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

Thank you Haley for letting us know. We can reschedule for next Tuesday if that works for CDA.

From: Haley Gibson [<mailto:Haley@littenekerlaw.com>]
Sent: Tuesday, August 29, 2017 8:19 AM
To: 'Lynn Towne'; Erin Butler
Subject: Post Falls/Coeur d' Alene Annexation Meeting Tonight @6:15

Lynne & Erin:

I am writing in regards to the Annexation Meeting scheduled for tonight regarding the Coeur d' Alene/Post Falls request. Unfortunately Ed is home sick with the flu and is not going to be able to make it up there tonight so we will need to reschedule, if everyone on your end is available we can reschedule for next Tuesday September 5, 2017 at the same time if Atlas is available then as well. Sorry for the short notice and inconvenience.

Sincerely,

Haley J. Gibson

Legal Assistant to
Edwin L. Litteneker
322 Main Street, P.O. Box 321
Lewiston, Idaho 83501
haley@littenekerlaw.com
ph. 208.746.0344 fax 208.798.8387

Confidentiality Notice - This e-mail transmission (and/or the documents/attachments accompanying it) may contain confidential information belonging to the sender which is protected by the attorney-client privilege. The information is intended only for the use of the individual or entity named above. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution or the taking of any action in reliance on the contents of this information is strictly prohibited. If you have received this transmission in error, please immediately notify us by mail or telephone, (208) 746-0344.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

SIGN IN SHEET

Hearing on Petition to excise territory from Post Falls School District No. 273
And annex said territory into Coeur d' Alene, School District No. 271
Atlas Elementary
September 13, 2017

Name	Address	Will you be offering live testimony?
ALLEN DYKES	1859 N. LAKEWOOD, Suite 200, CDA	<input checked="" type="radio"/> Yes <input type="radio"/> No
Barbara Yeager	6828 N Hargless Dr CDA ID 83815	<input checked="" type="radio"/> Yes <input type="radio"/> No
Ronnie Davidson	6805 N Rendezvous Dr CDA 83815	<input checked="" type="radio"/> Yes <input type="radio"/> No
KATE CHAFFIN	6814 Hargless Rd, CDA 83815	<input checked="" type="radio"/> Yes <input type="radio"/> No
STAN OLSON	215 E. INDIANA, CDA, 83814	<input checked="" type="radio"/> Yes <input type="radio"/> No
Chris R Shipley	23721 E Maxwell Liberty Lake 99017	<input checked="" type="radio"/> Yes <input type="radio"/> No
JERREY KEANE	216 E 1st Post Falls, ID, 83854	<input checked="" type="radio"/> Yes <input type="radio"/> No
Beau Myers	7062 N. Rendezvous Dr CA 83815	<input checked="" type="radio"/> Yes <input type="radio"/> No
Leslie Thomas Holt	6876 N. Rendezvous Dr. CDA 83815	<input checked="" type="radio"/> Yes <input type="radio"/> No
Tori Myers	7062 N. Rendezvous Dr CDA 83815	<input checked="" type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No
		<input type="radio"/> Yes <input type="radio"/> No

BEFORE THE HEARING OFFICER FOR THE
IDAHO DEPARTMENT OF EDUCATION

In the matter of the petition)
Requesting the annexation of territory from)
Post Falls School District No. 273,)
)
To the)
)
Coeur d' Alene School District # 271,)
)
_____)

AMENDED
NOTICE OF HEARING

The petitioners have presented to the School Board of the Post Falls School District No. 273 and the Coeur d' Alene School District No. 271 a petition to excise territory presently within the Post Falls School District and annex the territory into the Coeur d' Alene School District pursuant to Idaho Code § 33-308.

That the Hearing in this matter shall commence on Wednesday, September 13, 2017. The hearing will begin at 6:15 p.m. The Hearing will be held at Atlas Elementary, 157 W. Hayden Avenue, Suite 103, Hayden, Idaho 83835.

DATED this 11 day of September, 2017.



Edwin L. Litteneker
Hearing Officer

BEFORE THE HEARING OFFICER FOR THE
IDAHO DEPARTMENT OF EDUCATION

In the matter of the petition)
Requesting the annexation of territory from)
Post Falls School District No. 273,)
)
To the)
)
Coeur d' Alene School District # 271,)
)
_____)

NOTICE OF HEARING

The petitioners have presented to the School Board of the Post Falls School District No. 273 and the Coeur d' Alene School District No. 271 a petition to excise territory presently within the Lakeland Joint School District and annex the territory into the Coeur d' Alene School District pursuant to Idaho Code § 33-308.

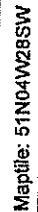
That the Hearing in this matter shall commence on Wednesday, September 13, 2017. The hearing will begin at 6:15 p.m. The Hearing will be held at Atlas Elementary, 157 W. Hayden Avenue, Suite 103, Hayden, Idaho 83835.

DATED this 11 day of September, 2017.



Edwin L. Litteneker
Hearing Officer

DISPATCH 271



PROPOSED BOUNDARIES

271 # 273



**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

DOCUMENT RECEIVED

Post Falls School District No. 273
Regular Meeting
June 12, 2017

JUN 19 2017
State Department of Education

6:00pm
River City Middle School

- Call meeting to order:** Chair Dave Paul called the meeting to order at 6:00pm. The following Board members were present at roll call: Bonnie Beaulieu, Michelle Lippert, Bridget Eismann, and Carol Goodman.
- Also present were Superintendent Jerry Keane, Director of Programs and Instruction Dena Naccarato, Director of Business Services Sid Armstrong, Director of Business Services Wendy Lee and Clerk Erin Butler.
- Pledge of Allegiance:** Trustee Eismann led the Pledge of Allegiance.
- Public Comment:** Gary Nystrom, 7094 W. Big Sky Dr., commented on the excision petition from The Trails subdivision.
- Approve Agenda:** Motion by Trustee Eismann to amend the agenda to add the resignation of Terry Lou Wall and Jennifer Cleave to the Consent Calendar. The motion was seconded by Trustee Beaulieu and passed with a unanimous roll call aye vote.
- Motion by Trustee Lippert with a second by Trustee Goodman to approve the agenda as amended passed with a unanimous roll call aye vote.
- Approve Consent Calendar:** Motion by Trustee Goodman with a second by Trustee Lippert to approve the Consent Calendar passed with a unanimous roll call aye vote.
- Trustee Comments:** Trustee Lippert commented on the Awards Banquet and NVHS and PFHS Graduations.
- Trustee Goodman commented on the Awards Banquet, NVHS and PFHS Graduations and the PFHS Senior Awards Night.
- Trustee Eismann commented on the 5th grade Forestry field trip she attended, the Living Museum and the NVHS and PFHS Graduations.
- Trustee Beaulieu commented on attending National Jr. Honor Society induction for RCMS and PFMS as well as graduation ceremonies for PFHS and NVHS.
- Chair Paul commented on the Idaho History Rendezvous with GES and PES as well as the NVHS and PFHS Graduations. He also praised Superintendent Keane for the wonderful job he does for the school district.
- Superintendent Comments:** Amber Steele Poelstra gave the PFEA building report. Jerry Keane commented on the Senior Awards Night scholarships and welcomed Wendy Lee to her first board meeting.
- Special Reports:** Dena Naccarato introduced Mike Yovetich and Scott Ross who gave their building site reports.
- Consideration of Action Items:** Sid Armstrong presented the fiscal year 2018 budget for Board consideration. Motion by Trustee Lippert with a second by Trustee Beaulieu to approve the budget for fiscal year 2018 passed with a unanimous roll call aye vote.
- Jerry Keane presented information regarding an excision request from The Trails subdivision. The Board chose to take no action regarding this petition.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Jerry Keane asked for Wendy Lee to be appointed as Post Falls School District Treasurer on all accounts. Motion by Trustee Lippert with a second by Trustee Goodman to appoint Wendy Lee as Post Falls School District Treasurer passed with a unanimous roll call aye vote.

Adjournment:

Motion by Trustee Beaulieu with a second by Trustee Eismann to adjourn passed with a unanimous roll call aye vote. The meeting was adjourned at 7:49pm.

Approved

Attest:

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

March 9, 2017

Idaho State Department of Education
650 West State Street
PO Box 83720
Boise, ID 83720-0027

RE: School District #271 – Annexation Request

Dear Governing Members,

I am writing as the homeowner of 6828 N Hourglass Drive, Coeur d'Alene, ID 83815 which is located in The Trails subdivision. As a taxpayer in the City of Coeur d'Alene, I pay \$2.31 towards school taxes but do not have any benefit of that tax. Please note that I am in favor of supporting schools and education. Unfortunately, any children that currently or may in the future, live on the West side of Rendezvous Drive, Hourglass Drive, and on Downing Lane and future planned streets within The Trails, do not currently have any benefit to the Coeur d'Alene School District #271.

The current impact of adding The Trails subdivision to the school district would be 1 (one) elementary aged child. And, as we all are very aware, the School Board is lobbying for a new elementary school this area of town which will be voted on this month by our community. And, certainly adding one desk for an in-district child would be a minimal impact on the education capacity.

I do not have any children, nor does the other resident of the existing occupied homes in this area of The Trails subdivision, Carol Flynn at 6759 N Rendezvous Drive, Coeur d'Alene, ID 83815. Given The Trails is currently in the first year of home introduction to the market which is planned for a 10-year build-out, and to the best of my knowledge the majority of homes occupied to date with school aged children is under 20%, I do not believe it is unreasonable to ask that the entire subdivision be annexed into School District #271.

This is not dis-similar to the recent April 2016 annexation of school age children into School District #271 from Post Falls who live in The Landings subdivision which is immediately North of The Trails subdivision. The precedent has been set and the immediate impact from The Trails neighborhood would only be 1 vs 100 students which was the impact with the previously mentioned 2016 annexation.

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

Should you not choose to represent the residents of the City, perhaps you could remove the School Taxes from my Real Estate Tax bill and I would be happy to pay for the Post Falls School Tax instead to the City of Post Falls instead, wherein, I am guaranteed a benefit!

Thank you for your consideration to my request.

Best regards,



Barbara Yeager
(208) 819-1973
barb@barbyeager.com

Home:
6828 N Hourglass Dr
Coeur d'Alene, ID 83815

Mailing:
212 W Ironwood Dr D135
Coeur d'Alene, ID 83814

cc: Architerra Homes, LLC

[illegible]

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017



State Department of Education
April 12th, 2017

THE TRAILS SUBDIVISION

ATTN: Brian Wallace
RE: Revised School District Boundaries
Post Falls School District Number 273
Coeur d'Alene School District Number 271

Dear Mr. Wallace:

Architerra Homes is requesting to annex their Coeur d'Alene development, *The Trails*, into the Coeur d'Alene School District and to be excised from the Post Falls School District.

The key reasons for this request are outlined below:

- 1) The Trails development exists within the City limits of Coeur d'Alene, Idaho and is currently split between the Post Falls and Coeur d'Alene School Districts. While this creates confusion amongst prospective home buyers, it also harms the sense of community Architerra is attempting to create, as families in our community may be pulled into differing school districts.
- 2) Home owners in the community would like the schools within their taxing district to get the benefit of their home ownership and tax revenue.
- 3) There is not currently direct access into The Trails community from/through Post Falls. Under the current alignment with the Post Falls School district, Post Falls buses would be required to head North into Coeur d'Alene, up to Prairie Avenue, and then south through neighborhoods that are all aligned with the Coeur d'Alene School District. Relative to all adjacent communities, The Trails would be the only pocket community attending Post Falls Schools.

Currently, the school district boundary line between Coeur d'Alene & Post Falls takes a small jog to the East of Huetter (just north of Poleline). For easier bus transportation routes and neighborhood cohesiveness, Architerra Homes proposes a boundary line clean-up/straightening, so that Huetter Road becomes the E/W boundary line.

As far as additional children to potentially be introduced to the Coeur d'Alene School District:

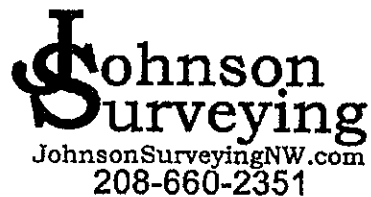
- o Total number of lots within the Trails community – 470 lots
- o Projected absorption (sales) rate per year – 40 homes
- o Projected percentage of homes with children K-12 – 20%
- o Projected number of households with children added each year – 8 homes

Using these assumptions, we anticipate eight households per year having school age children. It should be noted that this exceeds the percentage of sold homes in our community with children. These assumptions would translate to 16 additional children per year - based on a count of two children per household.

Allen Dykes
Chief Operating Officer
Architerra Homes, LLC

SDE

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017



State Department of Education

September 27, 2016

THE TRAILS SUBDIVISION

ATTN: Brian Wallace

RE: Revised School District Legal Descriptions

Post Falls School District Number 273

Coeur d'Alene School District Number 271

Dear Mr. Wallace:

I have prepared a legal description of the property to be excised from Post Falls School District and simultaneously annexed to Coeur d'Alene school District. This description was signed and sealed by me in accordance with the requirements of Idaho Statute 33-308 (2)(b).

The attached descriptions, one for each school district either to be excised or annexed, The existing District boundaries were prepared 'by others'. The revisions to each description are blanked out and I have attached the portion to be inserted into the new boundaries if approved. Those revisions reflect the appropriate changes to each description for the land exchange between districts.

Although I have not reviewed the entire descriptions, I did prepare the legal description revisions and they accurately depict the addition/omission of the Trails and the Trails 1st addition property which was described in my legal description.

If you have any further question or comment on this matter feel free to contact our office at your earliest convenience.

Very Truly Yours,

Johnson Surveying, LLC

A handwritten signature in black ink, appearing to read 'Chad Johnson', is written over the printed name.

Chad Johnson, PLS

208-660-2351

Johnsonsurveying@yahoo.com

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

**STATE DEPARTMENT OF EDUCATION
EXHIBIT "A"**

"THE TRAILS & THE TRAILS 1ST ADDITION"

TO BE EXCISED FROM DITRICT 273

A PARCEL OF LAND BEING THE SOUTHWEST QUARTER OF SECTION 28, TOWNSHIP 51 NORTH, RANGE 04 WEST, BOISE MERIDIA N, CITY OF COEUR D'ALENE, KOOTENAI COUNTY, IDAHO.

BEING MORE PARTICULARLY DEESCRIBED AS FOLLOWS:

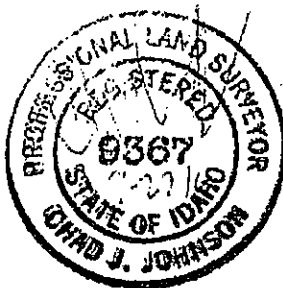
BEGINNING: AT THE WEST QUARTER OF SAID SECTION 28 BEING A FOUND 5/8 INCH REBAR WITH AN ILLEGIBLE CAP PER CP&F INSTRUMENT 975684;

THENCE, ALONG THE COMMON BOUNDARY OF SCHOOL DISTRICTS 273 AND 271, S 88°56'16"E A DISTANCE OF 2639.67 FEET TO THE CENTER QUARTER CORNER OF SAID SECTION 28 MARKED BY A 2" ALUMNINUM CAP PER CP&F INSTRUMENT NUMBER 2525374000;

THENCE, CONTINUING ALONG SAID COMMON SCHOOL DISTRICTS BOUNDARY, S 01°22'04"W A DISTANCE OF 2658.32 FEET TO A FOUND P.K. NAIL MARKING THE SOUTH QUARTER CORNER OF SECTION 28 PER CP&F INSTRUMENT NUMBER 1781922;

THENCE, LEAVING SAID COMMON SCHOOL DISTRICTS BOUNDARY, N 88°39'10"W A DISTANCE OF 2627.35 FEET TO A FOUND 2 INCH ALUMINUM CAP MARKING THE SOUTHWEST CORNER OF SECTION 28 PER CP&F INSTRUMENT NUMBER 1671560 IN THE CENTERLINE OF HUETTER ROAD;

THENCE, ALONG THE CENTERLINE OF HUETTER ROAD, N 01°06'06"E A DISTANCE OF 2645.22 FEET TO THE TRUE POINT OF BEGINNING.



**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

**STATE DEPARTMENT OF EDUCATION
EXHIBIT "A"**

"THE TRAILS & THE TRAILS 1ST ADDITION"

TO BE ANNEXED TO DITRICT 271

A PARCEL OF LAND BEING THE SOUTHWEST QUARTER OF SECTION 28, TOWNSHIP 51 NORTH, RANGE 04 WEST, BOISE MERIDIA N, CITY OF COEUR D'ALENE, KOOTENAI COUNTY, IDAHO.

BEING MORE PARTICULARLY DEESCRIBED AS FOLLOWS:

BEGINNING: AT THE WEST QUARTER OF SAID SECTION 28 BEING A FOUND 5/8 INCH REBAR WITH AN ILLEGIBLE CAP PER CP&F INSTRUMENT 975684;

THENCE, ALONG THE COMMON BOUNDARY OF SCHOOL DISTRICTS 273 AND 271, S 88°56'16"E A DISTANCE OF 2639.67 FEET TO THE CENTER QUARTER CORNER OF SAID SECTION 28 MARKED BY A 2" ALUMNINUM CAP PER CP&F INSTRUMENT NUMBER 2525374000;

THENCE, CONTINUING ALONG SAID COMMON SCHOOL DISTRICTS BOUNDARY, S 01°22'04"W A DISTANCE OF 2658.32 FEET TO A FOUND P.K. NAIL MARKING THE SOUTH QUARTER CORNER OF SECTION 28 PER CP&F INSTRUMENT NUMBER 1781922;

THENCE, LEAVING SAID COMMON SCHOOL DISTRICTS BOUNDARY, N 88°39'10"W A DISTANCE OF 2627.35 FEET TO A FOUND 2 INCH ALUMINUM CAP MARKING THE SOUTHWEST CORNER OF SECTION 28 PER CP&F INSTRUMENT NUMBER 1671560 IN THE CENTERLINE OF HUETTER ROAD;

THENCE, ALONG THE CENTERLINE OF HUETTER ROAD, N 01°06'06"E A DISTANCE OF 2645.22 FEET TO THE TRUE POINT OF BEGINNING.



STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017
STATE DEPARTMENT OF EDUCATION
APRIL 16, 2015

~ Post Falls School District (AS AMENDED) ~

Post Falls School District No. 273

Legal District Boundary Description

February 1, 2011

Beginning at the NW corner of the NE ¼ of Section 20 T51N R5W and going east to the NE corner of Section 24 T51N R5W, then south to the NE corner of the S ½ of said section, then east to the NE corner of the SW ¼ of Section 21 T51N R4W, then south to the NE corner of the W ½ of section 28 T51N R4W, then west to the NW corner of said section, then south to the NW corner of the S ½ of said section, then east to the NE corner of the SW ¼ of said section, then south to the SE corner of the W ½ of Section 33 T51N R4W, then west to the NE corner of the W ½ of Section 5 T50N R4W, then south to the point where the east edge of the W ½ of Section 8 T50N R4W meets the Spokane River, then westerly down the Spokane River taking the north channel by the island in Section 8 T50N R4W to the point where the Spokane River touches the eastern border of Section 12 T50N R4W, then south to the SE corner of the N ½ of Section 24 T50N R5W, then west to the SE corner of the NW ¼ of Section 23 T50N R5W, then south to the SE corner of the SW ¼ of said section, then west to the NE corner of the W ½ of Section 28 T50N R5W, then south to the SE corner of the W ½ of said Section, then west to the SW corner of said section, then south to the SE corner of Section 32 T50N R5W, then east to the NE corner of Section 4 T49N R5W, then south to the SE corner of the N ½ of Section 9 T49N R5W, then west to the SW corner of the NE ¼ of Section 8 T49N R5W, then north to the SW corner of the NE ¼ of Section 5 T49N R5W, then west to the SW corner of the N ½ of Section 1 T49N R6W, then north to the NW corner of Section 36 T51N R6W, then east to the NW corner of Section 32 T51N R5W, then north to the SW corner of the NW ¼ of Section 20 T50N R5W, then east to the SE ¼ of the NW ¼ of said Section, then north to the point of beginning.

SEE ATTACHED
AMENDMENT

Erin Butler
Clerk of the Board
PH: 773-1658
FX: 773-3218
ebutler@sd273.com

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

**AMENDMENT TO LEGAL DESCRIPTION
DISTRICT # 273**

**THEN SOUTH TO THE SW CORNER OF SECTION 28, T 51 N, R 4W, THEN EAST TO THE SE CORNER OF THE
SW QUARTER OF SECTION 28, THEN**

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

STATE DEPARTMENT OF EDUCATION
APRIL 16, 2015

~ Coeur D'Alene School District ~

Coeur d'Alene School District No. 271

THE BOARD OF TRUSTEES

1000P

Boundaries of the Coeur d'Alene School District No. 271

1

SEE ATTACHED
AMENDMENT

thence east approximately $\frac{1}{2}$ mile to the south $\frac{1}{4}$ corner of Sec. 21, said township and range; thence north approximately ~~2 1/4 miles~~ $\frac{1}{2}$ mile to the center of Sec. 21, Twp. 51 N, R 4 WBM said township and range; thence east approximately $\frac{1}{4}$ mile to the east $\frac{1}{4}$ corner of Sec. 21, said township and range; thence north approximately $\frac{3}{10}$ mile to a point on the existing North right-of-way line of Robison Avenue thence along said North right-of-way line, N $88^{\circ} 35' 46''$ W a distance of 628.61 feet to a point; thence leaving said right-of-way, N $00^{\circ} 49' 57''$ E a distance of 973.13 feet to a point; thence, S $88^{\circ} 30' 58''$ E a distance of 628.61 feet to the existing West right-of-way of Atlas Road; thence north approximately $\frac{9}{10}$ mile to the SW corner of Sec. 10, said township and range; thence east approximately $1\frac{1}{4}$ miles to the south $\frac{1}{4}$ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of said Sec. 11; thence north approximately $\frac{1}{4}$ mile to the NW corner of the SW $\frac{1}{4}$ of the NW $\frac{1}{4}$ of Sec. 12, said township and range; thence east approximately $\frac{1}{2}$ mile to the NE corner of the SE $\frac{1}{4}$ corner of the NW $\frac{1}{4}$ of said Sec. 12; thence north approximately $\frac{1}{4}$ mile to the center of Sec. 1, said township and range; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of said Sec. 1; thence north approximately $\frac{1}{2}$ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east $3\frac{1}{4}$ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately $2\frac{1}{4}$ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east $14\frac{1}{4}$ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW $\frac{1}{8}$ of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately $8\frac{3}{4}$ miles to the north $\frac{1}{4}$ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south $\frac{1}{4}$ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately $\frac{1}{2}$ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately $\frac{1}{2}$ mile to the west $\frac{1}{4}$ corner of said Sec. 15; thence west approximately $1\frac{1}{2}$ miles to the center of Sec. 17, said township and range; thence north approximately $1\frac{1}{2}$ miles to the south $\frac{1}{4}$ corner of Sec. 5, said township and range; thence west $1\frac{1}{2}$ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately $2\frac{1}{2}$ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp. 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5

1000P-1

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

**AMENDMENT TO LEGAL DESCRIPTION
DISTRICT # 271**

BEGINNING AT THE NORTH 1/4 CORNER OF SEC. 5, TWP 50 N., R. 4 WBM, THENCE, EAST
APPROXIMATELY 1 MILE TO THE NORTH 1/4 CORNER OF SEC. 4, TWP. 50 N., R. 4 W., THENCE, NORTH
APPROXIMATELY 1 MILE TO THE SOUTH 1/4 CORNER OF SEC. 28 TWP. 51 N., R. 4 WBM; THENCE, WEST
APPROXIMATELY 1/2 MILE TO THE SW CORNER OF SEC. 28 TWP. 51 N., R. 4 WBM, IN THE CENTERLINE OF
HUETTER ROAD; THENCE, NORTH APPROXIMATELY 1 MILE TO THE SW CORNER OF SEC. 21 TWP. 51 N.,
R. 4 WBM;

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**



Change Order Summary Sheet

Buyer: Jacob & Barbara Glatt

Address: 6837 N Hourglass Drive

Ratified Contract Date:

Closing Date:

REVISED 3/10/2017

REVISED 4/13/2017

Change	Date	Source
Buyer intends to add RV garage. Subject to Buyer approval, at Buyer's sole discretion, of final plans and specs.	8/9/2016	P & S Agreement
Ceiling Fan with Light Kit (one included) – Add 3 More	8/9/2016	Itemized OPS
Central Vacuum, Full System	8/9/2016	Itemized OPS
Gas Stub Location: Patio	8/9/2016	Itemized OPS
Tall Elongated Toilet Location: Each Bathroom	8/9/2016	Itemized OPS
Upgraded fireplace	8/9/2016	Itemized OPS
Granite countertops in the master bathroom, guest bathroom, and laundry room	8/9/2016	Itemized OPS
Laminate flooring in all bedrooms/den and great room	8/9/2016	Itemized OPS
Tile flooring in the master bathroom, guest bathroom, and the laundry room	8/9/2016	Itemized OPS
RV Garage (14x40, 12'x10) 680 sq/ft	9/21/2016	RE-11 Addendum
RV hookup – 50 amp	9/21/2016	RE-11 Addendum
Gas stub (high for future heater in RV garage)	9/21/2016	RE-11 Addendum
Central vacuum (Dirt Devil)	9/21/2016	RE-11 Addendum
Windows on garage door	9/21/2016	RE-11 Addendum

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**



Change Order Summary Sheet

Change	Date	Source
Pull out drawers for kitchen cabinets	9/21/2016	RE-11 Addendum
Solid surface guest bath, master bath counter tops	9/21/2016	RE-11 Addendum
Credit for wire shelving	9/21/2016	RE-11 Addendum
Tall elongated toilets (3)	9/21/2016	RE-11 Addendum
Cabinet (no pedestal) sink in powder	9/21/2016	RE-11 Addendum
Credit for exposed aggregate walkway	9/21/2016	RE-11 Addendum
Smooth fiberglass showers in guest & master	9/21/2016	RE-11 Addendum
Laminate flooring in great room	9/21/2016	RE-11 Addendum
Vent timer switch guest bath	9/21/2016	RE-11 Addendum
36" sill height in office	9/21/2016	RE-11 Addendum
Ceiling fans in all bedrooms and great room (2)	9/21/2016	RE-11 Addendum
Upgraded fireplace (wood mantel & solid surface)	9/21/2016	RE-11 Addendum
Wall sconces (2) above fireplace	9/21/2016	RE-11 Addendum
Pendant lighting / game light in great room	9/21/2016	RE-11 Addendum
Electric cooktop range (stainless steel)	9/21/2016	RE-11 Addendum
Single level island	9/21/2016	RE-11 Addendum
Desk on end of cabinets	9/21/2016	RE-11 Addendum
Can light over built-in space in dining	9/21/2016	RE-11 Addendum
Stub out for gas BBQ on Patio	9/21/2016	RE-11 Addendum

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**



Change Order Summary Sheet

Change	Date	Source
Wall sconces (2) w/dimmer switch above nightstand in master	9/21/2016	RE-11 Addendum
4 transom windows in RV garage	9/21/2016	RE-11 Addendum
Solid core stained interior doors	9/21/2016	RE-11 Addendum
Additional phone outlet in great room	9/21/2016	RE-11 Addendum
6' swing gate on larger side of house	9/21/2016	RE-11 Addendum
Outlets in soffits (total of 8 outlets)	9/21/2016	RE-11 Addendum
Cabinets in "Brazilian" stain	9/21/2016	RE-11 Addendum
Full bath in bonus room (in order to fit a full bath in this bonus room, you will need more headroom so the bonus room will need to be lowered)	9/21/2016	RE-11 Addendum

NEW ITEM 3/10/2017

Upgrading the five (5) ceiling fans throughout the house to 'Minka, F603-ORB'	3/10/2017	RE-11 Addendum U
---	-----------	------------------

NEW ITEM 4/13/2017

Home to include 120 square feet of rear concrete patio.	4/13/2017	RE-11 Addendum V
---	-----------	------------------

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

From: radar250@aol.com
To: [Helen Price](#)
Subject: Fwd: Address for Excision Petition - The Trails - Coeur d' Alene ID
Date: Monday, June 26, 2017 12:52:38 PM

Had wrong address

Gary Nystrom
aka Radar

-----Original Message-----

From: radar250 <radar250@aol.com>
To: H.Price <H.Price@SDE.Idaho.gov>
Cc: jkeane <jkeane@sd273.com>; marysouzacda <marysouzacda@gmail.com>; msouza <msouza@senate.idaho.gov>
Sent: Mon, Jun 26, 2017 10:58 am
Subject: Address for Excision Petition - The Trails - Coeur d' Alene ID

Dear Ms Price

I am writing to you today regarding the above subject and wish to express my disapproval for the The Trails Development to leave the Post Falls School District. The following is my reason and those expressed by other homeowners in my subdivision which butts up against Trail Subdivision.

It is my understanding that the boundary for the school districts were established in the 1940's. Then, no one would believe the development which would take place not only in North Idaho but other parts of the state such as Nampa and the Boise area. I don't believe that those who were in office or in power even took growth into account, but believed the boundary were solid and that cities could and should work around them

We as taxpayers and residents of the Post Falls School District have already been impacted by Excision Petition regarding the West Landings. While I do know that our Board failed to make a recommendation there are other serious issues to take under consideration which I am in the process of addressing with our lawmakers.

(1) These requests come before the School Boards without any public hearings. Issues which have an impact regarding taxes if done by a city would require a public hearing. When developments are established, there are public hearings.

(2) The impacts of allowing The Trails let alone the West Landings have an impact on our taxes. It is not right for the West Landings to be allowed to vote not only for members of the school board, but to vote on bond issues where the Post Falls School District build a new school for their children, remodeled other schools, provided additional security safeguards which the District committed to a 25 year bond and then they leave passing on the tax burden onto the rest of the taxpayers without us having a vote. It is totally unfair for just a small group of resident to be allowed to tell the rest of the community what is happening.

(3) Under current law, if our district wanted to allow the subdivision or any subdivision to leave, we would have to submit it before our County Commissioner, then to the State and then back before the voters of both district. Under the Excision rules, the law is preventing us who pay taxes to have a say in this process. Either by true public hearing process which includes publication in the newspaper.

(4) Currently, it is estimated that The Trails subdivisions values are nearly ten million dollars and with construction of another 15-18 homes, there will be an additional ten million in the subdivision. When fully developed in two or three years, the value could surpass 225 million. The West Landings

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

had some \$45 million in valuation when the State approved their request. I believe it is unfair for the Coeur d' Alene School District to wait until a development is completed and then accept an Excision Request.

Today, I am working with our Superintendent and have contacted Senator Mary Souza and other lawmakers to discuss a better process for setting boundaries. I want the State to honor those boundary until we (taxpayers) of the district they belong in have a say. I understand that the Coeur d' Alene District has not recommended the The Trail's application for now. I understand the State feelings about kids having the education they want, but from Ron McGuire who has had child in both district, and lives in our development, he believes there is no different in the education process. And, if the State is concerned about education, let us take our tax dollars to the schools we would like our grandchildren go to.

Finally, when the resident of the West Landings and The Trails bought, they knew they were in the Post Falls School District. Just because their friends who live several blocks away go to another district is not something that changes a boundary and the same for what city you live in either. In Coeur d' Alene, you have two highway districts serving them, several water districts as well as the city system. With all the farm land near the The Trails, do we simply let them build out and after our district takes long range planning, they are allowed to exit without us having a say? Hell "no"

For right now and until we as a district decide, the boundary which currently exist should be enforced. I know some are contacting attorneys because of various issue, however, we in Big Sky Development are greatly opposed to any more of the tax dollars leaving the district. I also know many are even upset again with the lack of leadership in our district no vote recommendation.

If you would like to discuss the matter with me, you can reach me at 208-765-8384, however, beginning on Tuesday, I will be on the road and you can reach me at 208-818-3207.


Gary Nystrom
aka Radar

DISPATCH 271

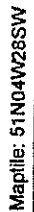


(C-5357) Sub-code
001-001-4 Parcel ID# (PIN)

 Tax Parcels Private Roads *** City Limits

 Legal Areas --- Plat Boundaries GCD#_Corners

 Road RW --- Railroad GCD# Lines





Coeur d'Alene Public Schools

DISTRICT ADMINISTRATIVE CENTER
1400 N. Northwood Center Court, Coeur d'Alene, ID 83814

OFFICE 208.664.8241
FAX 208.664.1748
www.cdaschools.org

June 12, 2017

Sherri Ybarra, Superintendent of Public Instruction
Idaho State Department of Education
PO Box 83720
Boise, ID 83720-0027

Dear Superintendent Ybarra,

Please be advised that the Board of Trustees of Coeur d'Alene School District No. 271, at a duly noticed and constituted meeting held on June 5, 2017, reviewed the Petition of Petitioners, a copy of which is enclosed, before five members of the Board of Trustees. A motion and a second were made to recommend the request however, the motion failed by a vote of 2-3. Therefore, the Board does not recommend the request for annexation.

If you have additional questions, please feel free to contact me. Thank you.

Sincerely,


Lynn M. Towne
Clerk of the Board

Enclosures: Petition for Annexation

INVEST | INSPIRE | INNOVATE

We invest in each student to prepare, challenge and advance
well-educated, resilient and future-ready citizens.

STATE DEPARTMENT OF EDUCATION

DECEMBER 10, 2017



ARCHITERRA

— HOMES —

Where Life Happens.

State Department of Education

April 23rd, 2017

THE TRAILS SUBDIVISION

ATTN: Brian Wallace

RE: Revised School District Boundaries
Post Falls School District Number 273
Coeur d'Alene School District Number 271

Dear Mr. Wallace:

As you are aware, Architerra Homes is requesting to annex their Coeur d'Alene development, *The Trails*, into the Coeur d'Alene School District and to be excised from the Post Falls School District.

As statute 33-308 states "one-fourth (1/4) or more of the school district electors, residing in an area....may petition in writing proposing the annexation of the area to another district, I wanted to provide you a written statement assuring all parties that the four signatures provided not only constitute the minimum 25% of the residents who occupy homes in the area requesting annexation but that they in fact represent 100% of the residents in the area requesting annexation.

Please allow this letter to serve as our assurance of compliance with this statute.

Respectfully,

Allen Dykes
Chief Operating Officer
Architerra Homes, LLC



ARCHITERRA
—HOMES—
Where Life Happens.

State Department of Education
April 12th, 2017

THE TRAILS SUBDIVISION

ATTN: Brian Wallace
RE: Revised School District Boundaries
Post Falls School District Number 273
Coeur d'Alene School District Number 271

Dear Mr. Wallace:

Architerra Homes is requesting to annex their Coeur d'Alene development, *The Trails*, into the Coeur d' Alene School District and to be excised from the Post Falls School District.

The key reasons for this request are outlined below:

- 1) The Trails development exists within the City limits of Coeur d' Alene, Idaho and is currently split between the Post Falls and Coeur D' Alene School Districts. While this creates confusion amongst prospective home buyers, it also harms the sense of community Architerra is attempting to create, as families in our community may be pulled into differing school districts.
- 2) Home owners in the community would like the schools within their taxing district to get the benefit of their home ownership and tax revenue.
- 3) There is not currently direct access into The Trails community from/through Post Falls. Under the current alignment with the Post Falls School district, Post Falls buses would be required to head North into Coeur d'Alene, up to Prairie Avenue, and then south through neighborhoods that are all aligned with the Coeur d'Alene School District. Relative to all adjacent communities, The Trails would be the only pocket community attending Post Falls Schools.

Currently, the school district boundary line between Coeur d'Alene & Post Falls takes a small jog to the East of Huetter (just north of Poleline). For easier bus transportation routes and neighborhood cohesiveness, Architerra Homes proposes a boundary line clean-up/straightening, so that Huetter Road becomes the E/W boundary line.

As far as additional children to potentially be introduced to the Coeur d' Alene School District:

- o Total number of lots within the Trails community – 470 lots
- o Projected absorption (sales) rate per year – 40 homes
- o Projected percentage of homes with children K-12 – 20%
- o Projected number of households with children added each year – 8 homes

Using these assumptions, we anticipate eight households per year having school age children. It should be noted that this exceeds the percentage of sold homes in our community with children. These assumptions would translate to 16 additional children per year - based on a count of two children per household.

Allen Dykes
Chief Operating Officer
Architerra Homes, LLC

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

March 9, 2017

Idaho State Department of Education
650 West State Street
PO Box 83720
Boise, ID 83720-0027

RE: School District #271 – Annexation Request

Dear Governing Members,

I am writing as the homeowner of 6828 N Hourglass Drive, Coeur d'Alene, ID 83815 which is located in The Trails subdivision. As a taxpayer in the City of Coeur d'Alene, I pay \$2.31 towards school taxes but do not have any benefit of that tax. Please note that I am in favor of supporting schools and education. Unfortunately, any children that currently or may in the future, live on the West side of Rendezvous Drive, Hourglass Drive, and on Downing Lane and future planned streets within The Trails, do not currently have any benefit to the Coeur d'Alene School District #271.

The current impact of adding The Trails subdivision to the school district would be 1 (one) elementary aged child. And, as we all are very aware, the School Board is lobbying for a new elementary school this area of town which will be voted on this month by our community. And, certainly adding one desk for an in-district child would be a minimal impact on the education capacity.

I do not have any children, nor does the other resident of the existing occupied homes in this area of The Trails subdivision, Carol Flynn at 6759 N Rendezvous Drive, Coeur d'Alene, ID 83815. Given The Trails is currently in the first year of home introduction to the market which is planned for a 10-year build-out, and to the best of my knowledge the majority of homes occupied to date with school aged children is under 20%, I do not believe it is unreasonable to ask that the entire subdivision be annexed into School District #271.

This is not dis-similar to the recent April 2016 annexation of school age children into School District #271 from Post Falls who live in The Landings subdivision which is immediately North of The Trails subdivision. The precedent has been set and the immediate impact from The Trails neighborhood would only be 1 vs 100 students which was the impact with the previously mentioned 2016 annexation.

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

Should you not choose to represent the residents of the City, perhaps you could remove the School Taxes from my Real Estate Tax bill and I would be happy to pay for the Post Falls School Tax instead to the City of Post Falls instead, wherein, I am guaranteed a benefit!

Thank you for your consideration to my request.

Best regards,



Barbara Yeager
(208) 819-1973
barb@barbyeager.com

Home:
6828 N Hourglass Dr
Coeur d'Alene, ID 83815

Mailing:
212 W Ironwood Dr D135
Coeur d'Alene, ID 83814

cc: Architerra Homes, LLC

[illegible]

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

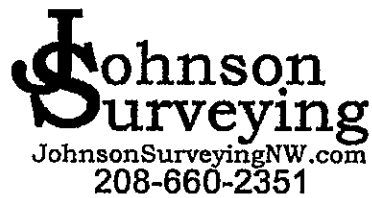
STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of the Coeur d'Alene School District #271 taxing
district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 1
signatures on this petition are those of qualified electors. Certified on this 26th day of
April, 2017.



Signed: *May Brannon*
County Clerk or Deputy

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017



State Department of Education

September 27, 2016

THE TRAILS SUBDIVISION

ATTN: Brian Wallace

RE: Revised School District Legal Descriptions

Post Falls School District Number 273

Coeur d'Alene School District Number 271

Dear Mr. Wallace:

I have prepared a legal description of the property to be excised from Post Falls School District and simultaneously annexed to Coeur d'Alene school District. This description was signed and sealed by me in accordance with the requirements of Idaho Statute 33-308 (2)(b).

The attached descriptions, one for each school district either to be excised or annexed, The existing District boundaries were prepared 'by others'. The revisions to each description are blanked out and I have attached the portion to be inserted into the new boundaries if approved. Those revisions reflect the appropriate changes to each description for the land exchange between districts.

Although I have not reviewed the entire descriptions, I did prepare the legal description revisions and they accurately depict the addition/omission of the Trails and the Trails 1st addition property which was described in my legal description.

If you have any further question or comment on this matter feel free to contact our office at your earliest convenience.

Very Truly Yours,

Johnson Surveying, LLC

A handwritten signature in black ink, appearing to read 'Chad Johnson', is written over the printed name.

Chad Johnson, PLS

208-660-2351

Johnsonsurveying@yahoo.com

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

STATE DEPARTMENT OF EDUCATION
EXHIBIT "A"

"THE TRAILS & THE TRAILS 1ST ADDITION"

TO BE ANNEXED TO DITRICT 271

A PARCEL OF LAND BEING THE SOUTHWEST QUARTER OF SECTION 28, TOWNSHIP 51 NORTH, RANGE 04 WEST, BOISE MERIDIA N, CITY OF COEUR D'ALENE, KOOTENAI COUNTY, IDAHO.

BEING MORE PARTICULARLY DEESCRIBED AS FOLLOWS:

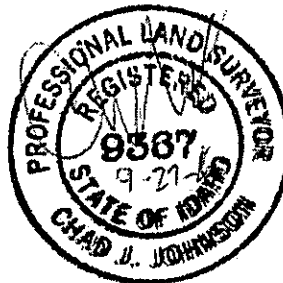
BEGINNING: AT THE WEST QUARTER OF SAID SECTION 28 BEING A FOUND 5/8 INCH REBAR WITH AN ILLEGIBLE CAP PER CP&F INSTRUMENT 975684;

THENCE, ALONG THE COMMON BOUNDARY OF SCHOOL DISTRICTS 273 AND 271, S 88°56'16"E A DISTANCE OF 2639.67 FEET TO THE CENTER QUARTER CORNER OF SAID SECTION 28 MARKED BY A 2" ALUMNINUM CAP PER CP&F INSTRUMENT NUMBER 2525374000;

THENCE, CONTINUING ALONG SAID COMMON SCHOOL DISTRICTS BOUNDARY, S 01°22'04"W A DISTANCE OF 2658.32 FEET TO A FOUND P.K. NAIL MARKING THE SOUTH QUARTER CORNER OF SECTION 28 PER CP&F INSTRUMENT NUMBER 1781922;

THENCE, LEAVING SAID COMMON SCHOOL DISTRICTS BOUNDARY, N 88°39'10"W A DISTANCE OF 2627.35 FEET TO A FOUND 2 INCH ALUMINUM CAP MARKING THE SOUTHWEST CORNER OF SECTION 28 PER CP&F INSTRUMENT NUMBER 1671560 IN THE CENTERLINE OF HUETTER ROAD;

THENCE, ALONG THE CENTERLINE OF HUETTER ROAD, N 01°06'06"E A DISTANCE OF 2645.22 FEET TO THE TRUE POINT OF BEGINNING.



**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

**STATE DEPARTMENT OF EDUCATION
EXHIBIT "A"**

"THE TRAILS & THE TRAILS 1ST ADDITION"

TO BE EXCISED FROM DITRICT 273

A PARCEL OF LAND BEING THE SOUTHWEST QUARTER OF SECTION 28, TOWNSHIP 51 NORTH, RANGE 04 WEST, BOISE MERIDIA N, CITY OF COEUR D'ALENE, KOOTENAI COUNTY, IDAHO.

BEING MORE PARTICULARLY DEESCRIBED AS FOLLOWS:

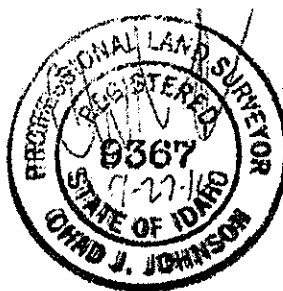
BEGINNING: AT THE WEST QUARTER OF SAID SECTION 28 BEING A FOUND 5/8 INCH REBAR WITH AN ILLEGIBLE CAP PER CP&F INSTRUMENT 975684;

THENCE, ALONG THE COMMON BOUNDARY OF SCHOOL DISTRICTS 273 AND 271, S 88°56'16"E A DISTANCE OF 2639.67 FEET TO THE CENTER QUARTER CORNER OF SAID SECTION 28 MARKED BY A 2" ALUMNINUM CAP PER CP&F INSTRUMENT NUMBER 2525374000;

THENCE, CONTINUING ALONG SAID COMMON SCHOOL DISTRICTS BOUNDARY, S 01°22'04"W A DISTANCE OF 2658.32 FEET TO A FOUND P.K. NAIL MARKING THE SOUTH QUARTER CORNER OF SECTION 28 PER CP&F INSTRUMENT NUMBER 1781922;

THENCE, LEAVING SAID COMMON SCHOOL DISTRICTS BOUNDARY, N 88°39'10"W A DISTANCE OF 2627.35 FEET TO A FOUND 2 INCH ALUMINUM CAP MARKING THE SOUTHWEST CORNER OF SECTION 28 PER CP&F INSTRUMENT NUMBER 1671560 IN THE CENTERLINE OF HUETTER ROAD;

THENCE, ALONG THE CENTERLINE OF HUETTER ROAD, N 01°06'06"E A DISTANCE OF 2645.22 FEET TO THE TRUE POINT OF BEGINNING.



STATE DEPARTMENT OF EDUCATION

DECEMBER 20, 2017

STATE DEPARTMENT OF EDUCATION

APRIL 16, 2015

~ Coeur D'Alene School District

Coeur d'Alene School District No. 271

THE BOARD OF TRUSTEES

1000P

Boundaries of the Coeur d'Alene School District No. 271

I

SEE ATTACHED
AMENDMENT

thence east approximately $\frac{1}{2}$ mile to the south $\frac{1}{4}$ corner of Sec. 21, said township and range; thence north approximately $\frac{3}{4}$ mile to the center of Sec. 21, Twp. 51 N, R 4 WBM said township and range; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of Sec. 21, said township and range; thence north approximately $\frac{3}{10}$ mile to a point on the existing North right-of-way line of Robison Avenue thence along said North right-of-way line, N 88° 35' 46" W a distance of 628.61 feet to a point; thence leaving said right-of-way, N 00° 49' 57" E a distance of 973.13 feet to a point; thence, S 88° 30' 58" E a distance of 628.61 feet to the existing West right-of-way of Atlas Road; thence north approximately $\frac{9}{10}$ mile to the SW corner of Sec. 10, said township and range; thence east approximately $1\frac{1}{2}$ miles to the south $\frac{1}{4}$ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately $\frac{1}{4}$ mile to the east $\frac{1}{4}$ corner of said Sec. 11; thence north approximately $\frac{1}{4}$ mile to the NW corner of the SW $\frac{1}{4}$ of the NW $\frac{1}{4}$ of Sec. 12, said township and range; thence east approximately $\frac{1}{2}$ mile to the NE corner of the SE $\frac{1}{4}$ corner of the NW $\frac{1}{4}$ of said Sec. 12; thence north approximately $\frac{1}{4}$ mile to the center of Sec. 1, said township and range; thence east approximately $\frac{1}{4}$ mile to the east $\frac{1}{4}$ corner of said Sec. 1; thence north approximately $\frac{1}{2}$ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east $3\frac{1}{4}$ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately $2\frac{3}{4}$ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east $14\frac{1}{4}$ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW $\frac{1}{8}$ of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately $8\frac{3}{4}$ miles to the north $\frac{1}{4}$ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south $\frac{1}{4}$ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately $\frac{1}{2}$ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, R 3 WBM; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately $\frac{1}{2}$ mile to the west $\frac{1}{4}$ corner of said Sec. 15; thence west approximately $1\frac{1}{2}$ miles to the center of Sec. 17, said township and range; thence north approximately $1\frac{1}{2}$ miles to the south $\frac{1}{4}$ corner of Sec. 5, said township and range; thence west $1\frac{1}{2}$ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately $2\frac{1}{2}$ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp. 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5

1000P-1

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

**AMENDMENT TO LEGAL DESCRIPTION
DISTRICT # 271**

**BEGINNING AT THE NORTH 1/4 CORNER OF SEC. 5, TWP 50 N., R. 4 WBM, THENCE, EAST
APPROXIMATELY 1 MILE TO THE NORTH 1/4 CORNER OF SEC. 4, TWP. 50 N., R. 4 W., THENCE, NORTH
APPROXIMATELY 1 MILE TO THE SOUTH 1/4 CORNER OF SEC. 28 TWP. 51 N., R. 4 WBM; THENCE, WEST
APPROXIMATELY ½ MILE TO THE SW CORNER OF SEC. 28 TWP. 51 N., R. 4 WBM, IN THE CENTERLINE OF
HUETTER ROAD; THENCE, NORTH APPROXIMATELY 1 MILE TO THE SW CORNER OF SEC. 21 TWP. 51 N.,
R. 4 WBM;**

STATE DEPARTMENT OF EDUCATION

DECEMBER 20, 2017

STATE DEPARTMENT OF EDUCATION

APRIL 16, 2015

~ Post Falls School District (AS AMENDED) ~

Post Falls School District No. 273

Legal District Boundary Description

February 1, 2011

Beginning at the NW corner of the NE $\frac{1}{4}$ of Section 20 T51N R5W and going east to the NE corner of Section 24 T51N R5W, then south to the NE corner of the S $\frac{1}{2}$ of said section, then east to the NE corner of the SW $\frac{1}{4}$ of Section 21 T51N R4W, then south to the NE corner of the W $\frac{1}{2}$ of section 28 T51N R4W, then west to the NW corner of said section, then south to the NW corner of the S $\frac{1}{2}$ of said section, then east to the NE corner of the SW $\frac{1}{4}$ of said section, then south to the SE corner of the W $\frac{1}{2}$ of Section 33 T51N R4W, then west to the NE corner of the W $\frac{1}{2}$ of Section 5 T50N R4W, then south to the point where the east edge of the W $\frac{1}{2}$ of Section 8 T50N R4W meets the Spokane River, then westerly down the Spokane River taking the north channel by the island in Section 8 T50N R4W to the point where the Spokane River touches the eastern border of Section 12 T50N R4W, then south to the SE corner of the N $\frac{1}{2}$ of Section 24 T50N R5W, then west to the SE corner of the NW $\frac{1}{4}$ of Section 23 T50N R5W, then south to the SE corner of the SW $\frac{1}{4}$ of said section, then west to the NE corner of the W $\frac{1}{2}$ of Section 28 T50N R5W, then south to the SE corner of the W $\frac{1}{2}$ of said Section, then west to the SW corner of said section, then south to the SE corner of Section 32 T50N R5W, then east to the NE corner of Section 4 T49N R5W, then south to the SE corner of the N $\frac{1}{2}$ of Section 9 T49N R5W, then west to the SW corner of the NE $\frac{1}{4}$ of Section 8 T49N R5W, then north to the SW corner of the NE $\frac{1}{4}$ of Section 5 T49N R5W, then west to the SW corner of the N $\frac{1}{2}$ of Section 1 T49N R6W, then north to the NW corner of Section 36 T51N R6W, then east to the NW corner of Section 32 T51N R5W, then north to the SW corner of the NW $\frac{1}{4}$ of Section 20 T50N R5W, then east to the SE $\frac{1}{4}$ of the NW $\frac{1}{4}$ of said Section, then north to the point of beginning.

SEE ATTACHED
AMENDMENT

Erin Butler
Clerk of the Board
PH: 773-1658
FX: 773-3218
ebutler@sd273.com

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

**AMENDMENT TO LEGAL DESCRIPTION
DISTRICT # 273**

**THEN SOUTH TO THE SW CORNER OF SECTION 28, T 51 N, R 4W, THEN EAST TO THE SE CORNER OF THE
SW QUARTER OF SECTION 28, THEN**

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

SUPERINTENDENT OF PUBLIC INSTRUCTION'S ORDER UNDER IDAHO CODE
SECTION 33-307 FOR CORRECTION OF SCHOOL DISTRICT BOUNDARIES

In the Matter of:)
)
Coeur d'Alene School District No. 271) **FINAL ORDER**
)
)
_____)

This matter came before the Idaho State Board of Education ("Board") at its regularly scheduled meeting, June 14 - 15, 2017.

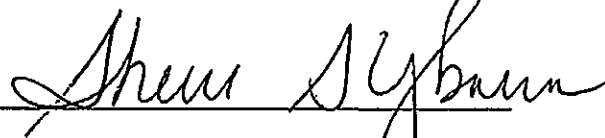
Having reviewed and considered all materials of record the Board found that the legal description for the Coeur d'Alene School District No. 271 boundary contained errors and that the corrected legal description should be that as described and depicted on **Exhibit A** attached hereto and incorporated herein by reference.

NOW, THEREFORE, pursuant to the authority granted in Idaho Code Section 33-307 the Superintendent of Public Instruction of the State of Idaho hereby orders that the legal description for the Coeur d'Alene School District No. 271 shall be as described on Exhibit A.

IT IS SO ORDERED.

DATED this 15th day of June, 2017.

IDAHO STATE BOARD OF EDUCATION

By 

Sherri Ybarra, Superintendent of Public Instruction

EXHIBIT A

LEGAL DESCRIPTION

Coeur d'Alene School District No. 271

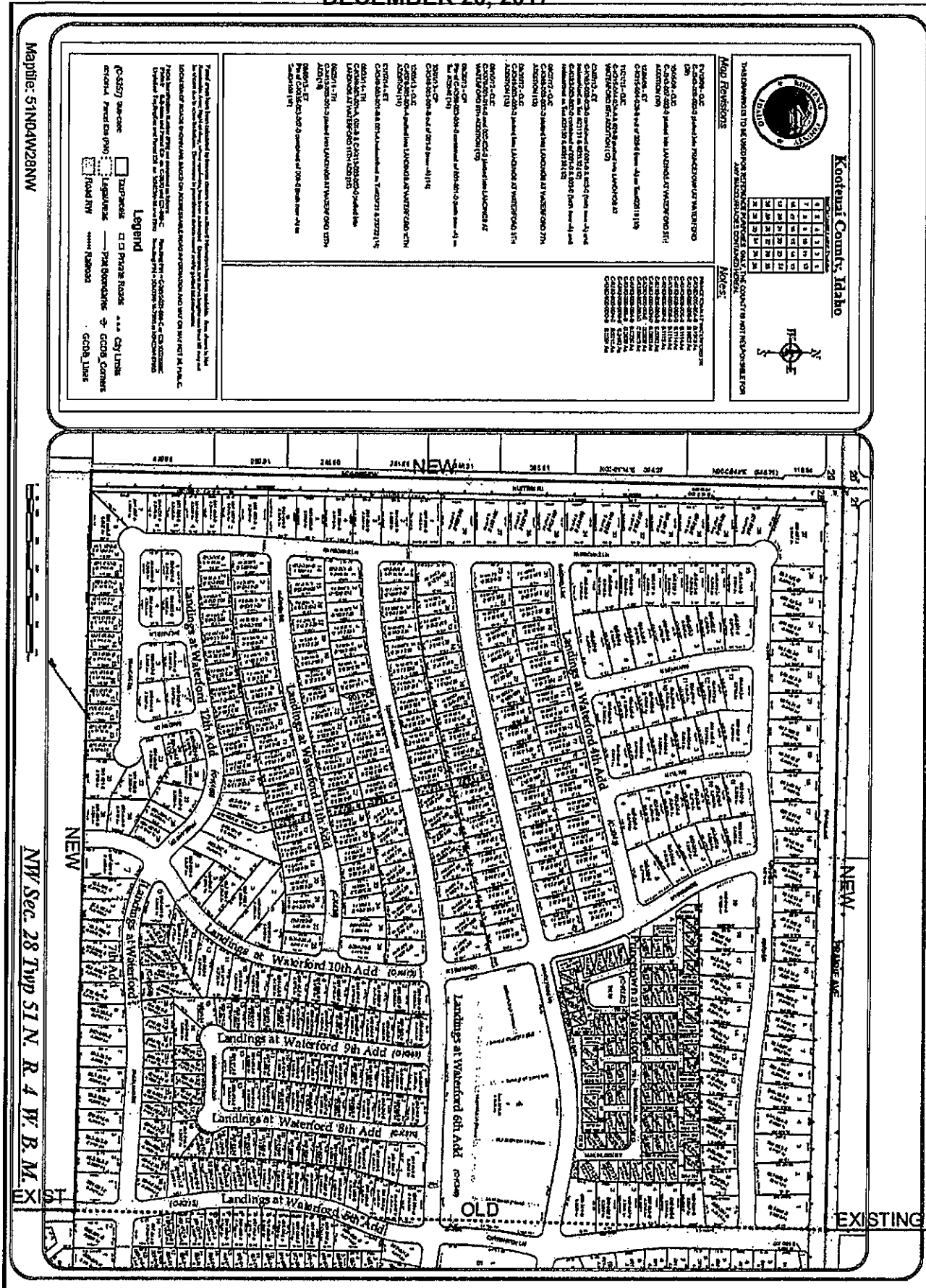
Beginning at the north $\frac{1}{4}$ corner of Sec. 5, Twp. 50 N, R 4 W BM; thence east approximately 1 mile to the north $\frac{1}{4}$ corner of Sec. 4, said township and range; thence north approximately $1\frac{1}{2}$ miles to the center of Sec. 28, Twp. 51 N, R 4 W BM; thence west approximately $\frac{1}{2}$ mile to the west $\frac{1}{4}$ corner of Sec. 28, said township and range; thence north approximately $\frac{1}{2}$ mile to the SW corner of Sec. 21, said township and range; thence east approximately $\frac{1}{2}$ mile to the south $\frac{1}{4}$ corner of Sec. 21, said township and range; thence north $\frac{1}{2}$ mile to the center of Sec. 21, Twp., 51 N, R 4 WBM; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of Sec. 21, said township and range; thence North approximately $\frac{3}{16}$ mile to the SE corner of the north $\frac{1}{2}$ of the NE $\frac{1}{4}$ of the SE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence west $\frac{1}{8}$ mile to the SW corner of said north $\frac{1}{2}$ of the NE $\frac{1}{4}$ of the SE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21 ; Thence south $\frac{1}{16}$ mile to the SE corner of the east $\frac{1}{2}$ of the NW $\frac{1}{4}$ of the SE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence west $\frac{1}{16}$ mile to the SW corner of said east $\frac{1}{2}$ of the NW $\frac{1}{4}$ of the SE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence north $\frac{1}{8}$ mile to the NW corner of said east $\frac{1}{2}$ of the NW $\frac{1}{4}$ of the SE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence west $\frac{1}{16}$ mile to the SW corner of the SW $\frac{1}{4}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence north $\frac{1}{8}$ mile to the NW corner of said SW $\frac{1}{4}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of sec. 21; Thence east $\frac{1}{8}$ mile to the NE corner of said SW $\frac{1}{4}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence north $\frac{1}{16}$ mile to the NW corner of the south $\frac{1}{2}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence east $\frac{1}{8}$ mile to the NE corner of said south $\frac{1}{2}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence north $1\frac{1}{16}$ miles to the SW corner of Sec. 10, said township and range; thence east approximately $1\frac{1}{2}$ miles to the south $\frac{1}{4}$ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of said Sec. 11; thence north approximately $\frac{1}{4}$ mile to the NW corner of the SW $\frac{1}{4}$ of the NW $\frac{1}{4}$ of Sec. 12, said township and range; thence east approximately $\frac{1}{2}$ mile to the NE corner of the SE $\frac{1}{4}$ corner of the NW $\frac{1}{4}$ of said Sec. 12; thence north approximately $\frac{3}{4}$ mile to the center of Sec. 1, said township and range; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of said Sec. 1; thence north approximately $\frac{1}{2}$ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east $3\frac{1}{4}$ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately $2\frac{3}{4}$ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east $14\frac{1}{4}$ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW $\frac{1}{8}$ of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately $8\frac{3}{4}$ miles to the north $\frac{1}{4}$ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south $\frac{1}{4}$ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately $\frac{1}{2}$ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1 ½ miles to the center of Sec. 17, said township and range; thence north approximately 1 ½ miles to the south ¼ corner of Sec. 5, said township and range; thence west 1 1/2 miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp. 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2 ½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately 1½ miles to the west ¼ corner of Sec. 19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1 ½ miles, more or less, to the point of beginning.

Approved: State Board of Education June 2017

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017



FINAL ORDER OF THE IDAHO STATE BOARD OF EDUCATION - 4

NE Sec. 21 Twp 51 N. R. 4 W. B. M.



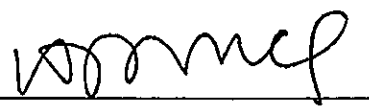
STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

CERTIFICATE OF SERVICE

I hereby certify that on this 7th day of July, 2017, I caused to be served the original copy of the foregoing SUPERINTENDENT OF PUBLIC INSTRUCTION'S ORDER UNDER IDAHO CODE SECTION 33-307 FOR CORRECTION OF SCHOOL DISTRICT BOUNDARIES by the method indicated below, and addressed to the following:

Coeur d'Alene School District No. 271
Board of Trustees
1400 N Northwood Center Court
Coeur d'Alene ID 83814

- ☒ U.S. Mail
- ☐ Hand Delivery
- ☐ Certified Mail, Return Receipt Requested
- ☐ Overnight Mail
- ☐ Statehouse Mail

By 
Helen Price
Program Specialist
Idaho State Department of Education

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

SUBJECT

Annexation/Excision Request – Sugar-Salem School District (#322)/Fremont School District (#215)

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-308, Idaho Code;
Idaho Administrative Code, IDAPA 08.02.01.050

BACKGROUND/DISCUSSION

Ms. Tiffany Stanger submitted a petition to the Sugar-Salem and Fremont School Districts on behalf of homeowners residing in the area defined in the petition, requesting an excision of territory from Fremont School District 215 to be annexed to Sugar-Salem School District 322.

The Sugar-Salem School District Board of Trustees considered the petition at its meeting on June 7, 2017, and unanimously endorsed the petition. The Fremont School District Board of Trustees considered the petition at its meeting on June 15, 2017, and recommended denial of the petition. At the time that the petition was submitted to each school board, the petition was deficient; regardless. However, the petitioner corrected the deficiencies.

Section 33-308, Idaho Code, provides a process whereby the State Board of Education shall consider amendment of the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described, and excision of the territory would not leave a school district with a bonded debt in excess of the limit prescribed by law. IDAPA 08.02.01.050 includes criteria for review of the petition by a hearing officer appointed by the Superintendent of Public Instruction for purposes of making recommendations to the State Board of Education.

Mr. Robin Dunn, Attorney at Law, was appointed as hearing officer for this petition. Prior to contracting with Mr. Dunn, the Department confirmed no relation to Mr. Alan Dunn, Superintendent of Sugar-Salem School District 322. A public hearing on the matter was held on October 6, 2017, at the Madison County Courthouse. Those appearing at the hearing were in support of the petition to annex. On October 19, 2017, the State Department of Education received Mr. Dunn's Findings of Fact, Conclusions of Law and Recommendations, dated October 13, 2017.

The findings of fact by the hearing officer include the following:

- The petition was initially deficient, and the petition was supplemented with a legal description and reasoning.
- The superintendents of each district were contacted concerning the opinions of their districts regarding the annexation request. The superintendents reiterated their school districts' opinions in an informal meeting.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

- A public hearing on the matter was held on October 6, 2017. Those appearing at the hearing were in support of the petition.

Conclusions of the hearing officer include the following:

- The petition with amendments substantially complies with the legal requirements contained in IDAPA 08.02.01 and Idaho Code Title 33, Chapter 300, et al.
- The petition, information collected and statements were in conformity with the IDAPA regulations and statute.
- The hearing notice was proper and sent to allow due process to all affected or interested individuals.
- The factors weighing against annexation are as follows: increased tax valuation to land owners in the proposed annexation area; change of revenue to each school District; transfer of elementary students from near-by schooling to more distant schooling; the potential for overcrowding at Sugar-Salem School District #322.
- The factors weighing in favor of the proposed annexation are as follows: most of the upper division students in the area in question are currently attending Sugar-Salem School District #322; Sugar-Salem School District does not object to the proposed annexation; elementary children could petition for "open enrollment" into the Fremont School District #215 to avoid travel distance; a vote of the residents in question would ascertain the true feelings of the majority.

The hearing officer's recommendation includes the following statements:

- A concern exists as to the ability of the Sugar-Salem School District to accommodate the capacity although there is overall community support for the approval.
- The alteration as proposed would not leave a school district within bonded debt in excess of the limit allowed by law.
- The alteration is in the overall best interest of the students.
- The safety and distance concerns can be accommodated.
- The views presented were generally in favor of the petition.
- The students would have little, if any, adjustments since most are currently attending the school district of their choice under the open enrollment policies of each school district.

Therefore, it is the hearing officer's recommendation to approve the petition.

IMPACT

Should the recommendation of the hearing officer be accepted, the petition for annexation from the Fremont School District to the Sugar Salem School District will be approved, and the petition shall be submitted for a vote by the school district electors residing in the area described in the petition. Should the recommendation of the hearing officer be rejected, the petition for annexation from the Fremont School District to the Sugar Salem School District will be denied.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

ATTACHMENTS

Attachment 1 – Findings of Fact, Conclusions of Law and Recommendation with exhibits	Page 5
Attachment 2 – District Recommendations and Original Petition Documents	Page 32

STAFF COMMENTS AND RECOMMENDATIONS

Approval of the petition by the Board would allow for the proposal to be submitted to the school district electors residing in the area described for annexation/excision in the petition.

Pursuant to section 33-308, Idaho Code, the Board of Education shall approve proposals for excision and annexation if the proposal is in the best interest of the children residing in the area described in the petition and the excision of the area would not leave a school district with a bonded debt in excess of the limit prescribed by law. If either condition is not met the Board of Education must disapprove the proposal.

For a petition to be properly before the Board for consideration the petition must be from a Board of Trustees of the school district or from one-fourth (1/4) or more of the school district electors, residing in an area of not more than fifty (50) square miles within which there is no schoolhouse or facility necessary for the operation of a school district. The petition must contain:

- (a) The names and addresses of the petitioners;
- (b) A legal description of the area proposed to be excised from one (1) district and annexed to another contiguous district. Such legal description shall be prepared by a licensed attorney, licensed professional land surveyor or licensed professional engineer professionally trained and experienced in legal descriptions of real property;
- (c) Maps showing the boundaries of the districts as they presently appear and as they would appear should the excision and annexation be approved;
- (d) The names of the school districts from and to which the area is proposed to be excised and annexed;
- (e) A description of reasons for which the petition is being submitted; and
- (f) An estimate of the number of children residing in the area described in the petition.

The hearing officer findings indicate the excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limits prescribed by law and the excision and annexation is in the best interest of the children residing in the area described in the petition. According to the hearing officer findings, both required conditions have been met.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

BOARD ACTION

I move to accept the recommendation of the hearing officer and to approve the petition for excision and annexation of property from Fremont School District No. 215 to Sugar-Salem School District 322 based on the findings that the annexation and excision is in the best interest of the children in the area in question and the excision of the property from Fremont School District No. 215 will not leave the district with a bonded debt in excess of the limits prescribed by law.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

DUNN LAW OFFICES, PLLC.
Robin D. Dunn, Esq., ISB #2903
HEARING OFFICER
477 Pleasant Country Lane
P.O. Box 277
Rigby ID 83442
Telephone: (208) 745-9202
Facsimile: (208) 745-8160

rdunn@dunnlawoffices.com

BEFORE THE IDAHO STATE DEPARTMENT OF EDUCATION

IN THE MATTER OF:

PETITION ON THE ANNEXATION OF
PROPERTY INTO THE SUGAR SALEM
SCHOOL DISTRICT #322 FROM THE
FREMONT SCHOOL DISTRICT #215

)
)
)
) FINDINGS OF FACTS,
) CONCLUSIONS AND
) RECOMMENDATION
)
)
)
)
)
)

FINDINGS OF FACT

1. A petition was filed with the Idaho State Department of Education requesting that a portion of real estate contained in the Fremont School District # 215 be annexed into the Sugar Salem School District #322 by residents contained in the portion of real property in question. [See Exhibit A: Petition].
2. The petition was deficient in describing the land in question and the reasons for the requested annexation.
3. The petition was supplemented with Exhibit B, legal description and reasoning, which is attached hereto and incorporated herein by reference.
4. The superintendents of each school district were contacted concerning the

opinions of the school district on the proposed annexation. Attached hereto is the written correspondence from each superintendent concerning the respective school district opinion, Exhibit C- Fremont School District #215, and Exhibit D- Sugar Salem School District #322. These exhibits are incorporated herein by reference.

5. The respective school district representatives, to-wit: superintendents, reiterated the school district opinion in informal meetings which correspond with the written statements of Exhibits C and D.
6. A notice of formal meeting was published in the Standard Journal, a newspaper of general circulation, which is marked as Exhibit E and noted herein and incorporated by reference. Additionally, a written notice of hearing was sent to the organizer of the petition, Tiffany Stanger.
7. A hearing was conducted on Friday, October 6, 2017, per the published notice.
8. Those appearing at the hearing were in support of the petition to annex. Some questions were asked, per the hearing officer, as follows:
 - A. Would the annexation affect grade school students? The answer was yes and these students would have to be transferred to Sugar Salem School District grade schools unless granted exceptions by the Fremont School District to attend classes in the grade school in Teton, Idaho.
 - B. Would the annexation affect the taxing revenues? The answer was yes that it would take funding from the Fremont School District and remit to the Sugar Salem School District. The mill levy in Sugar Salem School District, historically, is almost an average of twice that of the Fremont School District. A chart of the levies was lodged with the hearing officer.

C. Would the annexation affect busing of students? The answer was yes and Tiffany Stanger indicated that she had discussed this matter with the Sugar Salem School District who would provide more bus stops to accommodate students if the annexation were approved. A letter was lodged with the hearing officer from Jeff Luthy, transportation director supporting new busing routes if the petition were accepted.

D. Does the Sugar Salem School District have room for additional students?

This question was inferential by indicating that most of the upper division students, in the area in question, currently attend Sugar Salem School District by "open enrollment application each year". However, the Sugar Salem School District is challenged by space size at the current level according to the District and the attendees of the hearing. The attendees updated on the number of students that would be affected at the grade school level and the upper division level of students.

E. Written letters of support for the proposal were lodged with the hearing officer.

CONCLUSIONS

1. The petition, with amendments, substantially complies with the legal requirements contained in IDAPA 08 Title 02 Chapter 01 and Idaho Code Title 33 Chapter 300 et. al.
2. The petition, information collected and statements were in conformity with the IDAPA regulations and statutory cites set forth above. The hearing notice was proper and sent to allow due process to all affected or interested individuals.
3. Those factors weighing against annexation are as follows: increased tax

valuation to land owners in the proposed annexation area; change of revenue to each school district; transfer of elementary students to near-by schooling to more distant schooling; the potential for over-crowding to Sugar Salem School District #322.

4. Those factors weighing in favor of the proposed annexation are as follows: most of the upper division students in the area in question are currently attending Sugar Salem School District #322; Sugar Salem School District #322 does not object to the proposed annexation; elementary children could petition for “open enrollment” into the Fremont School District #215 to avoid travel distance; a vote of the residents/landowners in question would ascertain the true feelings of the majority of said individuals.


RECOMMENDATION

The hearing officer has reviewed IDAPA 08.02.01.050.03 and finds that the alteration as proposed would not leave a school district with a bonded debt in excess of the limit proscribed by law; the alteration is in the overall best interests of the students; the safety and distance concerns are addressed herein and could be accommodated; the views presented were generally in favor of the annexation petition; the students would have little, if any, adjustments since most are attending the school district of their choice at the present time under “open enrollment policies” in each school district. However, a concern does exist as to the capacity of the Sugar Salem School District #322 to accommodate capacity and school size although there is overall community support for the proposal.

After review of the pro and con evidence and opinions of all concerned, the recommendation is to allow a vote by the affected landowners of the annexation parcel to determine the will of the majority of patrons.

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

DATED this 13th day of October, 2017



ROBIN D. DUNN
HEARING OFFICER

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that I am a duly licensed attorney for the State of Idaho, resident of and with my office at Rigby, Idaho; that I served a true and correct copy of the foregoing by delivering the same to each of the following individuals/entities by the method indicated below:


Byron Stutzman 208.624-3385 (f)

Alan V. Dunn 208.356-7237 (f)

Tiffany Stanger tiffany.stanger@gmail.com (unsigned copy w/o attachments)

Helen Price hprice@sde.idaho.gov copy e-mailed and originals w/
Department of attachments sent regular mail
Education

Dated: 10/13/17



Robin D. Dunn, Esq.
DUNN LAW OFFICE, PLLC

EXHIBIT A

Proposed Sugar Salem District Boundary Change Petition

998

Name	Address	Phone	Signature	
Jill Hansen	240 E. 50 S.	709-6558	Jill Hansen	2
Paula Wescott	116 E. Main	351-4324	Paula Wescott	
Matt Hansen	240 E 50 S	709-6559	Matt Hansen	
Kameron Dayley	230 E 50 S	208-319-2855	Kameron Dayley	1
Cindy Beck	236 E 50 S	208-360-4412	Cindy Beck	
David Beck	236 E 50 S	208-317-2046	David Beck	
RON OVERSON	217 E. 50 S.	208-705-7899	Ron Overson	3
Nancy Perrett	50 S. 3 rd E	208-313-4320	Nancy Perrett	
Samuel Thompson	225 E. 1 st S	208-206-4862	Samuel Thompson	
Jayla Thompson	225 E. 1 st S	208-313-3435	Jayla Thompson	
Jessi Hobbs	224 E. 1 st S	208-851-0073	Jessi Hobbs	1+2
Susan Tittle	224 E 1 st S	208-419-2285	Susan Tittle	4
Julia Simpson	200 E. 1 st S.	208-351-7876	Julia Simpson	
Crystal Bruce	120 E. 1 st S.	208-263-1183	Crystal D. Bruce	
Stacy	119 S 2 nd E	208-301-5050	Stacy	
Katie Thompson	49 S 2 nd E	208-301-6075	Katie Thompson	
Kara Elliott	46 S. 2 nd E	208-303-9116	Kara Elliott	
Delvin Small	123 E. 1 st S.	208-351-1489	Delvin Small	
Mary Burrell	123 E 1 st S.	208-313-0915	Mary Burrell	
SARAH WALKER	115 E 1 st S	208-881-1314	SARAH WALKER	
Dexter Walker	115 east 1 st south	801-390-2573	Dexter Walker	
A. Nicole Gibson	110 E 1 st South	302-468-4246	A. Nicole Gibson	

Proposed Sugar Salem District Boundary Change Petition

Name	Address	Phone	Signature	
Al Siddoway	P.O. Box 316	313-3287	Al Siddoway	
Lisa Siddoway	42 nd S 13 th E	"	Lisa Siddoway	
Lee Schwerdtfeger	^{503 CENTER} P.O. Box 185	313-9307	Lee Schwerdtfeger	
Angie Schwerdtfeger	^{503 CENTER} P.O. Box 185	709-7184	Angie Schwerdtfeger	(4)
Robert Kitchell	P.O. Box 337	(360) 595-1214	Robert Kitchell	+1
Jud Squires	45 W. main	208-200-3670	Jud Squires	
Marianne Stewart	^{Teton} 107 W. Main	458-4310	Marianne Stewart	
Rick Weisner	^{TETON} 16 SOUTH 15 th West	821-2331	Rick Weisner	
Tina Hekenson	10 S 3 W	801-915-0094	Tina Hekenson	(1)+2
Tina Hekenson	10 S 3 W	208-650-9092	Tina Hekenson	
Phil Suthern	19 th 3 W	339 4592	Phil Suthern	
Opie Suthern	19 th 3 W	339 4592	Opie Suthern	
Bob Li	^{503 1st East} P.O. Box 349	396 5679	Bob Li	
Lillian Husch	^{503 1st East} P.O. Box 349	390-4280	Lillian Husch	(1)
Jordan Gackler	^{130 E 13th S.} P.O. Box 87	313-2856	Jordan Gackler	
Karen Gackler	^{130 E 13th S.} P.O. Box 87	680-2116	Karen Gackler	
Wanda Gackler	^{405 CENTER} P.O. Box 115	208-220-8767	Wanda Gackler	(1)
Chad Gackler	^{413 CENTER} P.O. Box 115	208-351-2028	Chad Gackler	
Karen Parker	^{240 E HY 33} P.O. Box 6	209-458-4492	Karen Parker	
Ed Gackler	^{B395 1st E} Box 163	208-458-4492	Ed Gackler	
Rogger Jensen	24 S Cedar	208-221-4369	Rogger Jensen	
Norma Valdez	121 S Center #3	208-821-1781	Norma Valdez	(2)

DECEMBER 20, 2017

Nola Jensen 3226 N 5000E 359-9092 Nola Jensen
 Mary Ward 3456 N. 5000 E. 313-3714 Mary Ward
 Wade W. Ward 3456 N. 5000E. 313-3710 Wade W. Ward
 Christi Fyfe 3911 N 5000 E 317-8726 Christi Fyfe
 Jeremy Fyfe 3911 N 5000 E 317-8726 Jeremy Fyfe
 Chelsie Siddoway 3805 N 7000 E 390-3283 Chelsie Siddoway
 Thomas Siddoway 3805 N 7000 E 390-3283 Thomas Siddoway
 Utilio Hernandez 3985 N-6000E 458 0011 Utilio Hernandez 2

Proposed Sugar Salem District Boundary Change Petition

Name	Address	Phone	Signature
Christina Valdez	125 W main st	208-351-4049	Christina Valdez
IGNACIO VALDEZ	125 W main st	208-240-1767	IGNACIO VALDEZ
Guadalupe Valdez	121 S center		Guadalupe Valdez
Zach Treasance	714 3rd E	308-201-2471	Zach Treasance
Dani Andrews	245 E 1st S.	208-351-6136	Dani Andrews 4
Cameron Andrews	245 E. 1st S	208-351-2485	Cameron Andrews
Harold Comer	4457 W Hwy 33	208-390-9616	Harold Comer

Proposed Sugar Salem District Boundary Change Petition

TAB 5 Page 14

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

	2015-2016 Tax Base:	2016-2017 Tax Base:	Increase
<u>Dist. 215</u>	\$1,561,135,989	\$1,570,950,033	\$ 9,814,044
<u>Dist. 322</u>	\$257,439,953	\$ 266,734,153	\$ 9,294,200

(Data obtained from Idaho Department of Education Website, "Tax levies for school purposes")

As Petitioners, we trust that the Board of Trustees of both Districts will recognize that with so many children already attending District 322, we strongly perceive ourselves as being a part of the District 322 community. We look forward to being "full patrons" of District 322 and we trust that both Districts will focus on what is best for the students and the families involved.

We respectfully request that the School Boards of District 215 and District 322 and the Idaho State Board of Education favorably consider our request to be excised from District 215 and be annexed to District 322.

Respectfully,

The Petitioners as signed on the preceding petition.

Proposed Sugar Salem District Boundary Change Petition

Name	Address	Phone	Signature
Bernice Smith	25 S. 1 st W	435-764-0493	Bernice Smith
Kim Copley	120 W 1 st S	208-201-6578	Kim Copley (3)
Katie Summers	47 S. 2 nd W.	206-6089	Katie Summers
TYLER SUMMERS	47 S 2 W	346-0987	Tyler Summers
Katrena Orme	225 W 1 st S.	208-351-4107	Katrena Orme
Reed Miller	220 W 1 st S.	208-201-0969	Reed Miller (2)
JOE LAW	75 S. 3 rd W.	208-206-4142	Joe Law
Sherrin Law	75 S. 3 rd W.	208-458-4784	Sherrin Law
TERRY THOMSON	21 SOUTH 3 RD W	208-390-4770	Terry Thomson
John Rosendorf	50 th 3 RD W	208-458-4116	John Rosendorf
Angie K. Rosendorf	50 S 3 rd W.	208-458-4116	Angie K. Rosendorf
Tenna / Batacourt	1625 3 rd W	208-351-8768	Tenna Batacourt
Marion Roberts	104 S 3 RD W	208-458-4248	Marion Roberts
Brandon Miller	305 W 1 st S	208-243-7594	Brandon Miller
Angie Wood	317 W. Main	208-351-2760	Angie Wood
Linda Voss	207 W. Main	208-458-4113	Linda Voss
MAX Calk	205 W. Main	208-351-4657	Max Calk
Saved Mace	49 S. Center	208-419-9167	Saved Mace
Brooke Mace	419 S Center	208-419-9241	Brooke Mace (3)
Patricia Valera	3965 N 5000 E	208-313-4251	Patricia Valera
Patricia Valera	3965 N 5000 E	208-313-4281	Patricia Valera
Niker Little	55 4 th W	208-351-5895	Niker Little

Kathryn Meabery 208-709-8958

Proposed Sugar Salem District Boundary Change Petition

Name Address Phone Signature

TODD SIDDOWAY DEANNA SIDDOWAY	Parcel # RP06N41E062413		
LAMOYNE PARKER	Parcel # RP06N41E062408; RP06N41E066603; RP06N41E066909		
Floyd Gardner	RP06N41E061057		
PHYLLIS D BOND	Parcel # RP06N41E053290 & RP06N41E053601		
DALLAS LEAVITT AND VEDA FAMILY TRUST	Parcel # RP06N41E053889		
WARD & SONS FAMILY LTD PRT	Parcel # RP06N41E063030; RP06N41E064820		
REES FARMS, LLC	Parcel #RP06N41E060601		
KELLY BAKER	Parcel # RP06N41E061201; RP06N41E0610008	390-41161	Kelly Baker
	4735 E Hwy 33 Sugar		
GEORGE BRIGGS SANDRA BRIGGS	Parcel # RP06N41E060005	George & Sandra Briggs	Kelly Baker
MELVIN HARRIS	Parcel # RP06N41E061801		458-4914
Ray & Darla Crain	Parcel # RP06N41E052410		
Kent Butikofer	Parcel #RP06N41E055759		
Crawley Farms, LLC	Parcel # RP06N41E054801; RP06N41E067202		
DENTON R FARMS SIDDOWAY, LMT	Parcel # RP06N41E056601; RP06N41E050002	458-4001	Steph Siddoway Renee Siddoway

EXHIBIT B

**LEGAL DESCRIPTION
SCHOOL DISTRICT ANNEXATION PARCEL**

A tract of land currently being a portion of the Fremont County Joint School District No. 215, lying entirely within Township 6 North, Range 40 East, and Township 6 North, Range 41 East of the Boise Meridian, Madison County, Idaho, and within Township 7 North, Range 40 East, and Township 7 North, Range 41 East of the Boise Meridian, Fremont County, Idaho, being more particularly described as follows:

All of the NE $\frac{1}{4}$ of Section 2, said Township 6 North, Range 40 East;

All of the NW $\frac{1}{4}$, NE $\frac{1}{4}$, and SE $\frac{1}{4}$ of Section 1, said Township 6 North, Range 40 East;

All of Section 6, said Township 6 North, Range 41 East;

All of Section 5, said Township 6 North, Range 41 East;

All of the W $\frac{1}{2}$ of Section 4, said Township 6 North, Range 41 East;

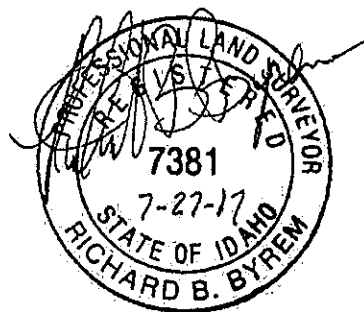
All of that portion of the SE $\frac{1}{4}$ of Section 36, said Township 7 North, Range 40 East, lying southerly of Idaho State Highway No. 33, a public road;

All of that portion of the S $\frac{1}{2}$ of Section 31, said Township 7 North, Range 41 East, lying southerly of said Idaho State Highway No. 33, including Blocks 17 through 32 of the Townsite of Teton City;

All of that portion of the SW $\frac{1}{4}$ of Section 32, said Township 7 North, Range 41 East, lying southerly of said Idaho State Highway No. 33.

Prepared by:

Richard B. Byrem, Idaho PLS 7381
Forsgren Associates, Inc.
350 North 2nd East, Rexburg, ID 83440
(208) 356-9201



STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

Petition to Change District Boundaries

Dear Trustees,

We, the undersigned, do respectfully petition that the following described real property be excised from Fremont School District 215 and be annexed into Sugar-Salem District 322, to wit:

LAND LOCATED IN THE NORTHEAST $\frac{1}{4}$ SECTION 2, TOWNSHIP 6 NORTH RANGE 40 EAST.

LAND LOCATED IN NORTH $\frac{1}{2}$ SECTION 1, TOWNSHIP 6 NORTH RANGE 40 EAST.

LAND LOCATED IN SOUTHEAST $\frac{1}{4}$ SECTION 1, TOWNSHIP 6 NORTH RANGE 40 EAST.

LAND LOCATED IN ALL OF SECTION 6, TOWNSHIP 6 NORTH RANGE 41 EAST.

LAND LOCATED IN ALL OF SECTION 5, TOWNSHIP 6 NORTH RANGE 41 EAST.

LAND LOCATED IN WEST $\frac{1}{2}$ SECTION 4, TOWNSHIP 6 NORTH RANGE 41 EAST.

A PORTION OF LAND LOCATED SOUTH OF MAIN ST/HWY 33 THE SOUTHEAST OF THE SOUTHEAST $\frac{1}{4}$, SECTION 36, TOWNSHIP 7 NORTH RANGE 40 EAST.

A PORTION OF LAND LOCATED SOUTH OF MAIN ST/HWY 33, GOVERNMENT LOT 4, SOUTHEAST $\frac{1}{4}$ OF THE SOUTHWEST $\frac{1}{4}$, SOUTHWEST $\frac{1}{4}$ OF THE SOUTHEAST $\frac{1}{4}$, SOUTHEAST $\frac{1}{4}$ SOUTHEAST $\frac{1}{4}$ SECTION 31, 7 NORTH RANGE 41 EAST.

A PORTION OF LAND LOCATED SOUTH OF MAIN ST/HWY 33 THE SOUTHWEST $\frac{1}{4}$ OF THE SOUTHWEST $\frac{1}{4}$ SECTION 32, TOWNSHIP 7 RANGE 41 EAST.

The maps showing the boundaries of both districts as they presently appear and as they would appear should the excision and annexation be approved are attached as Exhibit A and B respectively.

Also included is an outline of reasons for making this request (Exhibit C).

The majority of school age children (K-12) residing in the area described in the petition and thereby directly affected by this decision currently attend District 322.

As patrons of Sugar-Salem School District 322 we will assume our proportionate share of any bonded debt and also the interest thereon.

As outlined in the letter attached as Exhibit C, there are numerous reasons for submitting this petition. However the overwhelming reason that we make this request is that we believe this change is in the best interest of the children and families involved.

Exhibit C

Reasons for submitting this Petition

This letter is written in support of a Petition to Change District Boundaries. Pursuant to Chapter 308 of Section 33 of the Idaho code, the attached petitioners request a School District Boundary change be made in order for the parcels of land identified in the petition be excised from the Fremont School District 215 and annexed to the Sugar-Salem School District 322.

In making this request we have not considered the relative strengths and qualities of the two districts; we simply consider ourselves to be a part of Sugar-Salem School District 322-community. We also believe that this change will be in the best interest of the school age children currently affected, as well as any future children, and we believe the impact to both districts will be minimal. The following outlines our reasoning for this request:

1. **In the midst of a 322 Community.** All land to the West, South and East of the proposed boundary change is District 322.
2. **Majority of students want to attend District 322.** Numerous children have been rejected from District 322 due to lack of space and funding while their siblings have been accepted, thus separating siblings. Most of the children in the proposed area already attend District 322.
3. **Distance.** The distance from the corner of 3000 N and 5000 E to the Sugar-Salem High School is 3.1 miles. The distance from the same location to the Fremont High School is 12 miles.
4. **Annual Petition.** Although we consider ourselves to be a part of the School District 322 community, we must annually petition District 322 Board of Trustees each year to assure that our children will be allowed to attend District 322 for the following school year. While we appreciate the district's willingness to grant our yearly requests, granting this request for a change in district boundaries would eliminate this annual task and the possibility of denial. Removing this constant "uncertainty" would definitely be in the best interest of the children.
5. **Safety of the children.** The current transportation rules prohibit buses from District 322 to stop in District 215 boundaries to pick up and drop off students. The majority of the students are currently walking or being driven to one of the designated pick up sites. Over half of the year it is still dark and below freezing in the mornings.
6. **Minimal effect to tax base.** As most of the students living within the proposed boundary change attend school in District 322, there will be a minimal effect for the reduction of students on District 215. We do recognize that District 215 will lose tax base on the homes and agricultural land, but given the massive size of District 215's tax base verses the relatively modest tax base of District 322, we think an insignificant change in tax base should not be a deciding factor to the request. The following data shows the relative size comparisons of the two Districts' tax bases.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

From: Helen Price
To: "Tiffany Stanger"
Subject: RE: District Annexation/Excision Process
Date: Monday, July 24, 2017 10:39:00 AM

Thank you, Tiffany. I will add this email to the petition that will be forwarded to the hearing officer.
Best-

Helen Price
Program Specialist, Board Materials & Rules
Idaho State Department of Education
208.332.6812

From: Tiffany Stanger [mailto:tiffany.stanger@gmail.com]
Sent: Monday, July 24, 2017 9:53 AM
To: Helen Price <hprice@sde.idaho.gov>
Subject: Re: District Annexation/Excision Process

I received your letter. There are approximately 72 children affected in the district boundary change. (The numbers fluctuate due to families moving in and out of the area) 42 of those already attend Sugar- Salem District. I am working on finding an attorney to write out the land information. Thank you. Tiffany Stanger

On Jun 14, 2017, at 9:07 AM, Helen Price <hprice@sde.idaho.gov> wrote:

Ms. Stanger-

I received a fax from the Sugar-Salem school District yesterday that that included an annexation petition. The maps were illegible. When I called the district this morning to ask that they mail the annexation petition and the letter from the district, I was told that the petitioner asked them to fax it to the SDE but then took the packet back. If you are the petitioner who took the packet back from Sugar-Salem, please mail the petition packet and board recommendation to:

State Department of Education
Attn: Helen Price

650 W State Street, 2nd Floor
Boise ID 83702

I've been in touch with the Superintendent at Fremont, and he knows that he will need to retain the petition and send it and the Fremont Board's letter to me.

Best-

Helen Price
Program Specialist, Board Materials & Rules
Idaho State Department of Education
208.332.6812

From: Helen Price
Sent: Thursday, June 08, 2017 11:05 AM

EXHIBIT C

DECEMBER 20, 2017

FREMONT COUNTY JOINT SCHOOL DISTRICT #215945 West 1st North
St. Anthony, ID 83445Phone: (208) 624-7542
Fax: (208) 624-3385

www.sd215.net

September 14, 2017

Robin Dunn, Esp.
447 Pleasant Country Lane
Rigby, Idaho 83442

Dear Mr. Dunn,

Please consider this letter as my input for the hearing which you have been appointed as hearing officer. I would like to reiterate the reasons Fremont County Joint School District No. 215 Board of Trustees recommendation to deny the petition to change the boundaries between Fremont County Joint School District No. 215 and Sugar/Salem Joint School District No. 322.

Our recommendation is based on the following matters:

1. The petition only discussed the physical proximity of a single school building to the property at issue in the petition. There is no discussion as to the location of any other school building for either of the Districts. In fact, the Fremont County Joint School District has a school building within the city limits of Teton. The petitioners are seeking to effectively annex ½ of the City of Teton into the Sugar/Salem School District. Thus while the petitioner is addressing the proximity of a high school building and commuting distances, the exact opposite situation is not being addressed with regard to the building located within Teton city limits and the need to transport students who would be attending this geographically close school to a different location within Sugar/Salem.
2. Idaho Code 33-308(2)(b) requires the petition to include a legal description of the areas proposed to be excised and that such legal description must be prepared by a licensed attorney, licensed professional land surveyor or licensed professional engineer professional trained and experienced in legal descriptions of real property. There is no indication that the property description provided by the petitioner meets this requirement. There is no stamp marking from any professional land surveyor or engineer and no indication of any other experienced professional, as required by statute, having prepared this description or corresponding map. Further, the description itself does not appear in the language nor use the specificity of detail that would be expected of the required professionals. This is of particular importance not simply because it is required by statute but, as demonstrated with the attached map, specific detail as to "portions" of four (4) identified lots.
3. Idaho Code 33-308(2)(f) requires the petition to include an estimate of the number of children residing in the area described in the petition. The petition in question is

Byron Stutzman—Superintendent*Benjamin Garcia*—Director of Special Services/Federal Programs*Misty Wocelka*—Accounts Payable**SDE** *Karen Daw*—Transportation Supervisor*Hali Mackert*—Business Manager/Foods*Jamie Hymas*—Human Resources/Business*Tracy Smith*—Technology Services**TAB 5 Page 24**

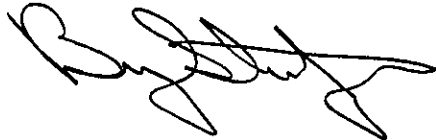
**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

entirely deficient in this regard. There is no attempt at identification of student numbers at issue.

4. The reasoning stated is due to concerns about a number of students being denied open enrollment due to lack of space and funding. Simply changing boundary lines isn't going to improve the situation in Sugar/Salem School District with regard to limitations in space and funding. If anything, such would compound the limitations, specifically with regard to space. Further, the vast majority of students who wish to have an opportunity to utilize open enrollment alternatives have the option to attend at either district.
5. The economic impact of the proposed boundary modification has not been fully detailed nor explained. The petition makes reference to "minimal effect to tax base." This is actually factually inaccurate. The Fremont County Joint School District has a mil levy rate of .002415166 as compared to the mile levy rate of Sugar/Salem at .005113926 (2017). This would be a doubling of the tax obligation of the individuals who reside within the identified property at issue. Further, without any attempt at identification of the number of children who reside within the geographical boundaries at issue (as required by section 33-308(2)(f)) it is not possible to address the actual economic impact to either district.

Again, as stated in our letter sent to the Idaho State Department of Education with the petition, it is deficient in meeting the statutory obligations of section 33-308, Idaho Code. Furthermore, kindergarten through 5th grade would have to travel much further to attend school in their district.

Sincerely,



Byron Stutzman, supt.
Fremont County Joint School District

EXHIBIT D



SUGAR-SALEM SCHOOL DISTRICT No. 322

105 WEST CENTER • P. O. BOX 150 • SUGAR CITY, ID 83448 • PHONE (208) 356-8802 • FAX (208) 356-7237

June 6, 2017

Re: Proposed School District Boundary Change

Dear Sirs,

The Sugar-Salem School District #322 is a joint school district with territory in both Fremont and Madison Counties. (See exhibits A and B) We are bounded on the North by Fremont County School District #215 and on the South by Madison School District #321.

Several members of the Fremont County Joint School District #215 are requesting a boundary change to become part of Sugar-Salem School District. Their spokespersons are Mrs. Tiffany Stanger and Mrs. Christy Fyfe, residents of the area in question.

As you can see in the enclosures, they have provided a well documented request to both Fremont and Sugar-Salem school districts. As per Idaho Code we are responding to his request within the required ten (10) days.

At their most recent meeting of June 7, 2017 the Sugar Salem School District #322 Board of Trustees unanimously endorsed the request by Mrs. Stanger and Mrs. Fyfe and recommend to the Idaho State Board of Education that they approve said request.

We feel that each of the six reasons provided are valid and that the change in boundaries will be of marginal effect on Fremont School District. We also feel the change will have a definite and positive effect on all those living within the proposed area, especially when considering the safety of those children during winter months.

We sincerely hope you will consider this request and look forward to hearing from you at your earliest convenience. Please feel free to call us if you need any further information.
Thank you.

Sincerely,

A handwritten signature in black ink that reads 'Alan V. Dunn'.

Alan V. Dunn
Superintendent of Schools

A handwritten signature in black ink that reads 'Kristin Galbraith'.

Kristin Galbraith
Chairperson,
Sugar-Salem School District #322
Board of Trustees

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

Robin Dunn

From: Alan V. Dunn <adunn@sugarsalem.com>
Sent: Thursday, September 14, 2017 3:53 PM
To: Robin Dunn
Subject: Re: Annexation/Boundary Change Hearing

Mr. Dunn,

The Board of Trustees and Superintendent of Schools of Sugar Salem School District #322 are supportive of the request for annexation as proposed. We feel that if the majority of individuals living in the area in question have signed a petition wishing to bring the question to a vote that they should have that opportunity.

Alan Dunn, Ed.S., Superintendent
Sugar Salem School District #322
PO Box 150/105 West Center
Sugar City, Idaho 83448
Office: (208) 356-8802 x1
Cell: (208) 419-8618
adunn@sugarsalem.com
alanvdunn@gmail.com

On Thu, Sep 14, 2017 at 11:23 AM, Robin Dunn <rdunn@dunnlawoffices.com> wrote:

9/14/17

Dear Mr. Dunn

I am just trying to make a clear record of the desires of each district. Thus, if you have any opinions or just desire to do as stated in this email, you can write it in or letter or simply state you are unopposed to any action taken in this matter.

Sincerely,

Robin D. Dunn, Idaho Bar #2903

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

From: Alan V. Dunn [mailto:adunn@sugarsalem.com]
Sent: Monday, September 11, 2017 10:48 AM
To: Robin Dunn
Cc: Byron Stutzman
Subject: RE: Annexation/Boundary Change Hearing

Mr. Dunn,

I am in receipt of your fax concerning the upcoming hearing on September 19, 2017 at the Madison County Courthouse in regard to the boundary change request by patrons of Fremont School District #215. From your fax, it appears that there may be some misunderstanding, on my part, about the nature of this hearing. I am under the impression that this boundary change was instigated by parents of students from Fremont District #215, not by either myself or Mr. Stutzman. I do not have any sort of presentation to make at the hearing since it is not my duty or responsibility to either promote or deny such a request. This is a matter between constituents of Fremont School District and the State Board of Education. My letter, which was part of their requesting packet, states the opinion of both the Board of Trustees and myself in the matter. We are happy to accept the members of the area in question but I am unsure of what other information you are requesting. Please respond and let me know. Thank you.

Alan Dunn, Ed.S., Superintendent
Sugar Salem School District #322
PO Box 150/105 West Center
Sugar City, Idaho 83448
Office: (208) 356-8802 x1
Cell: (208) 419-8618

adunn@sugarsalem.com

alanvdunn@gmail.com

EXHIBIT E

PROOF OF PUBLICATION

STATE OF IDAHO
Madison and Fremont Counties

SJ 8259

KAREN MASON

IDAHO STATE DEPARTMENT
OF EDUCATION
NOTICE OF HEARING
ON ANNEXATION

A petition has been filed by residents of Fremont School District #215 requesting that a portion of said district lying within Madison County, Idaho be annexed into the Sugar Salem School District #322. The legal description is on file with the undersigned and a complete copy can be requested. Generally, the area in question is Township 6 North Range 40 East and Township 6 North Range 41 E.B.M. Madison County, Idaho and within Township 7 North Range 40 East and Township 7 North Range 41 E.B.M. Fremont County, Idaho.

A preliminary hearing has been held with the representatives of both school districts. The public is now invited to attend and present information in support of or against the petition to annex. The annexation may affect the attendance of students in all grades for public schooling. The annexation could affect both school district taxing entities in a monetary fashion.

The hearing will be held on Friday, October 6, 2017 at the hour of 4:00 o'clock p.m. The hearing will be held in the Madison County Courthouse, Commissioner Room (1st Floor) in Rexburg, Idaho.

Dated: 9/26/2017

By: Robin D. Dunn, Hearing Officer
208.745-9202
rdunn@dunnlawoffices.com

Published October 3, 2017
SJ8259

being first duly sworn on oath deposes and says: that SHE was at all times herein mention a citizen of the United States of America more than 21 years of age, and the Principal Clerk of the Standard Journal, a two times a week newspaper, published in Madison and Fremont Counties Idaho and having a general circulation therein.

That the document or notice, a true copy of which is attached, was published in the said STANDARD JOURNAL, on the following dates, to-wit:

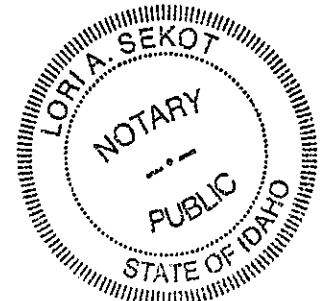
Oct. 03 2017 Oct. 2017
Oct. 2017 Oct. 2017
Oct. 2017 Oct. 2017
Oct. 2017 Oct. 2017

That said paper has been continuously and uninterruptedly published in said County for a period of seventy-eight weeks prior to the publication of said notice of advertisement and is a newspaper within the meaning of the laws of Idaho.

STATE OF IDAHO
COUNTY OF Madison and Fremont

On this 03rd of Oct. in the year of 2017, before me, a Notary Public, personally appeared KAREN MASON Known or identified to me to be the person whose name subscribed to the within instrument, and being by me first duly sworn declared that the statements therein are true, and acknowledge to me that he executed the same.

Notary of Public
Lori A. Sekot
Residing at Arimo
My commission expires 3/31/2021





SUGAR-SALEM SCHOOL DISTRICT No. 322

105 WEST CENTER • P. O. BOX 150 • SUGAR CITY, ID 83448 • PHONE (208) 356-8802 • FAX (208) 356-7237

June 6, 2017

Re: Proposed School District Boundary Change

Dear Sirs,

The Sugar-Salem School District #322 is a joint school district with territory in both Fremont and Madison Counties. (See exhibits A and B) We are bounded on the North by Fremont County School District #215 and on the South by Madison School District #321.

Several members of the Fremont County Joint School District #215 are requesting a boundary change to become part of Sugar-Salem School District. Their spokespersons are Mrs. Tiffany Stanger and Mrs. Christy Fyfe, residents of the area in question.

As you can see in the enclosures, they have provided a well documented request to both Fremont and Sugar-Salem school districts. As per Idaho Code we are responding to his request within the required ten (10) days.

At their most recent meeting of June 7, 2017 the Sugar Salem School District #322 Board of Trustees unanimously endorsed the request by Mrs. Stanger and Mrs. Fyfe and recommend to the Idaho State Board of Education that they approve said request.

We feel that each of the six reasons provided are valid and that the change in boundaries will be of marginal effect on Fremont School District. We also feel the change will have a definite and positive effect on all those living within the proposed area, especially when considering the safety of those children during winter months.

We sincerely hope you will consider this request and look forward to hearing from you at your earliest convenience. Please feel free to call us if you need any further information.

Thank you.

Sincerely,

A handwritten signature in black ink, reading 'Alan V. Dunn'.

Alan V. Dunn
Superintendent of Schools

A handwritten signature in black ink, reading 'Kristin Galbraith'.

Kristin Galbraith
Chairperson,
Sugar-Salem School District #322
Board of Trustees

DECEMBER 20, 2017

FREMONT COUNTY JOINT SCHOOL DISTRICT #215945 West 1st North
St. Anthony, ID 83445Phone: (208) 624-7542
Fax: (208) 624-3385

www.sd215.net

DOCUMENT RECEIVED

June 16, 2017
Idaho State Department of Ed.
650 West State Street
Boise, ID. 83702

JUN 19 2017

State Department of Education

Pursuant to Section 33-308(3), Idaho Code, please find enclosed a copy of a petition that the District received seeking to change the boundaries between Fremont County Joint School District No. 215 and Sugar/Salem Joint School District No. 322. As per statutory requirement, this petition is being advanced within the ten (10) day period subsequent to our first regular Board Meeting held on June 15, 2017.

As also required by this statute, the District's Board is making a recommendation that the requested boundary modification be denied. Such recommendation is based on the following matters:

1. Idaho Code 33-308(2)(b) requires the petition to include a legal description of the areas proposed to be excised and that such legal description must be prepared by a licensed attorney, licensed professional land surveyor or licensed professional engineer professional trained and experienced in legal descriptions of real property. There is no indication that the property description provided by the petitioner meets this requirement. There is no stamp marking from any professional land surveyor or engineer and no indication of any other experienced professional, as required by statute, having prepared this description or corresponding map. Further, the description itself does not appear in the language nor use the specificity of detail that would be expected of the required professionals. This is of particular importance not simply because it is required by statute but, as demonstrated with the attached map, specific detail as to "portions" of four (4) identified lots.
2. Idaho Code 33-308(2)(f) requires the petition to include an estimate of the number of children residing in the area described in the petition. The petition in question is entirely deficient in this regard. There is no attempt at identification of student numbers at issue.
3. The reasoning stated is due to concerns about a number of students being denied open enrollment due to lack of space and funding. Simply changing boundary lines isn't going to improve the situation in Sugar/Salem School District with regard to limitations in space and funding. If anything, such would compound the limitations, specifically with regard to space. Further, the vast majority of students who wish to

Byron Stutzman—Superintendent*Benjamin Garcia*—Director of Special Services/Federal Programs*Misty Wocelka*—Accounts Payable*Karen Daw*—Transportation Supervisor*Hali Mackert*—Business Manager/Foods*Jamie Hymas*—Human Resources/Business*Tracy Smith*—Technology Services**TAB 5 Page 33**

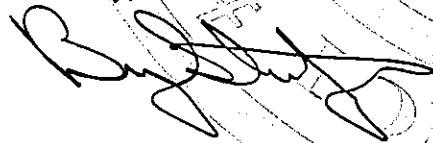
**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

have an opportunity to utilize open enrollment alternatives have the option to attend at either district.

4. The petition only discussed the physical proximity of a single school building to the property at issue in the petition. There is no discussion as to the location of any other school building for either of the Districts. In fact, the Fremont County Joint School District has a school building within the city limits of Teton. The petitioners are seeking to effectively annex ½ of the City of Teton into the Sugar/Salem School District. Thus while the petitioner is addressing the proximity of a high school building and commuting distances, the exact opposite situation is not being addressed with regard to the building located within Teton city limits and the need to transport students who would be attending this geographically close school to a different location within Sugar/Salem.
5. The economic impact of the proposed boundary modification has not been fully detailed nor explained. The petition makes reference to "minimal effect to tax base." This is actually factually inaccurate. The Fremont County Joint School District has a mil levy rate of .002415166 as compared to the mile levy rate of Sugar/Salem at .005113926 (2017). This would be a doubling of the tax obligation of the individuals who reside within the identified property at issue. Further, without any attempt at identification of the number of children who reside within the geographical boundaries at issue (as required by section 33-308(2)(f)) it is not possible to address the actual economic impact to either district.

As the petition itself is deficient in meeting the statutory obligations of section 33-308, Idaho Code, the Fremont County Joint School District cannot recommend the boundary modification as proposed and further believes it would be inappropriate and premature for the state board to take action to submit the question to the electors.

Sincerely,



Byron Stutzman, supt.
Fremont County Joint School District

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Petition to Change District Boundaries

Dear Trustees,

We, the undersigned, do respectfully petition that the following described real property be excised from Fremont School District 215 and be annexed into Sugar-Salem District 322, to wit:

LAND LOCATED IN THE NORTHEAST $\frac{1}{4}$ SECTION 2, TOWNSHIP 6 NORTH RANGE 40 EAST.

LAND LOCATED IN NORTH $\frac{1}{2}$ SECTION 1, TOWNSHIP 6 NORTH RANGE 40 EAST.

LAND LOCATED IN SOUTHEAST $\frac{1}{4}$ SECTION 1, TOWNSHIP 6 NORTH RANGE 40 EAST.

LAND LOCATED IN ALL OF SECTION 6, TOWNSHIP 6 NORTH RANGE 41 EAST.

LAND LOCATED IN ALL OF SECTION 5, TOWNSHIP 6 NORTH RANGE 41 EAST.

LAND LOCATED IN WEST $\frac{1}{2}$ SECTION 4, TOWNSHIP 6 NORTH RANGE 41 EAST.

A PORTION OF LAND LOCATED SOUTH OF MAIN ST/HWY 33 THE SOUTHEAST OF THE SOUTHEAST $\frac{1}{4}$, SECTION 36, TOWNSHIP 7 NORTH RANGE 40 EAST.

A PORTION OF LAND LOCATED SOUTH OF MAIN ST/HWY 33, GOVERNMENT LOT 4, SOUTHEAST $\frac{1}{4}$ OF THE SOUTHWEST $\frac{1}{4}$, SOUTHWEST $\frac{1}{4}$ OF THE SOUTHEAST $\frac{1}{4}$, SOUTHEAST $\frac{1}{4}$ SOUTHEAST $\frac{1}{4}$ SECTION 31, 7 NORTH RANGE 41 EAST.

A PORTION OF LAND LOCATED SOUTH OF MAIN ST/HWY 33 THE SOUTHWEST $\frac{1}{4}$ OF THE SOUTHWEST $\frac{1}{4}$ SECTION 32, TOWNSHIP 7 RANGE 41 EAST.

The maps showing the boundaries of both districts as they presently appear and as they would appear should the excision and annexation be approved are attached as Exhibit A and B respectively.

Also included is an outline of reasons for making this request (Exhibit C).

The estimated number of school age children (K-12) residing in the area described in the petition and thereby directly affected by this decision is 70.

As patrons of Sugar-Salem School District 322 we will assume our proportionate share of any bonded debt and also the interest thereon.

As outlined in the letter attached as Exhibit C, there are numerous reasons for submitting this petition. However the overwhelming reason that we make this request is that we believe this change is in the best interest of the children and families involved.

Exhibit C

Reasons for submitting this Petition

This letter is written in support of a Petition to Change District Boundaries. Pursuant to Chapter 308 of Section 33 of the Idaho code, the attached petitioners request a School District Boundary change be made in order for the parcels of land identified in the petition be excised from the Fremont School District 215 and annexed to the Sugar-Salem School District 322.

In making this request we have not considered the relative strengths and qualities of the two districts; we simply consider ourselves to be a part of Sugar-Salem School District 322-community. We also believe that this change will be in the best interest of the school age children currently affected, as well as any future children, and we believe the impact to both districts will be minimal. The following outlines our reasoning for this request:

1. **In the midst of a 322 Community.** All land to the West, South and East of the proposed boundary change is District 322.
2. **Majority of students currently attend District 322.** Approximately 70 school age children (K-12) reside in the area described in the petition. With 52 school age children currently attending District 322 and 20 school age children attending District 215. Of the 20 school age children attending District 215, 3 are from the same family and want to attend District 322 but have been denied admittance due to current IEP status or lack of space for their non-district status while their siblings have been accepted to District 322, thus separating siblings.
3. **Distance.** The distance from the corner of 3000 N and 5000 E to the Sugar-Salem High School is 3.1 miles. The distance from the same location to the Fremont High School is 12 miles.
4. **Annual Petition.** Although we consider ourselves to be a part of the School District 322 community, we must annually petition District 322 Board of Trustees each year to assure that our children will be allowed to attend District 322 for the following school year. While we appreciate the district's willingness to grant our yearly requests, granting this request for a change in district boundaries would eliminate this annual task and the possibility of denial. Removing this constant "uncertainty" would definitely be in the best interest of the children.
5. **Safety of the children.** The current transportation rules prohibit buses from District 322 to stop in District 215 boundaries to pick up and drop off students. The majority of the students are currently walking or being driven to one of the designated pick up sites. Over half of the year it is still dark and below freezing in the mornings.
6. **Minimal effect to tax base.** As most of the students living within the proposed boundary change attend school in District 322, there will be a minimal effect for the reduction of students on District 215. We do recognize that District 215 will lose tax base on the homes and agricultural land, but given the massive size of District 215's tax base verses the relatively modest tax base of District 322, we think an insignificant change in tax base should not be a deciding factor to the

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

request. The following data shows the relative size comparisons of the two Districts' tax bases.

	2015-2016 Tax Base:	2016-2017 Tax Base:	Increase
<u>Dist. 215</u>	\$1,561,135,989	\$1,570,950,033	\$ 9,814,044
<u>Dist. 322</u>	\$257,439,953	\$ 266,734,153	\$ 9,294,200

(Data obtained from Idaho Department of Education Website, "Tax levies for school purposes")

As Petitioners, we trust that the Board of Trustees of both Districts will recognize that with so many children already attending District 322, we strongly perceive ourselves as being a part of the District 322 community. We look forward to being "full patrons" of District 322 and we trust that both Districts will focus on what is best for the students and the families involved.

We respectfully request that the School Boards of District 215 and District 322 and the Idaho State Board of Education favorably consider our request to be excised from District 215 and be annexed to District 322.

Respectfully,

The Petitioners as signed on the preceding petition.

Proposed Sugar Salem District Boundary Change Petition

pg 1

Name	Address	Phone	Signature	
Jill Hansen	240 E. 50 S.	709-6558	Jill Hansen	2
Paula Wescott	116 E. Main	351-4924	Paula Wescott	
Matt Hansen	240 E 50 S	709-6559	Matt Hansen	
Kameron Dayley	230 E 50 S	208-319-2055	Kameron Dayley	1
Cindy Beck	236 E 50 S	208-360-4412	Cindy Beck	
David Beck	236 E 50 S	208-317-2046	David Beck	
RON OVERSON	217 E. 50 S.	208-705-7899	Ron Overson	3
Nancy Pruitt	50 S. 3rd E	208-313-4320	Nancy Pruitt	
David Thompson	225 E. 1 S	208-206-4862	David Thompson	
Jayla Thompson	225 E. 1 S	208-313-3435	Jayla Thompson	
Jessi Hobbs	224 E. 1st S	208-851-0073	Jessi Hobbs	1+2
Susan Tuttle	25th E 1st S	208-419-2285	Susan Tuttle	4
Cynthia Swanson	260 E. 1st S.	208-351-7846	Cynthia Swanson	
Crystal Bruce	120 E. 1st S.	208-511-263-1183	Crystal D. Bruce	
David Kopp	49 S 2nd E	208-300-6075	David Kopp	
Katie Thompson	49 S 2nd E	208-300-6075	Katie Thompson	
Rene Elliott	46 S. 2nd E	208-503-9116	Rene Elliott	
William Small	123 E. 1st S.	208-351-1489	William Small	
Mary Burrell	123 E 1st S.	208-313-0915	Mary Burrell	
SARAH WALKER	115 E 1st S	208-881-1314	SARAH WALKER	
Dexter Walker	115 east 1st south	801-390-2573	Dexter Walker	
Annette Olsen	110 E 1st South	302-468-4246	Annette Olsen	

Proposed Sugar Salem District Boundary Change Petition

Name	Address	Phone	Signature	
Al Siddoway	P.O. Box 316	313-3287	Al Siddoway	
Lisa Siddoway	42 nd S. 13 th E	"	Lisa Siddoway	
Lee Schwendiman	^{50th Center} P.O. Box 185	313-9307	Lee Schwendiman	
Angie Schwendiman	^{50th Center} P.O. Box 185	709-7184	Angie Schwendiman	(4)
Robert Kitchell	P.O. Box 337	(360) 595-1214	Robert Kitchell	+1
Jud Squires	45 W. Main	208-200-3670	Jud Squires	
Maurice Stewart	^{Teton} 107 W. Main	458-4310	Maurice Stewart	
Rick Mower	^{Teton} 16 South 1st West	821-2331	Rick Mower	
Jared Hekenson	10 S 3 W	801-915-0099	Jared Hekenson	(1)+2
Monica Hokanson	10 S 3W	208-650-9092	Monica Hokanson	
Phil Sothern	19 th 3 W	339 4592	Phil Sothern	
Opie Sothern	19 th 3 W	339 4592	Opie Sothern	
Phil Sothern	^{50th 1st East} P.O. Box 349	396 5679	Phil Sothern	
John Hirsch	^{50th 1st East} P.O. Box 349	390-4280	John Hirsch	(1)
JOHN GARDNER	^{130th E 13th S.} P.O. Box 87	313-2856	John Gardner	
Keegan Gardner	^{130th E 13th S.} P.O. Box 87	680-2116	Keegan Gardner	
Anna Hannon	^{41st S. Center} P.O. Box 115	208-220-8767	Anna Hannon	(1)
Chad Hannon	^{41st S. Center} P.O. Box 115	208-351-2068	Chad Hannon	
Karen Parker	^{240th E Hwy 33} P.O. Box 6	209-458-4482	Karen Parker	
Ed Gardner	^{B395 1st E} Box 163	208-458-4122	Ed Gardner	
Roggy Jones	29 S Center	208-221-4369	Roggy Jones	
Norma Valdez	121 S Center #3	208-821-1781	Noel, Tatiana Salinas	(2)

Proposed Sugar Salem District Boundary Change Petition

Name	Address	Phone	Signature
Bernice Smith	25 S. 1 st W	435-764-0493	Bernice Smith
Kim Copley	120W 1 st S	208.201.6578	Kim Copley ③
Katie Summers	47 S. 2nd W.	706-0089	Katie Summers
TYLER SUMMERS	47 S 2 W	346-0987	Tyler Summers
Katrena Orme	225 W 1 st S.	208-351-4107	Katrena Orme
Reed Miller	220 W 1 st S.	208-201-0969	Reed Miller ②
JOE LAW	75 S. 3rd W.	208-206-4142	Joe Law
Sherstin Law	75 S. 3 rd W.	208-458-4784	Sherstin Law
TERRY THOMSON	21 SOUTH 3RD W	208-390-4770	Terry Thomson
John Rosborough	50 th 3RD W	208-458-4116	John Rosborough
Douglas Rosborough	50 S 3 rd W.	208-921-0861	Douglas Rosborough
Terra Botocourt	1625 3 rd W	208-351-8768	Terra Botocourt
Marion Roberts	704 5 th AVE	208 458-4258	Marion Roberts
Brandon Miller	305 W 1 st S	208-243-7594	Brandon Miller
Angie Wood	317 W. Main	208 351-2760	Angie Wood
Linda Voss	207 W - m	208 458-4113	Linda Voss
MAX CooL	205 W. m	208 351-4651	Max CooL
Sarah Mace	49 S. Center	208-419-9167	Sarah Mace
Brooke Mace	419 S Center	208-419-9241	Brooke Mace ③
Patricia Valon	3965 N 5000 E	208-313-4281	Patricia Valon
Patricia Valon	55 4 th W	208 351-5825	Patricia Valon

Kathryn Meabey 208-709-8958

Proposed Sugar Salem District Boundary Change Petition

Name Address Phone Signature

TODD SIDDOWAY DEANNA SIDDOWAY	Parcel # RP06N41E062413		
LAMOYNE PARKER	Parcel # RP06N41E062408; RP06N41E066603; RP06N41E066909		
Floyd Gardner	RP06N41E0610657		
PHYLLIS D BOND	Parcel # RP06N41E053290 & RP06N41E053601		
DALLAS LEAVITT AND VEDA FAMILY TRUST	Parcel # RP06N41E053889		
WARD & SONS FAMILY LTD PRT	Parcel # RP06N41E063030; RP06N41E064820		
REES FARMS, LLC	Parcel #RP06N41E060601		
KELLY BAKER	Parcel # RP06N41E061201; RP06N41E0610008	390-41161	Kelly Baker
	4735 E Hwy 33 Sub 2nd		Kelly Baker
GEORGE BRIGGS SANDRA BRIGGS	Parcel # RP06N41E060005	George n Briggs Sandra & Briggs	758-4914
MELVIN HARRIS	Parcel # RP06N41E061801		
Ray & Darla Crain	Parcel # RP06N41E052410		
Kent Butikofer	Parcel #RP06N41E055759		
Crawley Farms, LLC	Parcel # RP06N41E054801; RP06N41E067202		
DENTON R FARMS SIDDOWAY, LMT	Parcel # RP06N41E056601; RP06N41E050002	458-4001	Steph Siddoway Relica Siddoway

TAB 5 Page 42

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

Nola Jensen 3226 N 5000 E 359-9092 Nola Jensen
Marguerite 3456 N. 5000 E. 313-3714 Mary Ward
Wade W. Ward 3456 N. 5000 E. 313-3710 Wade W. Ward
Christy Fyfe 3911 N 1000 E 317-8726 Christy Fyfe
Jeremy Fyfe 3911 N 1000 E 317-8726 Jeremy Fyfe
Melsie Siddoway 3805 N 7000 E 390-3283 Melsie Siddoway
Thomas Siddoway 3805 N 7000 E 390-3299 Thomas Siddoway
Utilio Hernandez 3985 N-6000 E 458-0011 Utilio Hernandez

Proposed Sugar Salem District Boundary Change Petition

Name	Address	Phone	Signature
Christine Valdez	125 W main st	208-351-4049	Christine Valdez
IGNACIO VALDEZ	125 W main st	208-240-1767	IGNACIO VALDEZ
Guadalupe Valdez	121 S center		Guadalupe Valdez
Zach Treasure	714 3rd E	208-261-2471	Zach Treasure
Dani Andrews	245 E 1st S.	208-351-6136	Dani Andrews
Cameron Andrews	245 E. 1st S	208-351-2485	Cameron Andrews
Harold Comer	4457 W Hwy 33	918-390-9616	Harold Comer
SDE			TAB 5 Page 43

Current Boundary

Exhibit A

TAB 5 Page 44



STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017



Exhibit B
TAB 5 Page 45
Proposed Boundary

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Page 1 of 1

SUGAR SALEM SCHOOL DISTRICT #322 POLICY

TITLE: Non-Resident Enrollment

NUMBER: 3053B
NEW: January 1995
REVISED: April 2017

The Sugar-Salem Board of Trustees wants to allow students to attend in this district if the students, parents, or guardians determine this is in the student's best interest. And it is their responsibility to ensure that the district's educational program is delivered to resident students without compromise before accepting non-resident students.

Non-resident students will be permitted to enroll in Sugar-Salem schools after completing the District's yearly application and meeting all admission requirements. Furthermore, non-resident students will be accepted only if their admission would not create or enlarge an existing hardship to the district or its students and staff. The fact that a student is admitted one year does not guarantee he or she will be admitted in following years.

Parents/Guardians of non-resident enrollee applicants will be notified within sixty days of acceptance or rejection of their application. All rejected applications will be afforded reasons for denial.

Reasons for rejection of an application will not include previous academic achievement, athletic or other extra-curricular ability, disabling conditions, or proficiency in the English language.

Qualifying factors for admission of non-resident students:

The maximum number of students who may enroll in the district's facilities without causing hardship on the district, its teachers, students, and administrative staff is as follows:

Admission of non-resident students in excess of the following student/teacher ratio would work as a hardship on the district, its teachers, staff, students, and educational programs and will not be allowed.

PK	by invitation only
Kin	20:1
1 st	22:1
2 nd	24:1
3 rd	26:1
4-6	28:1
7-8	30:1
9-12	30:1

As the district IEP/Special Education program is full no students, who are on, or may be required to be on, an Individualized Education Program will be admitted.

English as a Second Language 50:1 (Includes LEP, LEP X1 and LEP X2)

Non-resident students who are presently, or have ever been, suspended or expelled in their home district may be denied attendance.

Non-resident students who have ever been suspended or expelled must describe the circumstances, dates, and duration in their application. The information will be reviewed by the superintendent, principal, and special services director (as needed) to determine whether the non-resident student will be admitted.

Students with histories of discipline infractions or a history of poor attendance may be denied attendance.

Students, or their parents, or guardians who disrupt, in any way, the educational process of the school district may be denied attendance.

Siblings, of non-resident attendees, who apply to attend in Sugar-Salem School District, will be given priority over non-resident applicants with no siblings already in the district.

Non-resident applicants will be required to adhere to all district policies.

Those who provide untruthful or inadequate information may be denied attendance immediately upon receipt of such information.

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

Year	School District (1)	Market Value (2)	Market Value Including Urban Renewal Increment Value (3)	M & O / Budget Stabilization (4)	Supplemental M & O (5)	Emergency (6)	Tort (7)	COSA (c) Tuition (f) Judgement (i)	School District Subtotal (9)	Bond (10)	Plant Facility (11)	School District Total (12)
FY 2017	322 Sugar-Salem Joint	\$266,734,153	\$286,660,128		0.001569803		0.000033322	0.000040122	0.001603125	0.002441916		0.004045041
FY 2016	322 Sugar-Salem Joint	\$267,439,953			0.001747980		0.000024083	0.000040122	0.001812185	0.003301741		0.005113926
FY 2015	322 Sugar-Salem Joint	\$253,126,870					0.000014910		0.000014910	0.003950588		0.003965498
FY 2014	322 Sugar-Salem Joint	\$250,601,547				0.0000199520	0.000039098	0.000016698	0.000254316	0.003192319		0.003446635
FY 2013	322 Sugar-Salem Joint	\$248,135,781				0.000599930	0.000035795		0.000635725	0.003425544		0.004081289
FY 2012	322 Sugar-Salem Joint	\$245,210,594			0.000465722	0.000059655	0.000029893		0.000555270	0.001427345		0.001982815
FY 2011	322 Sugar-Salem Joint	\$246,311,588			0.001826954		0.000023085		0.001850039	0.001644259		0.003494298
FY 2010	322 Sugar-Salem Joint	\$247,702,903				0.000403709	0.000018385		0.000422084	0.001635023		0.002057117
FY 2009	322 Sugar-Salem Joint	\$220,378,333				0.000600000	0.000010078		0.000610078	0.001769684		0.002379762
FY 2008	322 Sugar-Salem Joint	\$192,335,627				0.000599988		0.000002470	0.000602468	0.002443645		0.003046113
FY 2007	322 Sugar-Salem Joint	\$169,405,649						0.000002727	0.000002727		0.001162140	0.001162140
FY 2006	322 Sugar-Salem Joint	\$174,375,356		0.002528194			0.000168465	0.000036284	0.002728948		0.001291610	0.004020556
FY 2005	322 Sugar-Salem Joint	\$163,421,853		0.002682314			0.000172180		0.002864454		0.001754049	0.004618543
FY 2004	322 Sugar-Salem Joint	\$155,061,656		0.002504520			0.000176182		0.002680702	0.002920064		0.00560766
FY 2003	322 Sugar-Salem Joint	\$144,967,283		0.003031346			0.000182959		0.003214305	0.003404575		0.006818880
FY 2002	322 Sugar-Salem Joint	\$151,749,200		0.002288460			0.000169588		0.002458148	0.003122705		0.005580853
FY 2001	322 Sugar-Salem Joint	\$148,316,727		0.003090332			0.000168558		0.003258890	0.003209348		0.00648238
FY 2000	322 Sugar-Salem Joint	\$141,381,578		0.002964630			0.000176826		0.003141456	0.003112145		0.006253601
FY 1999	322 Sugar-Salem Joint	\$138,117,217		0.003023166			0.000183665		0.003206831	0.003159042		0.006385673

STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017

Year	School District (1)	Market Value (2)	Market Value Including Urban Renewal Increment Value (3)	M & O / Budget Stabilization (4)	Supplemental M & O (5)	Emergency (6)	Tort (7)	COSA (c) Tuition (i) Judgment (f) (8)	Band (10)	Plant Facility (11)	School District Total (12)
FY 2017	215 Fremont	1,570,950,033	1,573,720,717		0.000953155		0.000013151		0.001336239	0.000096908	0.002399453
FY 2016	215 Fremont	1,561,135,989	1,563,399,203		0.000959448		0.000012337		0.001345065	0.000098416	0.002415166
FY 2015	215 Fremont	1,547,941,109	1,550,077,840		0.000967693		0.0000011365	0.000015494	0.001421242	0.00009798	0.002513774
FY 2014	215 Fremont	1,550,069,680	1,552,341,421		0.000966282		0.000027501	0.000004407	0.001419291	0.000097207	0.002514688
FY 2013	215 Fremont	1,510,397,526	1,512,728,376				0.000031435		0.001456571	0.000099744	0.001587750
FY 2012	215 Fremont	1,527,755,911	1,530,025,988		0.001176451		0.000030506		0.001427319	0.000099052	0.002733328
FY 2011	215 Fremont	1,507,262,835	1,509,532,955		0.001192422		0.000030834		0.001445979	0.000101146	0.002770381
FY 2010	215 Fremont	1,529,865,831					0.000030818		0.001380663	0.000097363	0.001508844
FY 2009	215 Fremont	1,445,321,863					0.000031767		0.001413786	0.000103447	0.001547000
FY 2008	215 Fremont	1,185,957,027					0.000036800	0.000002498	0.001357553	0.000123713	0.001520564
FY 2007	215 Fremont	1,003,757,605					0.000010306	0.000011169	0.001597145	0.00014806	0.001755511
FY 2006	215 Fremont	908,388,388		0.002877079			0.000052578		0.001708458	0.000165258	0.004814542
FY 2005	215 Fremont	882,443,753		0.003160799			0.000052547	0.0000873	0.001618234	0.000113322	0.005032202
FY 2004	215 Fremont	841,516,985		0.003155516			0.000055103		0.001670447	0.000118833	0.004998989
FY 2003	215 Fremont	806,612,162		0.002978095			0.000055814		0.000867827	0.001026829	0.004928565
FY 2002	215 Fremont	754,384,473		0.002842065			0.00005794		0.000994188	0.001097919	0.004992112
FY 2001	215 Fremont	754,282,347		0.002858659			0.00005626		0.001325763		0.004240682
FY 2000	215 Fremont	682,074,692		0.002935456			0.000060403		0.001026281		0.004022140
FY 1999	215 Fremont	635,618,748		0.002961483			0.00006293		0.001101289		0.004125702

Bond/Levy Information

\$5.5 million Bond from 2012

Payment Due:	Payment Amount:	Interest Amount:	Total Due:
8/31/2017	\$1,115,000		\$1,115,000
2/15/2018		\$11,150	\$11,150
			<u>\$1,126,150</u>

Amounts we are Levying the Taxpayers for in 2017-18 School Year:

Tort Levy (for Liability Insurance Premiums)	
2012 Bond (see above)	\$10,000
2017 Supplemental	<u>\$200,000</u>
Total to Levy	\$210,000

2016-17 School Year:

Tort Levy (for Liability Insurance Premiums)	\$8,888
2012 Bond (see above)	\$700,000
2015 Supplemental Levy	<u>\$450,000</u>
Total we levied for	\$1,158,888
Market Value	\$266,734,153
Levy Rate	0.00434473

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Professional Standards Commission – Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1208, 33-1251, 33-1252, 33-1253, 33-1254, and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

Professional Standards Commission

The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the State legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The PSC consists of 18 constituency members appointed or reappointed for terms of three years:

- Secondary or Elementary Classroom Teacher (5)
- Exceptional Child Teacher (1)
- School Counselor (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

The PSC publishes an annual report following the conclusion of each fiscal year to advise the State Board of Education regarding the accomplishments of the commission.

IMPACT

This report advises the State Board of Education regarding the accomplishments of the Professional Standards Commission at the conclusion of each fiscal year.

ATTACHMENTS

Attachment 1 – PSC 2016-2017 Annual Report Presentation
Attachment 2 – PSC 2016-2017 Annual Report

Page 5
Page 13

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

STAFF COMMENTS AND RECOMMENDATIONS

The Professional Standards Commission is established through Section 33-1252, Idaho Code. The commission is made up of 18 members appointed by the State Board of Education. Membership is made up of individuals representing the teaching profession in Idaho, including a staff person from the Department of Education and the Division of Career Technical Education. No less than seven members must be certificated classroom teachers, of which at least one must be a teacher of exceptional children and one must serve in pupil personnel services. In addition to making recommendations regarding professional codes and standards of ethics to the State Board of Education, the Commission investigates complaints regarding the violation of such standards and makes recommendations to the Board in areas of educator certification and educator preparation standards.

The Professional Standards Commission report includes the number of requests that were received for Alternative Authorization for Interim Certificates as well as the number of individuals completing Board approved non-traditional preparation programs. Idaho Administrative Code includes three Alternate Routes to Certification; the Alternative Authorization – Content Specialist; Alternative Authorization – Teacher to New; and the Non-Traditional Route to Teacher Certification. Individuals on any of the Alternate Routes receive an up to three-year non-renewable interim certificate. The Alternative Authorization – Content Specialist is an expedited route to certification for individuals who are uniquely qualified in a subject area but have not taken a traditional route to teaching. Examples of these include individuals that may have industry experience in a content area like science than then choose to become a science teacher. Prior to 2016, the Alternative Authorization – Teacher to New Certificate included individuals with a teaching certificate, either Elementary or Secondary or other non-instructional certificate. In 2016 when the instructional certificates were combined this alternative route was bifurcated. The Alternative Authorization – Teacher to New is only available to individuals with an existing certificate using the route to obtain an additional certificate. An example would be an individual with a Standard Instructional Certificate using the route to earn an Administrator Certificate or vice versa. Alternative routes for certificated staff seeking additional endorsements are now found in IDAPA 08.02.02.021. Endorsements, and are titled Alternative Authorization to Endorsement. The numbers below aggregate both the Teacher to New Certificate and the Alternative Authorization to Endorsement. Due to the current reporting structure the numbers cannot be disaggregated at this time, anecdotally it has been reported that the majority of these alternative authorizations are certified instructional staff seeking additional endorsements.

There are currently two non-traditional preparation programs approved by the Board, American Board for Certification of Teacher Excellence (ABCTE) and Teach for America (TFA).

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

BOARD ACTION

I move to accept the Professional Standards Commission 2016-2017 Annual Report as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

Professional Standards Commission

Annual Report 2016-2017

Lisa Colón Durham
Chief Certification Officer and
Administrator of the PSC



PSC Overview

- ▶ The PSC consists of 18 constituency members that are nominated by respective stakeholders, appointed or reappointed by the State Board of Education for terms of three years:
 - Secondary or Elementary Classroom Teacher (5)
 - Exceptional Child Teacher (1)
 - School Counselor (1)
 - Elementary School Principal (1)
 - Secondary School Principal (1)
 - Special Education Director (1)
 - School Superintendent (1)
 - School Board Member (1)
 - Public Higher Education Faculty Member (2)
 - Private Higher Education Faculty Member (1)
 - Public Higher Education Letters and Sciences Faculty Member (1)
 - State Career & Technical Education Staff Member (1)
 - State Department of Education Staff Member (1)



PSC Overview

- ▶ The PSC has five standing committees that have specific duties:
 - Authorizations Committee
 - Budget Committee
 - Executive Committee
 - Professional Development Committee
 - Standards Committee



PSC Annual Report

- ▶ Alternative Authorizations
- ▶ Executive Committee
- ▶ Standards Committee



Professional Standards Commission

» Annual Report – Alternative
Authorizations



PSC Alternative Authorizations

- ▶ Emergency Provisional Certificates
- ▶ Authorization Types
 - Teacher to New Certificate/Endorsement
 - Content Specialist
 - Pupil Personnel Services
 - Non-Traditional Route – ABCTE
 - Non-Traditional Route – TFA



PSC Alternative Authorizations

- ▶ There were 19,117 total certificated educators employed statewide during the 2016-2017 school year.
- ▶ The percentage of educators working with an alternative authorization was 4.87%

Authorization Type	2014-2015 Number of Authorizations	2015-2016 Number of Authorizations	2016-2017 Number of Authorizations
Emergency Provisional Certificates	149	-	29
Teacher to New Certification/Endorsement	230	230	253
Content Specialist	56	348	403
Pupil Personnel Services	3	6	11
Non-Traditional Route - ABCTE	103	162	223
Non-Traditional Route – TFA	-	11	12
TOTAL	541	757	931

Professional Standards Commission

» Annual Report – Executive
Committee



PSC Executive Committee

- ▶ During 2016-2017, the PSC received 67 written complaints of alleged educator ethical misconduct, out of which 32 cases were opened.
- ▶ There were 49 cases closed during 2016-2017.
 - 28 cases – probable cause found with disciplinary action taken
 - 21 cases - no probable cause found
 - 9 of the 49 cases were for educators employed as an administrator
- ▶ PSC staff conducted one (1) certification denial hearing and nine (9) educator ethical misconduct hearings during 2016-2017.



PSC Executive Committee

Summary of Closed Cases for Probable Cause Determination by Category of Ethics Violation

Category of Ethics Violation	2014-2015 Number of Cases Closed	2015-2016 Number of Cases Closed	2016-2017 Number of Cases Closed
Application Discrepancy	4	16	2
Breach of Contract	3	3	3
Felony (Other)	0	0	0
Felony (Violent)	0	0	0
Inappropriate Conduct	0	2	2
Inappropriate Conduct with Student	7	8	8
Miscellaneous	9	4	3
Misdemeanor	0	0	1
Sexual Misconduct Not with a Student	0	0	1
Sexual Misconduct with a Student	1	1	2
Substance Abuse	2	4	4
Theft-Fraud	1	1	2

PSC Executive Committee

Summary of Closed Cases for Probable Cause Determination by Type of Disciplinary Action

Type of Disciplinary Action	2014-2015 Number of Cases Closed	2015-2016 Number of Cases Closed	2016-2017 Number of Cases Closed
Conditioned Certificate	1	0	1
Letter of Reprimand	8	24	8
Revocation	11	5	7
Revocation (Permanent)	2	0	2
Suspension	5	8	9
Voluntary Surrender	0	2	1



Professional Standards Commission

» Annual Report – Standards
Committee



PSC Standards Committee

- ▶ Reviews 20% of the educator preparation standards and endorsement each year. The following were reviewed during 2016-2017.
 - Idaho Core Teacher Standards
 - Administrator
 - Audiology
 - Bilingual and English as a New Language
 - Career Technical Education
 - Speech-Language Pathologist
 - World Languages



PSC Standards Committee

- ▶ Completes educator preparation program reviews. The following program reviews were completed during 2016-2017.
 - Boise State University
 - University of Idaho – Focused Visit
- ▶ Completes educator preparation new program proposal desk reviews. The following new programs for certification were reviewed and approved by the State Board of Education during 2016-2017
 - Boise State University – Health
 - Lewis-Clark State College – Communication, Psychology
 - University of Idaho – Literacy, Family and Consumer Sciences





PROFESSIONAL STANDARDS COMMISSION

ANNUAL REPORT

2016-2017



TABLE OF CONTENTS

Introduction	3
Internal Operation of the Commission	6
Alternative Authorizations	7
Requests for Emergency Provisional Certificate	8
Requests for Teacher to New Certification/Endorsement Authorizations	9
Requests for Content Specialist Authorizations	11
Requests for Pupil Personnel Services Authorizations	12
Requests for Non-Traditional Authorizations (ABCTE and TFA)	13
Executive Committee Activities.....	14
Standards Committee Activities.....	17
Educator Preparation Standards Reviews	17
Educator Preparation Program Reviews	18
Educator Preparation New Program Proposal Reviews.....	20
Professional Standards Commission Meeting Summary	22
Appendix - Fiscal Year 2017 Budget Expenditures.....	24

INTRODUCTION

The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the state legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The Commission consists of 18 constituency members appointed or reappointed for terms of three years:

- Secondary or Elementary Classroom Teacher (5)
- Exceptional Child Teacher (1)
- School Counselor (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

For further detail regarding the establishment and membership of the Professional Standards Commission, see Idaho Code §33-1252.

PSC Vision

The PSC will continue to provide leadership for professional standards and accountability in Idaho's schools. We will handle that responsibility with respect and in a timely fashion. We will nurture positive relationships and collaborative efforts with a wide range of stakeholders. We will be a dynamic force and a powerful voice advocating on behalf of Idaho's children.

PSC Mission

The PSC makes recommendations to the State Board of Education and renders decisions that provide Idaho with competent, qualified, ethical educators dedicated to rigorous standards, pre-K-12 student achievement, and improved professional practice.

Statutory Responsibilities of the Professional Standards Commission

1. "The commission shall have authority to adopt recognized professional codes and standards of ethics, conduct and professional practices which shall be applicable to teachers in the public schools of the state, and submit the same to the state board of education for its consideration and approval. Upon their approval by the state board of education, the professional codes and standards shall be published by the board."

Idaho Code §33-1254

2. "The professional standards commission may conduct investigations on any signed allegation of unethical conduct of any teacher brought by:
 - a. An individual with a substantial interest in the matter, except a student in an Idaho public school; or
 - b. A local board of trustees."

Idaho Code §33-1209

3. "The commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state."

Idaho Code §33-1258

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Professional Standards Commission Membership

During the 2016-2017 academic year, the PSC met five times: September, November, January, March, and June. The following individuals served as members of the PSC:

Name	Agency	Member Representation
Clara Allred	Twin Falls	Special Education Administrator
Margaret Chipman	Weiser SD #431	School Board Member
Steve Copmann	Cassia County Joint SD #151	Secondary School Principal
Kathy Davis	St. Maries Joint SD #41	Secondary Classroom Teacher
Kristi Enger	Idaho Career & Technical Education	Career & Technical Education
Mark Gorton	Lakeland Joint SD #272	Secondary Classroom Teacher
Dr. Dana Johnson	Brigham Young University - Idaho	Private Higher Education
Pete Koehler	Idaho Department of Education	Department of Education
Marjean McConnell	Bonneville Joint SD #93	School Superintendent
Charlotte McKinney, Chair	Mountain View SD #244	Secondary Classroom Teacher
Dr. Mark Neill	Idaho State University	Public Higher Education
Dr. Taylor Raney	University of Idaho	Public Higher Education
Dr. Tony Roark	Boise State University	Public Higher Education – Letters and Sciences
Dr. Elisa Saffle	Bonneville Joint SD #93	Elementary School Principal
Donna Sulfridge, Vice Chair	Mountain Home SD #193	Elementary Classroom Teacher
Virginia Welton	Coeur d’Alene SD #271	Exceptional Child Teacher
Mike Wilkinson	Twin Falls SD #411	School Counselor
Kim Zeydel	West Ada SD #2	Secondary Classroom Teacher

Lisa Colón Durham served as administrator for the PSC from July 1, 2016, to June 30, 2017.

INTERNAL OPERATION OF THE COMMISSION

The PSC has five standing committees that have specific duties. Below is a summary of the main duties for each of the standing committees.

1. Authorizations Committee

- Reviews and makes recommendations to the PSC regarding:
 - Approval of alternative authorizations to teach, serve as an administrator, or provide pupil personnel services;
 - Policies and procedures for alternative authorizations;
 - The development and publishing of certification reports as needed.

2. Budget Committee

- Develops a yearly budget;
- Monitors and makes recommended revisions to the annual budget.

3. Executive Committee

- Reviews, maintains, and revises the Code of Ethics for Idaho Professional Educators as needed;
- Determines if there is probable cause to pursue discipline against a certificated educator for alleged unethical conduct.

4. Professional Development Committee

- Develops recommendations for the professional development of certified educators in the state of Idaho.

5. Standards Committee

- Develops recommendations for preservice educator standards for consideration by the State Board of Education;
- Develops and/or maintains standards and review processes for educator preparation programs including:
 - Annual review of approximately 20 percent of state educator preparation standards, certificates and endorsements;
 - Coordination of national recognition and national program accreditation (Council for the Accreditation of Educator Preparation or CAEP) along with state review to assure graduates of the program meet the state preparation standards;
- Develops and gives recommendations to the PSC for educator assessment(s) and qualifying scores;
- Develops and gives recommendations to the PSC for educator certificate and endorsement requirements for consideration by the State Board of Education.

ALTERNATIVE AUTHORIZATIONS

Local school districts, including charter schools or other educational agencies, may request approval of an alternative authorization for an individual to fill a certificated position when he/she does not presently hold an appropriate Idaho educator certificate/endorsement. The alternative authorization request shall be made only after a reasonable effort has been made by the district to find a competent, certificated individual to fill the position. The individual must have a plan that leads to certification in the assigned area.

For further detail regarding alternative authorizations, see [Alternative Authorizations website](#).

Authorization Type	Number of Authorizations
Emergency Provisional Certificate	29
Teacher to New Certification/Endorsement	253
Content Specialist	403
Pupil Personnel Services	11
Non-Traditional Route - ABCTE	223
Non-Traditional Route – TFA	12
TOTAL	931

There were 19,117 total certificated educators employed statewide during the 2016-2017 school year. The percentage of educators working with an alternative authorization was 4.87 percent.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

REQUESTS FOR EMERGENCY PROVISIONAL CERTIFICATE

The purpose of the Emergency Provisional Certificate is to allow an Idaho school district/charter to hire a candidate for one year who does not hold a valid Idaho credential to serve in an assignment that requires certification/endorsement in an emergency situation. The district must declare an emergency and the candidate must have at least two years of college training. There were 29 Emergency Provisional Certificates with 37 total endorsements issued during the 2016-2017 school year as follows:

Number Issued	Endorsement
9	All Subjects K/8
1	American Government/Political Science 6/12
1	Basic Mathematics 6/12
1	Communication 6/12
1	Counselor K/12
1	Drama 6/12
1	Economics 6/12
1	Engineering 6/12
1	English 6/12
4	Health 6/12
3	Mathematics 6/12
1	Mathematics 6/9
1	Music 6/12
3	Physical Education 6/12
1	Physical Education K/12
1	Physical Science 6/12
1	Principles of Engineering (CTE)
1	Social Studies 6/12
2	Speech Language Pathologist
2	Technology Education 6/12

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

**REQUESTS FOR TEACHER TO NEW CERTIFICATION/ENDORSEMENT
AUTHORIZATIONS**

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who holds a valid Idaho credential to serve in an assignment for which the candidate does not hold the appropriate certificate/endorsement. The district must show that the candidate is uniquely qualified to serve in the assignment while the candidate works toward obtaining the applicable certificate/endorsement. There were 253 Teacher to New Certification authorizations with 263 total endorsements issued during the 2016-2017 school year as follows:

Number Issued	Endorsement
13	All Subjects K/8
8	American Government/Political Science 6/12
1	American Sign Language K/12
3	Art K/12
3	Basic Mathematics 6/12
5	Biological Science 6/12
2	Business Technology Education 6/12
3	Chemistry 6/12
1	Communication 6/12
5	Counselor K/12
1	Deaf/Hard of Hearing K/12
5	Director of Special Education
3	Drama 6/12
10	Early Childhood Special Education Pre-K/3
11	Earth Science 6/12
1	Earth Science 6/9
10	Economics 6/12
7	English 6/12
3	English as a New Language K/12
42	Exceptional Child Generalist K/12
2	Family and Consumer Sciences 6/12
1	Geography 6/12
2	Gifted and Talented K/12
9	Health 6/12
1	Health 6/9
3	Health K/12
4	History 6/12
1	Industrial Maintenance Mech (CTE)
1	Literacy K/12
1	Marketing Technology Education 6/12
11	Mathematics 6/12
1	Mathematics 6/9

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Number Issued	Endorsement
1	Music K/12
8	Natural Science 6/12
8	Physical Education 6/12
2	Physical Education K/12
9	Physical Science 6/12
1	Physical Science 6/9
2	Physics 6/12
20	Principal Pre-K/12
1	Professional-Technical Administrator
1	Psychology 6/12
2	School Psychologist
1	Social Studies 6/12
1	Social Worker K/12
1	Sociology/Anthropology 6/12
6	Spanish 6/12
2	Spanish K/12
1	Sports Medicine/Athletic Train (CTE)
9	Superintendent
12	Teacher Librarian K/12
1	TV Production/Broadcasting 6/12 (CTE)

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

REQUESTS FOR CONTENT SPECIALIST AUTHORIZATIONS

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who does not hold a valid Idaho credential to serve in an assignment that requires certification/endorsement. The district must show that the candidate is uniquely qualified to serve in the assignment while the candidate works toward obtaining the applicable certificate/endorsement. There were 403 Content Specialist authorizations with 460 total endorsements issued during the 2016-2017 school year as follows:

Number Issued	Endorsement
1	Ag Power Machinery (CTE)
135	All Subjects K/8
2	American Government/Political Science 6/12
2	Art 6/12
4	Art K/12
1	Basic Mathematics 6/12
15	Biological Science 6/12
1	Bldg Trades Const 6/12 (CTE)
3	Business Technology Education 6/12
1	Chemistry 6/12
1	Communication 6/12
15	Counselor K/12
1	Drafting 6/12 (CTE)
2	Drama 6/12
6	Early Childhood Special Education Pre-K/3
5	Earth Science 6/12
2	Economics 6/12
32	English 6/12
2	English as a New Language K/12
96	Exceptional Child Generalist K/12
9	Family and Consumer Sciences 6/12
3	French 6/12
1	Gen Engineering 6/12 (CTE)
1	Geography 6/12
1	Geology 6/12
3	Health 6/12
11	History 6/12
1	Law Enforcement (CTE)
1	Literacy K/12
33	Mathematics 6/12
1	Music 6/12
12	Music K/12
19	Natural Science 6/12
2	Physical Education 6/12
4	Physical Education K/12

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Number Issued	Endorsement
1	Physical Science 6/12
3	Physics 6/12
10	School Psychologist
1	School Social Worker
2	Social Studies 6/12
1	Sociology 6/12
1	Sociology/Anthropology 6/12
8	Spanish 6/12
1	Spanish K/12
1	Speech Language Pathologist
1	Sports Medicine/Athl 6/12 (CTE)
1	Work-Based Learning Coordinator

REQUESTS FOR PUPIL PERSONNEL SERVICES AUTHORIZATIONS

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who does not hold a valid Idaho credential to serve in an assignment that requires the Pupil Personnel Services Certificate. The authorization allows the candidate to serve in the assignment while working toward obtaining the Pupil Personnel Services Certificate and the applicable endorsement. There were 11 Pupil Personnel Services authorizations with 11 total endorsements issued during the 2016-2017 school year as follows:

Number Issued	Endorsement
5	School Counselor K/12
6	School Social Worker K/12

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

REQUESTS FOR NON-TRADITIONAL AUTHORIZATIONS (ABCTE AND TFA)

The purpose of the non-traditional programs is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. There are two State Board-approved, non-traditional programs:

- **American Board for Certification of Teacher Excellence (ABCTE)**
This is a computer-based route designed as an avenue to enter the teaching profession or to add additional certificates or endorsements to an already existing Idaho teaching credential. The candidate must first hold a bachelor's degree.
- **Teach For America (TFA)**
Teach for America is a program designed to enlist college graduates with a bachelor's degree to teach in low-income communities for two years.

There were 223 Non-Traditional – ABCTE authorizations with 283 total endorsements issued during the 2016-2017 school year as follows:

Number Issued	Endorsement
145	All Subjects K/8
17	Biological Science 6/12
1	Chemistry 6/12
26	English 6/12
55	Exceptional Child Generalist K/12
7	History 6/12
1	Literacy K/12
19	Mathematics 6/12
12	Natural Science 6/12

There were 12 Non-Traditional – TFA authorizations with 16 total endorsements issued during the 2016-2017 school year as follows:

Number Issued	Endorsement
2	Basic Mathematics 6/12
2	Biological Science 6/12
3	English 6/12
3	Exceptional Child Generalist K/12
1	Health 6/12
2	Mathematics 6/12
2	Natural Science 6/12
1	Physical Science 6/12

EXECUTIVE COMMITTEE ACTIVITIES

Under Idaho Code §33-1208 and §33-1209, the PSC has the responsibility for suspending, revoking, issuing letters of reprimand, or placing reasonable conditions on any certificate for educator misconduct. The administrator of the PSC, in conjunction with the deputy attorney general and PSC staff, conducts a review of the written allegation using established guidelines to determine whether to open an investigation or remand the issue to the school district to resolve locally. The Executive Committee considers the allegation(s) and all additional relevant information to determine whether probable cause exists to warrant the filing of an administrative complaint. If probable cause is determined, the Executive Committee recommends disciplinary action to be taken against a certificate. Once an administrative complaint is filed, a hearing may be requested.

During 2016-2017, the PSC received 67 written complaints of alleged educator ethical misconduct, of which thirty-two (32) cases were opened. Additionally, 49 cases were closed during 2016-2017. Nine (9) of the 49 closed cases involved educators who were employed as administrators. Furthermore, PSC staff conducted one (1) certification denial hearing and nine (9) educator ethical misconduct hearings. The data below represents the cases that were closed.

2016-2017 Closed Ethics Cases

Case Number	Category of Ethics Violation	Probable Cause Found	Disciplinary Action
21215	Inappropriate Conduct with Student	Yes	Revocation
21227	Miscellaneous	No	
21402	Sexual Misconduct NOT with a Student	Yes	Revocation (Permanent)
21403	Miscellaneous	No	
21416	Substance Abuse	Yes	Conditioned Certificate
21431	Inappropriate Conduct with Student	Yes	Revocation
21432	Breach of Contract	Yes	Letter of Reprimand
21435	Application Discrepancy	No	
21438	Application Discrepancy	No	
21444	Application Discrepancy	No	
21447	Inappropriate Conduct with Student	Yes	Suspension
21448	Application Discrepancy	Yes	Letter of Reprimand
21449	Application Discrepancy	No	
21503	Application Discrepancy	No	
21507	Substance Abuse	Yes	Suspension
21511	Application Discrepancy	No	
21512	Misdemeanor	Yes	Revocation
21518	Substance Abuse	Yes	Suspension

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Case Number	Category of Ethics Violation	Probable Cause Found	Disciplinary Action
21535	Inappropriate Conduct with Student	Yes	Revocation
21536	Application Discrepancy	No	
21538	Application Discrepancy	Yes	Suspension
21539	Sexual Misconduct with a Student	Yes	Revocation (Permanent)
21550	Inappropriate Conduct	Yes	Suspension
21554	Application Discrepancy	No	
21557	Breach of Contract	Yes	Letter of Reprimand
21559	Sexual Misconduct with a Student	Yes	Revocation
21561	Application Discrepancy	No	
21603	Inappropriate Conduct with Student	Yes	Revocation
21604	Application Discrepancy	No	
21605	Sexual Misconduct with a Student	No	
21607	Application Discrepancy	No	
21609	Application Discrepancy	No	
21610	Application Discrepancy	No	
21611	Inappropriate Conduct with Student	Yes	Revocation
21612	Inappropriate Conduct with Student	Yes	Suspension
21615	Inappropriate Conduct with Student	No	
21616	Breach of Contract	Yes	Letter of Reprimand
21618	Theft-Fraud	Yes	Suspension
21620	Miscellaneous	No	
21621	Inappropriate Conduct	Yes	Voluntary Surrender
21622	Miscellaneous	Yes	Letter of Reprimand
21623	Substance Abuse	Yes	Suspension
21624	Miscellaneous	No	
21625	Miscellaneous	Yes	Letter of Reprimand
21626	Inappropriate Conduct with Student	Yes	Suspension
21627	Miscellaneous	Yes	Conditioned Certificate
21628	Theft-Fraud	Yes	Letter of Reprimand
21630	Miscellaneous	No	
21705	Miscellaneous	No	

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

2016-2017 Aggregate Data of Closed Ethics Cases Where Probable Cause Was Found

During 2016-2017 the PSC closed 49 cases and finalized disciplinary action in 28 cases. The disaggregated data is shown below. The first table shows the data by the category of the ethics violation. The second table displays the data by the type of disciplinary action.

Category of Ethics Violation	Number of Cases Closed	Percent of Cases Closed
Application Discrepancy	2	7%
Breach of Contract	3	11%
Felony (Other)	0	0%
Felony (Violent)	0	0%
Inappropriate Conduct	2	7%
Inappropriate Conduct with Student	8	25%
Miscellaneous	3	14%
Misdemeanor	1	4%
Sexual Misconduct Not with a Student	1	4%
Sexual Misconduct with a Student	2	7%
Substance Abuse	4	14%
Theft-Fraud	2	7%

Type of Disciplinary Action	Number of Cases Closed	Percent of Cases Closed
Conditioned Certificate	1	4%
Letter of Reprimand	8	29%
Revocation	7	25%
Revocation (Permanent)	2	7%
Suspension	9	32%
Voluntary Surrender	1	4%

STANDARDS COMMITTEE ACTIVITIES

The Standards Committee is responsible for completing educator preparation standards reviews, educator preparation program reviews, and educator preparation new program proposal reviews for recommendation to the full PSC. The PSC reviews the recommendations of the Standards Committee and makes recommendations to the State Board of Education for approval consideration.

EDUCATOR PREPARATION STANDARDS REVIEWS

The purpose of educator preparation standards reviews is to define and establish rigorous and research-based standards that better align with national standards and best practices. The standards provide requirements for educator preparation programs to ensure that future educators acquire the knowledge and performance standards to best meet the needs of students.

IDAPA 08.02.02.004 directs that the PSC continuously review/revise 20 percent of the standards per year. The review process involves teams of content area experts from higher education faculty and educators in K-12 Idaho schools. The standards are then reviewed and presented to the State Board of Education for approval. Once approved, they are reviewed and approved by the legislature and become an incorporated-by-reference document in State Board rule.

The following standards were reviewed by the PSC during the 2016-2017 school year:

- Idaho Core Teacher Standards
 - Idaho Comprehensive Literacy Standards
- Administrator
 - School Principals
 - Superintendents
 - Special Education Directors
- Audiology
- Bilingual and English as a New Language
- Career Technical Education
 - Agricultural Science and Technology
 - Business Technology
 - Family and Consumer Sciences
 - Marketing Technology
 - Technology Education
- Speech Language Pathologists
- World Languages

EDUCATOR PREPARATION PROGRAM REVIEWS

Each educator preparation program will undergo a state program approval process that is designed to assure that graduates meet the Idaho standards for professional educators. The PSC follows the national accreditation council model by which institutions pursue continuing approval through a full program review every seven (7) years. Additionally, the PSC conducts State-Specific Requirement Reviews, not to exceed every third year following the full program review. The requirements are defined in IDAPA 08.02.02.100: Rules Governing Uniformity and the CAEP standards.

The process for teacher preparation program approval is specifically defined in the [Manual of Instruction for State Approval of Idaho Teacher Preparation Programs](#).

The standards for evaluating teacher preparation programs are found in the [Idaho Standards for Initial Certification of Professional School Personnel](#) as updated and approved by the State Board of Education. For review purposes, pertinent rubrics accompanying these standards are on file in the office of the State Department of Education, Certification and Professional Standards.

Current CAEP standards can be reviewed on the [CAEP website](#).

Current PSC materials, reports, and resources are also available on the [State Department of Education website](#).

The following educator preparation programs were reviewed by the PSC during the 2016-2017 school year:

- **Boise State University**

A state/CAEP on-site program review visit was held at Boise State University (BSU) on March 5-8, 2016. The team reports from that on-site visit were subsequently submitted to the PSC at its January 19-20, 2017, meeting. The reports were considered, and the PSC recommended that the State Board of Education accept the recommendations in those reports.

The Idaho State Board of Education, at its April 19-20, 2017, meeting, approved the Boise State University state team report resulting from the on-site visit. Conditionally approved programs are subject to a focused revisit within three years following the on-site visit to determine if specific standards are met.

Specific information regarding the Idaho State Board of Education's review of these documents can be found on the [State Board of Education's website](#).

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

- **University of Idaho – Focused Visit**

A state on-site Focused Visit was held at the University of Idaho on October 10-13, 2016. The team reports from that on-site visit were subsequently submitted to the PSC at its March 30-31, 2016, meeting. The reports were considered, and the PSC recommended that the State Board of Education accept the recommendations in those reports.

The Idaho State Board of Education, at its June 14-15, 2017, meeting, approved the U of I state team report resulting from the on-site visit.

Specific information regarding the Idaho State Board of Education's review of these documents can be found on the [State Board of Education's website](#).

EDUCATOR PREPARATION NEW PROGRAM PROPOSAL REVIEWS

Each educator preparation new program proposal will undergo a desk review designed to confirm the new program meets the standards in the [Idaho Standards for Initial Certification of Professional School Personnel](#). The PSC reviews the recommendations of the Standards Committee and makes recommendations to the State Board of Education for approval consideration.

The following educator preparation new program proposals were reviewed by the PSC during the 2016-2017 school year:

- **Boise State University**
 - Health
 - PSC recommended that the State Board of Education conditionally approve the BSU Health endorsement new program proposal for certification at the September 22-23, 2016, meeting.
 - Idaho State Board of Education, at its December 14-15, 2016, meeting, conditionally approved the BSU Health endorsement program.
 - Exceptional Child Generalist
 - PSC recommended that the State Board of Education approve the BSU Exceptional Child Generalist new pathway for certification at the June 8-9, 2017, meeting.
 - Idaho State Board of Education, at its August 9-10, 2017, meeting, approved the BSU Exceptional Child Generalist new pathway for certification.
 - Early Childhood Special Education
 - PSC recommended that the State Board of Education approve the BSU Early Childhood Special Education new pathway for certification at the June 8-9, 2017, meeting.
 - Idaho State Board of Education, at its August 9-10, 2017, meeting, approved the BSU Early Childhood Special Education new pathway for certification.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

- **Lewis-Clark State College**

- Communication

- PSC recommended that the State Board of Education conditionally approve the LCSC Communication Arts endorsement new program proposal for certification at the March 30-31, 2017, meeting.
 - Idaho State Board of Education, at its June 14-15, 2017, meeting, conditionally approved the LCSC Communication Arts endorsement program.

- Psychology

- PSC recommended that the State Board of Education conditionally approve the LCSC Psychology endorsement new program proposal for certification at the March 30-31, 2017, meeting.
 - Idaho State Board of Education, at its June 14-15, 2017, meeting, conditionally approved the LCSC Psychology endorsement program.

- **University of Idaho**

- Family and Consumer Sciences

- PSC recommended that the State Board of Education conditionally approve the U of I Family and Consumer Sciences endorsement new program proposal for certification at the June 8-9, 2017, meeting.
 - Idaho State Board of Education, at its August 9-10, 2017, meeting, conditionally approved the U of I Family and Consumer Sciences endorsement program.

- Literacy

- PSC recommended that the State Board of Education conditionally approve the U of I Literacy endorsement new program proposal for certification at the June 8-9, 2017, meeting.
 - Idaho State Board of Education, at its August 9-10, 2017, meeting, conditionally approved the U of I Literacy endorsement program.

PROFESSIONAL STANDARDS COMMISSION MEETING SUMMARY

1. The Commission funded the participation of various Commission staff members in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Professional Practices Institute (PPI); the NASDTEC Winter Symposium; the National Association for Alternative Certification (NAAC) Annual Conference; and the NASDTEC Annual Conference.
2. The Commission recommended that the Chief Certification Officer open a case against certificated individuals publicly reported to have allegedly violated principles of the Code of Ethics for Idaho Professional Educators.
3. In response to concern that the American Board for the Certification of Teacher Excellence (ABCTE) and Teach For America (TFA) are not scheduled sooner than spring of 2019 and fall of 2019, respectively, for review on the program review schedule, the Standards Committee recommended that the schedule be kept as is to maintain the current rotation schedule, to articulate how those reviews will be conducted, to address associated budgetary issues, and to allow ABCTE and TFA time to prepare.
4. The Standards Committee reviewed proposed revisions to certification and endorsements the State Board of Education Teacher Certification Work Group worked on to ensure that prior requirements remained as is; they also provided feedback on needed clarifying language.
5. The Commission funded Idaho's annual \$4,500 membership in NASDTEC.
6. The Commission paid \$5,492 for contracted ethics investigative services during the 2016-2017 academic year.
7. The Commission passed the Standards Committee's recommendation to transition those educators with a 7950 Consumer Economics endorsement to a 7228 Economics 6/12 endorsement without further action on the part of the certificated educator.
8. The Commission accepted the revisions to the Commission Procedures Manual as proposed.
9. The Commission accepted the revisions to the Commission Working Plan as proposed.
10. The Standards Committee determined that five of the six endorsements for which no preparation standards exist be added to the standards review schedule as follows: inclusion of Geology in next Science Standards review; inclusion of Psychology, Sociology, and Anthropology in next Social Studies Standards review; and inclusion of Audiology in next Speech-Language Pathology Standards review.
11. Commission members held a special telephonic meeting and moved that the Commission deny the request to reconsider the Final Order in a Commission ethics case based on the fact that it was filed in an untimely manner.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

12. The Commission passed the Standards Committee's recommendation to reject the creation of a Dance endorsement and accompanying Dance Standards.
13. The Authorizations Committee began reviewing/vetting applications from districts/charter schools for Emergency Provisional Certificates prior to submittal of the applications for State Board approval consideration.
14. The Professional Development Committee reviewed ethics courses recommended for discipline in educator ethics cases and also reviewed higher education ethics courses.
15. The Commission approved its proposed budget for FY2018.
16. The Commission passed the Standards Committee's recommendation to the State Board of Education the IDAPA rule revisions as written for the Counselor – Basic (K-12) endorsement. Revision language was submitted as two options, with Option 1 being the desired preference:

Option 1: As written to allow a Baccalaureate-degreed social worker to complete additional coursework in identified areas and 700 hours of supervised direct-counseling field experience.

Option 2: As written to allow a Baccalaureate-degreed social worker to obtain endorsement. This would further require the adjustment of the Assignment Credential Manual to reflect scope limitations.

The Commission also passed the Standards Committee's recommendation to delegate the Professional Standards Commission administrator to work with the Office of the State Board of Education staff and craft a final recommendation for State Board consideration.
17. The Commission passed the Standard Committee's recommendation to approve the IDAPA rule revisions as written, which included:
 - MTI and ICLC Requirements
 - Reinstatement Requirements
 - Content Area Assessment
 - Occupational Therapist and Physical Therapist Endorsements
18. In a ballot election for 2017-2018 Commission officers, Charlotte McKinney was elected chair and Margaret Chipman was elected vice-chair.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

APPENDIX - FISCAL YEAR 2017 BUDGET EXPENDITURES

PSC Revenue/Expense details FY 2017													Index Code 2003			(Budget: Approved 6-24-2016)		
	Jul 16	Aug 16	Sept 16	Oct 16	Nov 16	Dec 16	Jan 17	Feb 17	Mar 17	Apr 17	May 17	June 17						
Revenue (actual)	\$64,310	\$73,160	\$46,735	\$31,252	\$18,643	\$16,900	\$30,065	\$43,110	\$45,935	\$39,460	\$59,930	\$109,815	\$579,315	\$0				
Cash balance 6/30/2016													\$446,455					
													Actual FY17	Budget Amt	% Remain of budget			
PERSONNEL																		
Salaries, benefits	\$45,808	\$32,852	\$32,805	\$31,977	\$32,016	\$45,291	\$32,390	\$32,186	\$32,362	\$34,939	\$37,942	\$54,764	\$445,332	\$425,000	-4.78%			
OPERATING																		
PSC Mtg Travel/meals	\$7,078	\$152	\$491	\$6,862	\$4,140	\$3,861	\$198	\$7,727	\$448	\$4,212	\$3,264	\$7,532	\$45,966	\$39,000	-17.86%			
Commission Prof Dev & Training													\$0	\$2,500	100.00%			
Governmental Overhead		\$949											\$949	\$13,000	92.70%			
Committee Work																		
Exec. - Printing (brochure/poster)													\$0	\$0	N/A			
Investigations/hearings/training	\$1,865	\$989	\$143	\$763	\$58	\$1,193	\$803	\$95	\$1,387	\$123	\$756	\$194	\$8,369	\$6,000	-39.48%			
Contract investigative services			\$839			\$2,216				\$1,050	\$1,388		\$5,492	\$15,000	63.39%			
NASDTEC Professional Pract.			\$2,824	\$2,226	\$562	\$302							\$5,913	\$10,000	40.87%			
NASDTEC Dues										\$4,500			\$4,500	\$4,000	-12.50%			
Standards																		
Standards Reviews			\$2,359	\$2,724	\$2,049	\$10,511	\$3,714	\$110	\$1,805	\$2,282	\$1,121	\$3,680	\$30,355	\$11,000	-175.95%			
Prep Program Review & Focus Visits			\$1,656	\$1,954	\$1,264	\$1,334		\$324			\$4,452	\$420	\$11,405	\$15,000	23.97%			
CAEP (NCATE) Partnership dues													\$0	\$4,000	100.00%			
Communication	\$404	\$1,164	\$1,543	\$1,505	\$911	\$734	\$550	\$279	\$491	\$756	\$821	\$1,017	\$10,175	\$12,000	15.21%			
Employee Development							\$130						\$130	\$1,000	87.00%			
Repairs and Maintenance Svcs. & supplies													\$0	\$1,000	100.00%			
Admin. services	\$136	\$990	\$191	\$111		\$339	\$352		\$242	\$90	\$813	\$60	\$3,324	\$2,800	-18.72%			
Computer services													\$0	\$250	100.00%			
Employee Travel Costs	\$352	\$27				\$1,628	\$3,070	\$403	\$783	\$2,129	\$214	\$1,423	\$10,029	\$12,500	19.77%			
Admin. Supplies (Office supplies)	\$1,386	\$189	\$312		\$2,045	\$1,804	\$250	\$18	\$116		\$187	\$27	\$6,333	\$7,000	9.53%			
Computer Supplies		\$75						\$224					\$298	\$250	-19.20%			
Insurance		\$483											\$483	\$800	39.59%			
Rentals & operating leases		\$4,701					\$4,772					\$75	\$9,548	\$10,000	4.52%			
Payroll/Accounting		\$1,753											\$1,753	\$2,000	12.33%			
CAPITAL																		
Computer equipment				\$1,134									\$1,134	\$3,000	62.20%			
Office equipment									\$302	\$639	\$330		\$1,272	\$1,000	-27.19%			
TOTALS	\$57,028	\$44,324	\$43,163	\$49,256	\$43,046	\$69,212	\$46,229	\$41,365	\$37,937	\$50,719	\$51,289	\$69,193	\$602,759	\$598,100				
Revenue less expenses	\$7,282	\$28,836	\$3,572	(\$18,004)	(\$24,403)	(\$52,312)	(\$16,164)	\$1,745	\$7,998	(\$11,259)	\$8,641	\$40,622	(\$23,444)					

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Professional Standards Commission – 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)
December 2017	Board approved four (4) provisional certificates (Bliss SD - 1, Buhl SD - 1, Kimberly SD – 1 and Nampa SD – 1)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1201 and 33-1203, Idaho Code

BACKGROUND/DISCUSSION

Seventeen (17) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a district/charter 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.

Alturas International Academy #495

Applicant Name: Plomer, Laura

Content & Grade Range: World Language – Spanish 6-12

Educational Level: Foreign degrees (3 and 4 year degrees, pending foreign transcript evaluation)

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Declared Emergency: October 19, 2017, Alturas International Academy Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: The position was posted March 1, 2017. The district received one application, interviewed and offered the position. She will be moving in March for her husband's work and does not want to seek certification.

PSC Review: The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Alturas International Academy's request for Laura Plomer without reservation.

Cassia County Joint School District #151

Applicant Name: Campos, Grace

Content & Grade Range: English as a New Language (ENL) K-12

Educational Level: AA, Liberal Arts 5/2014

Declared Emergency: August 17, 2017, Cassia County Joint 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 summer 2017. The district received six applications. Three were certificated teachers, one was hired by another district and the other two were not a good fit for the position. Ms. Campos was selected based on her 13 years of Migrant/ESL experience and knowledge of the program. She has enrolled in WGU's Bachelor of Arts teacher preparation program.

PSC Review: The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Cassia County Joint School District's request for Grace Campos without reservation.

Cassia County Joint School District #151

Applicant Name: Koepnick, Kimberly

Content & Grade Range: All Subjects K-8

Educational Level: AA, Liberal Arts 12/2013

Declared Emergency: August 17, 2017, Cassia County Joint 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 for 4 1/2 weeks. The district received five applications. Three took other offers, two interviewed, and first offer declined. Ms. Koepnick was selected based on the fact she is enrolled in GCU's teacher prep program. Her studies are in secondary education and this will not be her student teaching year of her BA program.

PSC Review: The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Cassia County Joint School District's request for Kimberly Koepnick without reservation.

Cassia County Joint School District #151

Applicant Name: Oakes, Susan

Content & Grade Range: All Subjects K-8

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Educational Level: 83 credits, enrolled in a teacher prep program

Declared Emergency: July 13, 2017, Cassia County Joint 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 during the summer. There were three applicants. One certified applicant was deemed unqualified, the other applicant accepted a position at another district. Ms. Oakes is enrolled in WGU and working towards teacher certification and will do her student teaching August 2018.

PSC Review: The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Cassia County Joint School District's request for Susan Oakes without reservation.

Gooding School District #231

Applicant Name: Stapp, Frances

Content & Grade Range: All Subjects K-8

Educational Level: Associate degree (88 credits)

Declared Emergency: August 14, 2017, Gooding 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 May 4, 2017, and was still open the week that school began. The district received multiple applications and began interviews but did not feel confident in the abilities of the candidates. Some came with poor recommendations, no certification and/or no prior experience with children. Ms. Stapp has enrolled in WGU's Bachelor of Arts teacher preparation program.

PSC Review: The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Gooding School District's request for Frances Stapp without reservation.

Joint School District #002

Applicant Name: Dorris, Kristi

Content & Grade Range: World Language – American Sign Language 6-12

Educational Level: BA, History 8/2005

Declared Emergency: October 10, 2017, Joint 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 9, 2017 and was still open the week that school began. Kristi is an adjunct professor at BSU and has agreed to assist the district for one year as they were unable to fill the vacancy with a properly endorsed teacher. The Deaf and Hard of Hearing program is a feeder program for multiple school districts and is vital to the needs of many students in multiple districts.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

PSC Review: The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Joint School District's request for Kristi Dorris without reservation.

Moscow Charter School #281

Applicant Name: Shinham, Eleanor

Content & Grade Range: All Subjects K-8

Educational Level: MA, Reading 5/1993

Declared Emergency: July 18, 2017, Moscow Charter School Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: The position was posted April 17, 2017. The district received one applicant, Ms. Shinham, who was already an employee of the charter. They do not intend on her teaching theater next year and she does not have a plan that will lead to this endorsement.

PSC Review: The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Moscow Charter School's request for Eleanor Shinham without reservation.

Oneida County School District #351

Applicant Name: Cox, Dean

Content & Grade Range: World Language – Spanish 6-12

Educational Level: MBA, 1997 and BA, Business 1994

Declared Emergency: October 17, 2017, Oneida County 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 May 24, 2017. The district received one applicant (Mr. Cox). They do intend on him seeking a program during this year and applying for an Alternative Authorization - Content Specialist for 2018-19.

PSC Review: The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Oneida County School District's request for Dean Cox without reservation.

Plummer-Worley Joint School District #044

Applicant Name: Campbell, Jeremy

Content & Grade Range: English 6-12

Educational Level: MS, Ed Leadership 12/2015 and BS, Elem Ed 5/2010. Certified All Subjects K/8

Declared Emergency: September 11, 2017, Plummer-Worley Joint 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 21, 2017. The district received 13 applicants. Five had poor references or criminal history, three received other job offers and six were interviewed. Mr. Campbell does not have a plan that will lead to certification.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

PSC Review: The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Plummer-Worley Joint School District's request for Jeremy Campbell without reservation.

Plummer-Worley Joint School District #044

Applicant Name: Miller, Ronald

Content & Grade Range: Physical Education 6-12 and Health 6-12

Educational Level: BS, Ag Science 1986

Declared Emergency: September 11, 2017, Plummer-Worley Joint School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: Mr. Miller is currently close to retirement and certified in Natural Science, Math and Ag Science. The district received an unsolicited application from a candidate certified in math and science. Knowing that the district has two math/science teachers both close to retirement and the receipt of a resignation of the PE/Health teacher, they chose to move Mr. Miller to PE/Health for one year only with a solid mentor.

PSC Review: The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Plummer-Worley Joint School District's request for Ronald Miller without reservation.

Ririe School District #252

Applicant Name: Smith, Tammie

Content & Grade Range: All Subjects K-8, Physical Education K-12

Educational Level: 35 credits, enrolled in teacher prep program

Declared Emergency: September 14, 2017, Ririe School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: The positions were posted for over three weeks just prior to school starting. There were four applicants, none of which were certified for the position. All four were enrolled in college and working toward certification. Ms. Smith is enrolled in Western Governors University teacher prep program and had worked as a ParaPro within the district.

PSC Review: The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Ririe School District's request for Tammie Smith without reservation.

Soda Springs School District #150

Applicant Name: Clegg, Greshen

Content & Grade Range: Family and Consumer Science 6-12

Educational Level: MA, Education 2016

Declared Emergency: July 15, 2017, Soda Springs School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: The prior teacher's resignation was received in June 2017. The position was posted June 22, 2017. The district received two

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

applications. Greshen had been a sub in within the district and was enrolled in ISU.

PSC Review: The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Soda Springs School District's request for Greshen Clegg without reservation.

Soda Springs School District #150

Applicant Name: Worthington, Rodney

Content & Grade Range: Director of Special Education

Educational Level: MA, Education 2016

Declared Emergency: July 15, 2017, Soda Springs School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: The prior director's resignation was received in June 2017. The position was posted June 22, 2017. The district received only one application, Rodney Worthington. He just completed his administrator program and is currently a teacher within the district. He is considering pursuing a program for the endorsement for a future alternative authorization.

PSC Review: The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Soda Springs School District's request for Rodney Worthington without reservation.

St. Maries Joint School District #041

Applicant Name: Broyles, James

Content & Grade Range: World Language - Spanish 6-12, Music 6-12 and Biological Science 6-12

Educational Level: BS, Nursing 1969

Declared Emergency: October 23, 2017, St. Maries School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: The positions were posted starting in February 2017. The Music position had only one, non-viable candidate. The Spanish position had zero applicants. The Science position had zero applicants. Mr. Broyles has worked in the district previously under multiple provisional and/or alternative authorizations. He has a nursing degree with a background in Music and Science. This is a short term fix for the district and there is a letter of support from a student and the superintendent.

PSC Review: The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee spent additional time on this application due to multiple emergency provisional and alternative authorizations for this individual. During the discussion it was noted that this is a unique and special circumstance. The committee recommends, due to special circumstances, St. Maries School District's request for James Broyles without reservation.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Twin Falls School District #411

Applicant Name: Lawson, Lary

Content & Grade Range: Biological Science 6-12

Educational Level: BA, Arts & Sciences 1969

Declared Emergency: October 25, 2017, Twin Falls School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: There were multiple Science positions posted in the Twin Falls School District since April 20, 2017. The district received 26 applicants, interviewed 11 and hired 7. Mr. Lawson has an expired certificate from California and is not currently interested in seeking certification in Idaho.

PSC Review: The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Twin Falls School District's request for Lary Lawson without reservation.

Twin Falls School District #411

Applicant Name: Rodriguez, Chelcy

Content & Grade Range: All Subjects K-8

Educational Level: BS, Elem Ed 2008

Declared Emergency: October 25, 2017, Twin Falls School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: Ms. Rodriguez was on an interim certificate from 2013 to 2016. Twin Falls School District applied for an alternative authorization for 2016-17 to extend her time to pass the multiple subject Praxis. She has passed all but the social studies (5 points short) and science (6 points short). She has a study plan in place and knows this is the final year the district can extend her time. She has passed all other requirements (ICLC and MTI).

PSC Review: The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends Twin Falls School District's request for Chelcy Rodriguez without reservation.

New Plymouth School District #372

Applicant Name: Cable, Amber

Content & Grade Range: All Subjects K-8

Educational Level: 48.5 credits, no degree

Declared Emergency: November 2, 2017, New Plymouth School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: New Plymouth made a decision to terminate Adam Morgan's contract as it was beneficial for the district, students and Mr. Morgan. The district had two applicants and interviewed one. They were deemed as not a good fit. Amber has worked in the district, is knowledgeable in the content area, has fulfilled all other long-term positions within the district and has a rapport with students.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

PSC Review: The Professional Standards Commission Authorizations Committee met November 16, 2017. The committee recommends New Plymouth School District's request for Amber Cable 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.

One of the applications recommended for approval has less than 48 credits of "college training." The Board defines a full-time student as a student taking 12 or more credits in a semester, in general terms this number is used for determining if an individual meets the requirement for having received two years or more of college training. Based on two semesters in an academic year, 48 semester credits would be equal to, two years of college training. Section 33-1203, Idaho Code does not; however, indicate if the two years of college training must be full time. In the case of Tammie Smith, she transferred less than 10 credits earned prior to 2011 from two separate institutions with additional credits earned during the 2016-2017 school year for a total of 35 credits. The information provided indicates she is enrolled in the Western Governors University Educator Preparation Program.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

BOARD ACTION

I move to approve one-year emergency provisional certificates for Laura Plomer, Grace Campos, Kimberly Koepnick, Susan Oakes, Frances Stapp, Kristi Dorris, Eleanor Shinham, Dean Cox, Jeremy Campbell, Ronald Miller, Tammie Smith, Greshen Clegg, Rodney Worthington, James Broyles, Lary Lawson, Chelcy Rodriguez and Amber Cable to teach the content area and grade ranges at the specified school districts as provided herein.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to approve a one-year emergency provisional certificate for Laura Plomer to teach World Language - Spanish grades six (6) through twelve (12) in the Alturas International Academy #495 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Grace Campos to serve as English as a New Language (ENL) grades kindergarten through twelve (12) in the Cassia County Joint School District #151 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Kimberly Koepnick to teach All Subjects grades kindergarten through eight (8) in the Cassia County Joint School District #151 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Susan Oakes to teach All Subjects grades kindergarten through eight (8) in the Cassia County Joint School District #151 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Frances Stapp to teach All Subjects grades kindergarten through twelve (12) in the Gooding Joint School District #231 for the 2017-18 school year.

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Kristi Dorris to teach World Language - American Sign Language grades six (6) through twelve (12) in the Joint School District #002 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Eleanor Shinham to teach All Subjects grades kindergarten through eight (8) in the Moscow Charter School #281 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Dean Cox to teach World Language - Spanish grades six (6) through twelve (12) in the Oneida County School District #351 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Jeremy Campbell to teach English grades six (6) through twelve (12) in the Plummer-Worley Joint School District #044 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Ronald Miller to teach Physical Education and Health grades six (6) through twelve (12) in the Plummer-Worley Joint School District #044 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Tammie Smith to teach All Subjects grades kindergarten through eight (8) and Physical

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

Education and Health grades kindergarten through twelve (12) in the Ririe School District #252 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Greshen Clegg to teach Family and Consumer Science grades six (6) through twelve (12) in the Soda Springs School District #150 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Rodney Worthington to teach Director of Special Education in the Soda Springs School District #150 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for James Broyles to teach World Language - Spanish, Music and Biological Science grades six (6) through twelve (12) in the St. Maries School District #041 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Lary Lawson to teach Biological Science grades six (6) through twelve (12) in the Twin Falls School District #411 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Chelcy Rodriguez to teach All Subjects grades kindergarten through eight (8) in the Twin Falls School District #411 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
DECEMBER 20, 2017**

I move to approve a one-year emergency provisional certificate for Amber Cable to teach All Subjects grades kindergarten through eight (8) in the New Plymouth School District #372 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
DECEMBER 21, 2017**

TAB	DESCRIPTION	ACTION
1	BAHR – SECTION II - BOISE STATE UNIVERSITY – ELSEVIER LIBRARY SUBSCRIPTION LICENSE AGREEMENT	Motion to Approve
2	BAHR – SECTION II - UNIVERSITY Of IDAHO - EASEMENT FOR ELECTRIC SERVICE FOR THE CENTER FOR ORGANIC STUDIES, SANDPOINT	Motion to Approve
3	IRSA – PROGRAMS AND CHANGES APPROVED BY EXECUTIVE DIRECTOR	Information item
4	PPGA – IDAHO STATE UNIVERSITY – SPECIAL EDUCATION DIRECTOR ENDORSEMENT PROGRAM REVIEW	Motion to Approve
5	PPGA – UNIVERSITY OF IDAHO – FACILITIES NAMING – ROCK CREEK RANCH	Motion to Approve
6	PPGA – INDIAN EDUCATION COMMITTEE APPOINTMENTS	Motion to Approve
7	PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS	Information item
8	SDE –PROFESSIONAL STANDARDS COMMISSION - LEWIS-CLARK STATE COLLEGE – STATE TEAM FOCUSED VISIT REPORT	Motion to Approve

THIS PAGE INTENTIONALLY LEFT BLANK

CONSENT
DECEMBER 21, 2017

BOISE STATE UNIVERSITY

SUBJECT

License Agreement with Elsevier B.V.

REFERENCE

November 2012	Executive Director approved one-year Elsevier License Agreement
October 2013	Executive Director approved one-year Elsevier License Agreement
December 2014	Board approved four-year Elsevier License Agreement

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) requests permission to enter into a five-year license agreement with Elsevier B.V. (Elsevier). The proposed agreement will provide unlimited simultaneous and remote access to over 2,300 journal titles for students, faculty, staff, researchers, and independent contractors of BSU as well as for visitors using computer terminals in Albertsons Library.

Elsevier's extensive and unique full-text journal collection covers authoritative titles from the core scientific literature, including high-impact factor titles. Access to the collection is critical for academic programs and research on campus including biology, engineering, health science, nursing, geophysics, mathematics, biomolecular and biomedical science, chemistry, and musculoskeletal research. The licensed package includes full-texts of articles from January 1995 to present.

Access to the journals is crucial to the continued growth of active research programs and increased research productivity by BSU students and faculty members. Journal titles included in the package are used worldwide by leading researchers. Without access to these journals, students and faculty would be placed at a distinct disadvantage regionally and nationally.

BSU is unable to utilize subscriptions to these journals at other institutions due to strict licensing rules imposed by the publishers. Elsevier is the sole publisher and distributor of the electronic journals offered in this package, and on the ScienceDirect platform.

The total amount of the five-year agreement is \$2,531,256.59, paid in yearly installments.

**CONSENT
DECEMBER 21, 2017**

IMPACT

Year 1 (January 1 – December 31, 2018)	\$460,576.44
Year 2 (January 1 – December 31, 2019)	\$481,302.38
Year 3 (January 1 – December 31, 2020)	\$504,164.24
Year 4 (January 1 – December 31, 2021)	\$529,372.45
Year 5 (January 1 – December 31, 2022)	<u>\$555,841.08</u>
	\$2,531,256.59

Source of funding is a mix of appropriated and local funds.

ATTACHMENTS

Attachment 1 – Elsevier Subscription Agreement	Page 3
Attachment 2 – BSU Purchase Order	Page 19

STAFF COMMENTS AND RECOMMENDATIONS

Board approval is required for the proposed multi-year license agreement because the value of services, over time, will exceed \$1 million. Elsevier is the sole-source vendor for the collection of electronic journals listed in Attachment 2, and has provided satisfactory support to BSU during the past five years. The proposed license agreement will run from January 1, 2018 to December 31, 2022.

Staff recommends approval.

BOARD ACTION

I move to authorize Boise State University to enter into a five-year license agreement, for an amount not to exceed \$2,531,256.59, with Elsevier as outlined herein.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ELSEVIER SUBSCRIPTION AGREEMENT

This agreement ("Agreement") is entered into as of 1 November 2017 by and between **Boise State University**, 1910 Univ Dr, Boise, ID 83725, USA (the "Subscriber"), and **Elsevier B.V.**, Radarweg 29, 1043 NX Amsterdam, The Netherlands ("Elsevier").

The parties hereto agree as follows:

SECTION 1. SUBSCRIPTION.1.1 *Subscribed Products.*

Elsevier hereby grants to the Subscriber the non-exclusive, non-transferable right to access and use the products and services identified in Schedule 1 ("Subscribed Products") and provide the Subscribed Products to its Authorized Users (as defined herein) subject to the terms and conditions of this Agreement.

1.2 *Authorized Users/Sites.*

Authorized Users are the full-time and part-time students, faculty, staff and researchers of the Subscriber and individuals who are independent contractors or are employed by independent contractors of the Subscriber affiliated with the Subscriber's locations listed on Schedule 2 (the "Sites") and individuals using computer terminals within the library facilities at the Sites permitted by the Subscriber to access the Subscribed Products for purposes of personal research, education or other non-corporate use ("Walk-in Users").

1.3 *Authorized Uses.*

Each Authorized User may:

- access, search, browse and view the Subscribed Products;
- print, download and store a reasonable portion of individual items from the Subscribed Products for the exclusive use of such Authorized User;
- incorporate links to the Subscribed Products on the Subscriber's intranet and internet websites and in electronic coursepacks, reserves and course management systems and instructor websites, provided that the appearance of such links and/or statements accompanying such links will be changed as reasonably requested by Elsevier;
- provide print or electronic copies of individual items from the Subscribed Products to other Authorized Users and to third-party colleagues for their scholarly or research use;
- store individual journal articles from the ScienceDirect Subscribed Products in the private library of a social networking site for the Authorized User's own personal use only;
- share individual journal articles from the ScienceDirect Subscribed Products with third party colleagues individually for their scholarly or research use;
- share individual journal articles from the ScienceDirect Subscribed Products with a limited number of third party colleagues as part of an invitation only working group on non-commercial platforms or tools, for personal, scholarly or research use; and
- access, search, browse, view, print, make electronic copies and store for the exclusive use of such Authorized User or, if the Authorized User is a librarian/information specialist, for the exclusive use of another Authorized User certain journal articles and book chapters from the ScienceDirect® online service that are not subscribed to as part of the Subscribed Products,

with each twenty-four (24) hour access period for a selected article or chapter, a “Transaction”.

- deliver journal articles from Subscribed Titles (as defined herein) and, if any, book chapters from the ScienceDirect Subscribed Products to fulfill requests as part of the practice commonly known as “interlibrary loan” from non-commercial libraries located within the United States, provided that the Subscriber’s staff reviews the requests and fulfills the requests in compliance with Section 108 of the U.S. Copyright Law (17 U.S.C. § 108) and the Guidelines for the Proviso of Subsection 108(g)(2) (Final Report of the National Commission on New Technological Uses of Copyrighted Works, 1978).

1.4 *Restrictions on Use of Subscribed Products.*

Except as expressly stated in this Agreement or otherwise permitted in writing by Elsevier, the Subscriber and its Authorized Users may not:

- abridge, modify, translate or create any derivative work based on the Subscribed Products, except to the extent necessary to make them perceptible on a computer screen to Authorized Users;
- remove, obscure or modify in any way any copyright notices, other notices or disclaimers as they appear in the Subscribed Products;
- use any robots, spiders, crawlers or other automated downloading programs, algorithms or devices to continuously and automatically search, scrape, extract, deep link, index or disrupt the working of the Subscribed Products;
- substantially or systematically reproduce, retain, store locally, redistribute or disseminate online the Subscribed Products; or
- post individual items from the Subscribed Products on social networking sites.

Authorized Users who are individuals who are independent contractors or are employed by independent contractors may use the Subscribed Products only for the purposes of the contracted research work for the Subscriber.

1.5 *Intellectual Property Ownership.*

The Subscriber acknowledges that all right, title and interest in and to the Subscribed Products remain with Elsevier and its suppliers, except as expressly set forth in this Agreement, and that the unauthorized redistribution or dissemination online of the Subscribed Products could materially and irreparably harm Elsevier and its suppliers.

Notwithstanding anything to the contrary contained in this Agreement, more extensive usage terms might be permitted for open access content in the Subscribed Products as identified in the individual journal article as stated in the applicable user (e.g. CC) license.

SECTION 2. ELSEVIER PERFORMANCE OBLIGATIONS.

2.1 *Access to Subscribed Products.*

Elsevier will make the Subscribed Products accessible to the Subscriber and its Authorized Users from the internet address set forth on Schedule 1 or as may be otherwise set forth herein.

2.2 *Quality of Service.*

Elsevier will use reasonable efforts to provide the Subscribed Products with a quality of service consistent with industry standards, specifically, to provide continuous service with an average of 98% up-time per year, with the 2% down-time including scheduled maintenance and repairs performed at a time to

minimize inconvenience to the Subscriber and its Authorized Users, and to restore service as soon as possible in the event of an interruption or suspension of service.

2.3 *Withdrawal of Content.*

Elsevier reserves the right to withdraw from the Subscribed Products content that it no longer retains the right to provide or that it has reasonable grounds to believe is unlawful, harmful, false or infringing.

2.4 *Usage Data Reports.*

Elsevier will make usage data reports on the Subscriber's usage activity available as described at https://www.elsevier.com/sd_usage_reports, provided data provided is aggregated and does not contain any personally identifiable information, education records, or other information protected from disclosure by applicable federal or state laws.

SECTION 3. SUBSCRIBER PERFORMANCE OBLIGATIONS.

3.1 *Authentication.*

Access to the Subscribed Products will be authenticated by the use of Internet Protocol ("IP") address(es) and/or usernames and passwords and/or a delegated authentication mechanism requiring at least two different credentials, as identified on Schedule 2. Distribution of usernames, passwords, credentials or otherwise providing remote access to the Subscribed Products by Authorized Users who are Walk-in Users is not permitted.

3.2 *Protection from Unauthorized Access and Use.*

The Subscriber will use reasonable efforts to:

- limit access to and use of the Subscribed Products to Authorized Users and notify all Authorized Users of the usage restrictions set forth in this Agreement and that they must comply with such restrictions;
- issue any passwords or credentials used to access the Subscribed Products only to Authorized Users, not divulge any passwords or credentials to any third party, and notify all Authorized Users not to divulge any passwords or credentials to any third party;
- provide true, complete and accurate IP addresses, as identified on Schedule 2, (if any) for the exclusive use by the Subscriber (including, if requested by Elsevier, written confirmation by the relevant third party internet service provider) and proactively inform Elsevier of any changes to the Subscriber IP addresses, including the addresses no longer being used exclusively by the Subscriber; and
- promptly upon becoming aware of any unauthorized use of the Subscribed Products, inform Elsevier and take appropriate steps to end such activity and to prevent any recurrence.

In the event of any unauthorized use of the Subscribed Products, Elsevier may suspend the access and/or require that the Subscriber suspend the access from where the unauthorized use occurred upon notice to the Subscriber. The Subscriber will not be liable for unauthorized use of the Subscribed Products by any Authorized Users provided that the unauthorized use did not result from the Subscriber's own negligence or willful misconduct and that the Subscriber did not permit such unauthorized use to continue after having actual notice thereof. The Subscriber will be responsible for the adherence to the terms and conditions of this Agreement by a third party provider the Subscriber engages, in particular, if such third party provider supplies and manages IP addresses.

3.3 *Compliance with Sanction Laws.*

Elsevier reserves the right to deny access to the Subscribed Products to any person or entity who is prohibited from receiving such access based on any applicable sanctions or embargoes laws.

SECTION 4. FEES AND PAYMENT TERMS.

The Subscriber will pay to Elsevier the fees set forth in Schedule 1 (the “Fees”) within thirty (30) days of date of invoice for the Fees due for first year of the Term and, thereafter, no later than 15 December for the Fees due for the following year(s) of the Term. The Fees will be exclusive of any sales, use, value added, withholding or similar tax and the Subscriber will be liable for any such taxes in addition to the Fees.

SECTION 5. TERM.**5.1 Term.**

The term of this Agreement will commence on 01 January 2018 and continue until 31 December 2022 (“Initial Term”).

5.2 Renewal.

After the Initial Term, this Agreement may be renewed for successive one-year terms (each a “Renewal Term”) upon mutual written agreement to extend the Initial Term, and the Fees will be increased by the then current standard Elsevier price increase or as otherwise mutually agreed. The Initial Term and each Renewal Term are collectively the “Term”.

SECTION 6. ELSEVIER WARRANTIES AND INDEMNITIES.**6.1 Warranties.**

Elsevier warrants that use of the Subscribed Products in accordance with the terms and conditions herein will not infringe the intellectual property rights of any third party. ELSEVIER EXPRESSLY WARRANTS THAT THE SUBSCRIBED PRODUCTS WILL CONFORM TO THE TERMS AND CONDITIONS OF THIS AGREEMENT AND CONFORM TO THE USES CONTEMPLATED HEREBY.

6.2 Indemnities.

Elsevier will indemnify, defend and hold harmless the Subscriber and its Authorized Users from and against any loss, damage, costs, liability and expenses (including reasonable attorneys’ fees) arising from or out of any third-party action or claim that use of the Subscribed Products in accordance with the terms and conditions herein infringes the intellectual property rights of such third party. If any such action or claim is made, the Subscriber will promptly notify and reasonably cooperate with Elsevier. This indemnity obligation will survive the termination of this Agreement.

6.3 Disclaimer.

EXCEPT FOR THE EXPRESS WARRANTIES AND INDEMNITIES STATED HEREIN AND TO THE EXTENT PERMITTED BY APPLICABLE LAW, THE SUBSCRIBED PRODUCTS ARE PROVIDED “AS IS” AND ELSEVIER AND ITS SUPPLIERS EXPRESSLY DISCLAIM ALL WARRANTIES AND REPRESENTATIONS OF ANY KIND WITH REGARD TO THE SUBSCRIBED PRODUCTS AND ANY OTHER DATA, DOCUMENTATION OR MATERIALS PROVIDED IN CONNECTION WITH THIS AGREEMENT, INCLUDING BUT NOT LIMITED TO ANY ERRORS, INACCURACIES, OMISSIONS, OR DEFECTS CONTAINED THEREIN, AND ANY IMPLIED OR EXPRESS WARRANTY AS TO MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

6.4 Limitation of Liability.

Except for the express warranties and indemnities stated herein and to the extent permitted by applicable law, in no event will Elsevier or its suppliers be liable for any indirect, incidental, special, consequential or punitive damages including, but not limited to, loss of data, business interruption or loss of profits, arising out of or in connection with this Agreement, or will the liability of Elsevier and its suppliers to the Subscriber exceed a sum equal to two (2) times the Fees paid by the Subscriber hereunder, even if Elsevier or any supplier has been advised of the possibility of such liability or damages.

6.5 *Liability for Gross Negligence/Willful Misconduct.*

Notwithstanding the limitation of liability set forth in Section 6.4 above, Elsevier may be liable for damages incurred by the Subscriber as a direct result of Elsevier's gross negligence or willful misconduct in providing the Subscribed Products.

SECTION 7. GENERAL.

7.1 *Force Majeure.*

Neither party's delay or failure to perform any provision of this Agreement as a result of circumstances beyond its reasonable control (including, but not limited to, war, strikes, fires, floods, power failures, telecommunications or Internet failures or damage to or destruction of any network facilities or servers) will be deemed a breach of this Agreement.

7.2 *Severability.*

The invalidity or unenforceability of any provision of this Agreement will not affect any other provisions of this Agreement.

7.3 *Entire Agreement.*

This Agreement contains the entire understanding and agreement of the parties and replaces and supersedes any and all prior and contemporaneous agreements, communications, proposals and purchase orders, written or oral, between the parties with respect to the subject matter contained herein.

7.4 *Modification.*

No modification, amendment or waiver of any provision of this Agreement will be valid unless in writing and signed by the parties, except for changes reflecting substituted titles, IP addresses, authentication mechanisms, invoicing and contact address details which may be confirmed by Elsevier in an email notice sent to the Subscriber.

7.5 *Assignment.*

The Subscriber will not assign, transfer or license any of its rights or obligations under this Agreement unless it obtains the prior written consent of Elsevier, which consent will not unreasonably be withheld.

7.6 *Privacy.*

Elsevier will not, without the prior written consent of the Subscriber, transfer any personal information received by Elsevier from the Subscriber under this Agreement to any non-affiliated third party, except (i) to applicable service providers to the extent necessary to perform their functions for Elsevier in support of this Agreement; (ii) where reasonably necessary to address security, safety, fraud or other legal issues; and (iii) if the Subscribed Products are acquired by another company, or use it for any purpose other than as described in this Agreement.

7.7 *Notices.*

All notices given pursuant to this Agreement will be in writing and delivered to the party to whom such notice is directed at the address specified below or the electronic mail address as such party will have designated by notice hereunder.

If to Elsevier: Elsevier B.V. c/o Regional Sales Office, Elsevier Inc., 230 Park Avenue, Suite 800, New York, NY 10169, USA.

If to the Subscriber: Boise State University, 1910 Univ Dr, Boise, ID 83725, USA.

7.8 *Confidentiality.*

Except to the extent required by applicable law, including without limitation the Idaho Public Records Laws, the Subscriber and its employees, officers, directors and agents will maintain as confidential and not disclose to any non-affiliated third party without Elsevier's prior written consent the financial terms and commercial conditions of this Agreement. Elsevier may only disclose such information (i) to applicable

service providers to the extent necessary to perform their functions in support of this Agreement and (ii) where reasonably necessary to address security, safety, fraud or other legal issues, and share the Subscriber's IP address ranges and holdings information (ISSN/ISBN, access start and end date) with internet search engine providers for the sole purpose of displaying to Authorized Users in their internet search results links to full-text articles and books available in the Subscribed Products.

7.9 *Execution.*

This Agreement and any amendment thereto may be executed in counterparts, and signatures exchanged by facsimile or other electronic means are effective to the same extent as original signatures.

7.10 *Failure of Legislature to appropriate.*

The Subscriber is a public institution and this Agreement shall in no way or manner be construed so as to bind or obligate the State of Idaho or the Subscriber beyond the term of any particular appropriation of funds by the State of Idaho Legislature as may exist from time to time. The Subscriber reserves the right to terminate this Agreement in whole or in part (or any order placed under it) if, in its sole judgment, the Legislature of the State of Idaho fails, neglects, or refuses to appropriate sufficient funds as may be required for the Subscriber to continue such payments, or requires any return or "give-back" of funds required for the Subscriber to continue payments, or if the Executive Branch of the State of Idaho mandates any cuts or holdbacks in spending. All affected future rights and liabilities of the parties hereto shall thereupon cease within ten (10) calendar days after notice by the Subscriber. The Subscriber represents appropriation is a legislative act and is beyond control of the Subscriber.

7.11 *Limit of Subscriber's Liability.*

The Subscriber is a public institution and, as such, the Subscriber's liability is at all times limited as required by Idaho law, including without limitation Idaho Code Title 59, Chapter 10, the Idaho State Constitution, and the Idaho Tort Claims Act, Idaho Code Sections 6-901 through 6-929, inclusive, and any indemnification, limitation of Elsevier's liability or hold harmless provision shall be void to the extent such provision violates applicable laws. Nothing in the agreement shall be deemed to constitute a waiver by the Subscriber of any privilege, protection, or immunity otherwise afforded it under the Idaho Constitution, Idaho Tort Claims Act, or any other applicable law or a waiver of its sovereign immunity, which is hereby expressly retained. Furthermore, the Subscriber shall at no time be liable for more than the pro rata share of the total damages awarded in favor of a claimant that is directly attributable to the negligent or otherwise wrongful acts or omissions of the Subscriber or its employees.

7.12 *Digital Accessibility.*

As of the effective date of this Agreement, the Subscribed Products will conform to the completed Voluntary Product Accessibility Template ("VPAT"), provided to the Subscriber, which details features of the Subscribed Products that support compliance with the federal Section 508 standards for accessibility. Elsevier agrees to work in good faith to assist the Subscriber in responding to specific additional requests for accessibility or an accommodation for any Subscribed Products in order to allow Authorized Users with disabilities to access the Subscribed Products, provided that any adaptations of the Subscribed Products requested would not result in prohibitive expense or significant difficulty to Elsevier or be otherwise impractical.

IN WITNESS WHEREOF, the parties have executed this Agreement by their respective, duly authorized representatives as of the date first above written.

BOISE STATE UNIVERSITY
(Subscriber)

Name: Mark Heil
Title: Vice President and Chief Financial Officer

ELSEVIER B.V.
(Elsevier)

Name: Gino Ussi
Title: Executive Vice President Research Solution Sales

No. 1-14016177453

ELSEVIER SUBSCRIPTION AGREEMENT
Schedule 1
Subscribed Products/Access/Fees

BOISE STATE UNIVERSITY

No. 1-14016177453

Subscribed Products – publisher	Access	2018 USD	2019 USD	2020 USD	2021 USD	2022 USD
ScienceDirect® online – Elsevier B.V.	sciencedirect.com					
Complete Freedom Collection						
<i>Total Electronic Subscription</i>		\$305,611.49	\$319,364.01	\$334,533.80	\$351,260.49	\$368,823.51
<i>Total Subscription Turnover</i>		\$305,611.49	\$319,364.01	\$334,533.80	\$351,260.49	\$368,823.51
• Electronic Subscription Fee(10 % discounted)		\$275,050.40	\$287,427.67	\$301,080.48	\$316,134.51	\$331,941.23
• Content Fee 10 %		\$30,561.25	\$31,936.51	\$33,453.49	\$35,126.16	\$36,882.47
Transferred Titles Fee		\$2,725.57	\$2,848.22	\$2,983.51	\$3,132.69	\$3,289.32
•Complete Freedom Collection Fee		\$146,342.00	\$152,927.18	\$160,191.22	\$168,200.78	\$176,610.82
Cell Press Collection Fee		\$5,897.22	\$6,162.60	\$6,455.33	\$6,778.09	\$7,117.00
TOTAL FEES		\$460,576.44	\$481,302.38	\$504,164.24	\$529,372.45	\$555,841.08

Adjustment of Fees

After the initial year of the Term, the Fees for the Subscriber's Journal Collection(s) will be subject to an adjustment to account for any titles removed from the Journal Collection(s) during the remainder of the Term of this Agreement.

Journal Collection(s)

The Subscriber's Journal Collection(s) is described in Schedule 1.1.

Transaction Fee

The Subscriber may purchase pre-paid Transactions ("PPT") upon mutual agreement of the parties in writing. Unused PPT will be forfeited one (1) year after issue or upon termination of this Agreement, whichever is earlier.

ELSEVIER SUBSCRIPTION AGREEMENT
Schedule 1.1
Journal Subscription

Journal Collection(s):

Complete Collection: Electronic access to the full text of all articles from the Elsevier journal titles published since 1 January 1995 identified on Annex A to Schedule 1.1.

Complete Freedom Collection: Electronic access to the full text of all articles from the Elsevier journal titles published since 1 January 1995 set forth in the Complete Freedom Collection Journal Title List at http://www.elsevier.com/solutions/sciencedirect/content/journal-title-lists#journal_title_list, as may be updated annually with the changes effective as of 1 January of the following calendar year of the Term of the Agreement.

Cell Press Collection: Electronic access to the full text of all articles from the Cell Press journal titles published since 1 January 1995 identified on Annex A to Schedule 1.1.

Option to Substitute Subscribed Titles

The Subscriber may substitute any of the subscribed journal titles identified on Annex A to Schedule 1.1 ("Subscribed Titles") with one or more journal titles of total comparable value (in current year list price) once annually upon notice to Elsevier by 1 August prior to the start of the next calendar year or at any time upon mutual agreement of the parties in writing. The foregoing does not apply to the Cell Press Collection.

Option to Substitute or Refund Withdrawn Subscribed Titles

The Subscriber may substitute any withdrawn Subscribed Titles with one or more journal titles of total comparable value (in current year list price) at any time upon notice to Elsevier. In the event that no substitute journal title is available, Elsevier will refund to the Subscriber the amount of the Fees paid for the withdrawn Subscribed Titles for the remainder of the Term.

Transferred Titles

Society journal titles for which the Subscriber holds an electronic subscription through a third-party publisher whose publication rights are transferred to Elsevier and made accessible on ScienceDirect during the Term ("Transferred Titles") will be deemed Subscribed Titles effective as of the date of transfer and for the then current publication year and the publication years previously paid unless and until the Subscriber notifies Elsevier that it no longer wishes to continue such electronic subscription on ScienceDirect. The option to substitute Subscribed Titles does not apply to Transferred Titles.

Post Termination Access to Subscribed Titles

Upon termination of all of the Subscriber's annual subscriptions on ScienceDirect online and/or if the Subscriber does not maintain a minimum annual spend of US\$1,000 on new eBooks purchases from Elsevier, the Subscriber may, at its option, (1) acquire, load and technically format on a server that enables access and use by Authorized Users an electronic copy of all or part of its Subscribed Titles for the publication years paid for cost and/or (2) continue to access such Subscribed Titles online for an annual access fee based on the number of full-text articles downloaded from such titles during the prior twelve (12) months at a rate of US\$0.081 per download, with a minimum annual fee of US\$500 (adjusted annually for inflation and cost increases) for the Subscriber's access to the platform, in accordance with the usage provisions of this Agreement, which provisions will survive the termination of the Agreement. Elsevier will make available for inspection by a duly authorized auditor of the Subscriber, at the Subscriber's sole expense, the records concerning the calculation of the annual access fee once per year during regular business hours upon thirty (30) days written notice to Elsevier. If an electronic copy is selected, the Subscriber will for a period of five (5) years from delivery of the electronic copy provide, on a monthly basis, to Elsevier complete and accurate usage data reports on the

Subscriber's on-site usage activity in a mutually agreed upon format. Elsevier will be entitled to inspect the Subscriber's records of usage once per year during regular business hours upon reasonable notice to the Subscriber. The electronic copy may not contain links and other features and functionality associated with the online version. If a particular Subscribed Title is withdrawn by Elsevier or not renewed by the Subscriber, but the Subscriber remains a ScienceDirect online subscriber, the Subscriber may continue to access online, at no additional charge, such formerly Subscribed Title for the publication years paid provided that Elsevier continues to hold the electronic rights thereto.

Deep Discounted Price for Print Subscriptions

Provided that the Fees have been paid, the Subscriber will have the option to place orders for annual subscriptions to a selection of Elsevier print publications at a price reduced from the list price ("Deep Discounted Price" or "DDP"), by 1 August prior to the start of the next calendar year from Elsevier or its affiliate directly and from only one (1) authorized subscription agent, which will be selected by the Subscriber, and Elsevier or its affiliate will fulfill such orders in accordance with its customary practices. The Subscriber will notify Elsevier of its subscription agent's contact information upon placing such orders. The Subscriber may change its subscription agent no more than once annually by giving Elsevier notice by 1 August prior to the start of the next calendar year. The Subscriber will not place orders for such DDP subscriptions on behalf of any other person or entity or with the intent to resell, rent, license, lease or otherwise transfer them to another person or entity.

**Annex A to Schedule 1.1
Subscribed Titles**

BOISE STATE UNIVERSITY

Product ID	ISSN	Subscribed Title (online only)
07802	1876-2859	Academic Pediatrics
13351	1076-6332	Academic Radiology
00486	0361-3682	Accounting, Organizations and Society
00221	1359-6454	Acta Materialia
13279	0065-3101	Advances in Pediatrics
02001	0309-1708	Advances in Water Resources
01001	1359-1789	Aggression and Violent Behavior
05320	0168-1923	Agricultural and Forest Meteorology
13246	0002-9378	American Journal of Obstetrics & Gynecology
07689	0749-3797	American Journal of Preventive Medicine
04263	1472-0299	Anaesthesia & Intensive Care Medicine
12602	0003-3472	Animal Behaviour
00768	0883-2927	Applied Geochemistry
13310	0003-9993	Archives of Physical Medicine and Rehabilitation
06071	1872-9312	Artery Research
13049	0749-8063	Arthroscopy: the Journal of Arthroscopy and Related Surgery
04101	1036-7314	Australian Critical Care
12671	1521-6942	Best Practice & Research: Clinical Rheumatology
05002	0005-2728	Biochimica et Biophysica Acta - Bioenergetics
13342	1083-8791	Biology of Blood and Marrow Transplantation
13074	1043-321X	Breast Diseases: A Year Book Quarterly
05323	0341-8162	Catena
05324	0009-2541	Chemical Geology
00362	0045-6535	Chemosphere
13344	1542-3565	Clinical Gastroenterology and Hepatology
12821	0009-9260	Clinical Radiology
05364	0167-9473	Computational Statistics & Data Analysis
07452	8755-4615	Computers and Composition
00398	0098-3004	Computers & Geosciences
00260	0010-938X	Corrosion Science
13077	0363-0188	Current Problems in Diagnostic Radiology
12674	1043-4666	Cytokine
00216	FS00-0216	Deep-Sea Research Part I: Oceanographic Research Papers with Part II: Topical Studies in Oceanography (Combined Subscription)
00116	0967-0645	<i>Deep-Sea Research Part II: Topical Studies in Oceanography</i>
00489	0967-0637	<i>Deep-Sea Research Part I: Oceanographic Research Papers</i>
10004	1125-7865	Dendrochronologia
07453	0885-2006	Early Childhood Research Quarterly
05328	0012-821X	Earth and Planetary Science Letters
05329	0012-8252	Earth-Science Reviews
08019	0720-048X	European Journal of Radiology
13364	1550-8307	Explore: the Journal of Science & Healing

Product ID	ISSN	Subscribed Title (online only)
07647	0015-0282	Fertility and Sterility
05106	0378-1127	Forest Ecology and Management
07531	0891-5849	Free Radical Biology & Medicine
13216	0016-5085	Gastroenterology
12033	0016-6480	General and Comparative Endocrinology
09110	0016-6995	Geobios
00212	0016-7037	Geochimica et Cosmochimica Acta
05334	0169-555X	Geomorphology
05335	0921-8181	Global and Planetary Change
13360	1547-5271	Heart Rhythm
12046	0018-506X	Hormones and Behavior
07551	0360-3016	International Journal of Radiation Oncology / Biology / Physics
00256	1365-1609	International Journal of Rock Mechanics and Mining Sciences
13340	2212-2672	Journal of the Academy of Nutrition and Dietetics
13450	0890-8567	Journal of the American Academy of Child & Adolescent Psychiatry
13357	1546-1440	Journal of the American College of Radiology
07682	1072-7515	Journal of the American College of Surgeons
13242	0894-7317	Journal of the American Society of Echocardiography
13424	1933-1711	Journal of the American Society of Hypertension
10174	0737-4607	Journal of Accounting Literature
12050	0278-4165	Journal of Anthropological Archaeology
12643	0305-4403	Journal of Archaeological Science
00235	1367-9120	Journal of Asian Earth Sciences
13427	1934-5925	Journal of Cardiovascular Computed Tomography
07694	0886-3350	Journal of Cataract & Refractive Surgery
14031	1094-6950	Journal of Clinical Densitometry
05342	0169-7722	Journal of Contaminant Hydrology
00366	0047-2352	Journal of Criminal Justice
06013	0304-4076	Journal of Econometrics
13165	0099-1767	Journal of Emergency Nursing
14027	0099-2399	Journal of Endodontics
12064	0095-0696	Journal of Environmental Economics and Management
13136	0363-5023	Journal of Hand Surgery (American Volume)
14016	0894-1130	Journal of Hand Therapy
05344	0022-1694	Journal of Hydrology
07816	1094-9968	Journal of Interactive Marketing
13431	1939-8654	Journal of Medical Imaging and Radiation Sciences
05204	0022-3093	Journal of Non-Crystalline Solids
18841	2155-8256	Journal of Nursing Regulation
13410	1499-4046	Journal of Nutrition Education and Behavior
05400	0272-6963	Journal of Operations Management
13068	0278-2391	Journal of Oral and Maxillofacial Surgery
13189	8755-7223	Journal of Professional Nursing
00699	0022-4405	Journal of School Psychology
04244	1440-2440	Journal of Science and Medicine in Sport
13085	1058-2746	Journal of Shoulder and Elbow Surgery
00839	0895-9811	Journal of South American Earth Sciences
05401	0378-3758	Journal of Statistical Planning and Inference
00539	0191-8141	Journal of Structural Geology

Product ID	ISSN	Subscribed Title (online only)
07553	0740-5472	Journal of Substance Abuse Treatment
13088	0022-5223	Journal of Thoracic and Cardiovascular Surgery
13089	0741-5214	Journal of Vascular Surgery
05347	0377-0273	Journal of Volcanology and Geothermal Research
07432	1090-9516	Journal of World Business
05350	0025-3227	Marine Geology
05351	0377-8398	Marine Micropaleontology
07539	0958-3947	Medical Dosimetry
02094	0026-2692	Microelectronics Journal
00274	0026-2714	Microelectronics Reliability
13175	0029-6554	Nursing Outlook
07585	0161-6420	Ophthalmology: Journal of the American Academy of Ophthalmology
07753	0090-2616	Organizational Dynamics
05355	0031-0182	Palaeogeography, Palaeoclimatology, Palaeoecology
06065	1871-174X	Palaeoworld
04285	1002-0160	Pedosphere
05224	0167-2789	Physica D: Nonlinear Phenomena
00636	0277-3791	Quaternary Science Reviews
12697	1078-8174	Radiography
00222	1359-6462	Scripta Materialia
13318	1053-4296	Seminars in Radiation Oncology
13108	0037-198X	Seminars in Roentgenology
13129	0887-2171	Seminars in Ultrasound, Ct and Mri
06034	0925-4005	Sensors and Actuators B: Chemical
00103	0038-1101	Solid-State Electronics
05422	0167-7152	Statistics & Probability Letters
13367	1550-7289	Surgery for Obesity and Related Diseases
00224	0742-051X	Teaching and Teacher Education
05361	0040-1951	Tectonophysics
07586	0002-9149	The American Journal of Cardiology
07610	0003-4975	The Annals of Thoracic Surgery
07418	0099-1333	The Journal of Academic Librarianship
07583	1053-2498	The Journal of Heart and Lung Transplantation
13372	1553-4650	The Journal of Minimally Invasive Gynecology
13249	0022-3476	The Journal of Pediatrics
14024	0022-5347	The Journal of Urology
02286	0099-5355	The Lancet (North American Edition)
07443	0362-3319	The Social Science Journal
05319	0166-8641	Topology and its Applications
02122	0169-5347	Trends in Ecology & Evolution
07554	0301-5629	Ultrasound in Medicine and Biology

Product ID	ISSN	Cell Press Collection Journal Title
13437	0006-3495	Biophysical Journal
07590	0092-8674	Cell
07591	1074-7613	Immunity

Product ID	ISSN	Transferred Title (online only)
18872	FS00-8872	Association of Women's Health, Obstetric and Neonatal

Product ID	ISSN	Transferred Title (online only)
		Nurses
18868	0884-2175	<i>Journal of Obstetric, Gynecologic & Neonatal Nursing</i>
18869	1751-4851	<i>Nursing for Women's Health</i>
18838	0012-3692	Chest Official Publication of the American College of Chest Physi
18793	1550-7424	Rangeland Ecology & Management

ELSEVIER SUBSCRIPTION AGREEMENT
Schedule 2
Sites/Authentication/Contacts

Subscriber: Boise State University

Sites:	# Auth. Users:	Authentication:
1910 Univ Dr, Boise, ID 83725, USA	13,000	132.178.*.*

Estimated total number of Authorized Users for ScienceDirect: 13,000

For the avoidance of doubt, other institutions and organizations that reside or do business at the above locations (including without limitation companies that are owned wholly or in part by, or affiliated with, the Subscriber) are not Sites, unless expressly stated above.

The Subscriber will promptly notify Elsevier of any material changes in the number of Authorized Users, which changes may result in Elsevier terminating the Agreement at the end of the year for which the Fees were paid unless the parties are able to agree to appropriate fee adjustments for any subsequent years of the Term, and may add, withdraw or substitute authentication mechanisms upon mutual agreement of the parties in writing.

Primary Contact

Name: Nancy Donahoo
 Title:
 Name/Address (if different from Section 7.7): Boise State University, Albertsons Library, P.O Box 46, Boise, ID 83707-0046, USA
 E-mail: serials-admin@boisestate.edu
 Phone:

Billing Contact

Name: Nancy Donahoo
 Title:
 Name/Address (if different from Section 7.7): Boise State University, Albertsons Library, P.O Box 46, Boise, ID 83707-0046, USA
 E-mail: serials-admin@boisestate.edu
 Phone:

The Subscriber will promptly notify Elsevier of any changes to any of the contact information above.


**BOISE STATE
UNIVERSITY**

Order	PO115026
Order Date	17-OCT-2017
Change Order	0
Change Order Date	17-OCT-2017
Revision	
Ordered	460,576.44 USD

Supplier **Elsevier BV**
Radarweg 29
1043 NX AMSTERDAM
NETHERLANDS

Bill To **Boise State University**
Accounts Payable
1910 University Drive
Boise, ID 83725-1248

Ship To **BSU Central Receiving**
1453 University Drive
BOISE, ID 83706
UNITED STATES

Tax Exempt 000012415-S

Payment Terms	Freight Terms	FOB	Shipping Method
Net 30	Prepaid & Add	Destination	BESTWAY
Confirm To	Deliver To Contact		
Lori Farris lorifarris@boisestate.edu	Nancy Donahoo nancydonahoo@boisestate.edu		

Line Item	Price	Quantity	UOM	Ordered	Needed By
1 BS-ELSEV AGREEMENT No. 1-14016177453, 2018-2022 Subscribed materials detailed in the attached agreement.	460,576.44				01-Jan-2018
Line Total				460,576.44	
Total				460,576.44	

Notes: ATTN: Chris Schneider, c.schneider@elsevier.com

Term of Agreement: 1/1/2018 - 12/31/2022

Above listed pricing is for Year 1 of 5.

All shipments, shipping papers, invoices, and correspondence must be identified with our Purchase Order number. Overshipments will not be accepted unless authorized by the Buyer prior to shipment.

Authorized Buyer Signature: _____

THIS PAGE INTENTIONALLY LEFT BLANK

CONSENT
DECEMBER 21, 2017

UNIVERSITY OF IDAHO

SUBJECT

Easement to be granted at the University of Idaho's Center for Organic Studies near Sandpoint, Idaho.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b.ii.

BACKGROUND/DISCUSSION

The University of Idaho (UI) is developing a Center for Organic Studies at property near Sandpoint, Idaho previously gifted to the Regents for such use. The property does not have adequate electric service. To extend electric service, the local utility, Northern Lights, Inc, must place new service delivery equipment on Regents property. The local utility requires an easement for placement of the service requested by University staff for the operation of the Center.

IMPACT

Funding for the installation costs will be provided from the College of Agricultural and Life Sciences' project budget for the improvements at the Center.

ATTACHMENTS

Attachment 1 – Proposed Easement
Attachment 2 – Local area map

Page 3
Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for authority to grant an easement to Northern Lights, Incorporated, in substantial conformance to the form submitted to the Board in Attachment 1, and to authorize the University's Vice President for Infrastructure to execute the easement and any related transactional documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

WO# 20170230 & 20170197

Loc ID: 32476

RIGHT-OF-WAY EASEMENT

NORTHERN LIGHTS, INC.

P.O. BOX 269, SAGLE, IDAHO 83860.....PHONE (208)263-5141

KNOW ALL PERSONS BY THESE PRESENTS, that we the undersigned, (whether one or more) **BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO**, for a good and valuable consideration, the receipt whereof is hereby acknowledged, do hereby grant unto **NORTHERN LIGHTS, INC.**, a cooperative corporation (hereinafter called the "Cooperative") whose post office address is **P.O. BOX 269, SAGLE, IDAHO 83860**, and to its successors or assigns, the right to enter upon the lands of the undersigned, situated in the County of **BONNER**, State of **IDAHO** and more particularly described as follows:

For an overhead secondary powerline with pole and anchor, shown in: See Exhibit A

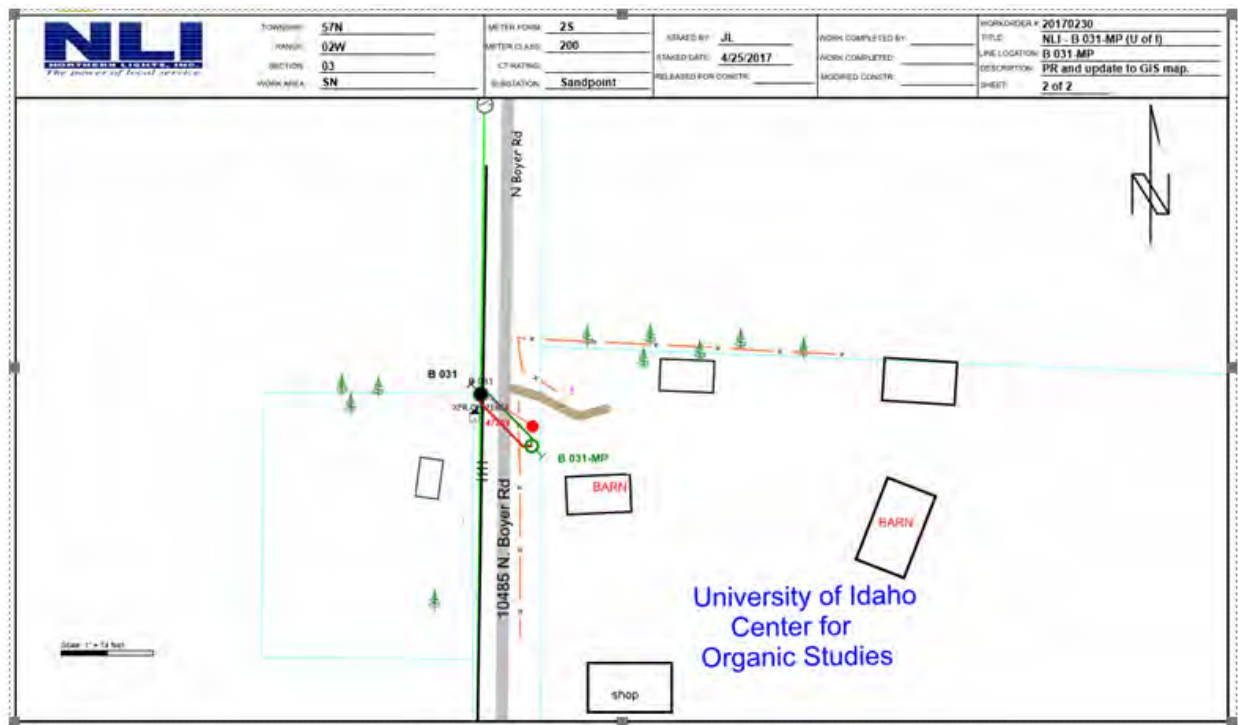
and to construct, operate and maintain an overhead or underground electric transmission and/or distribution lines or systems on or under the above described lands and/or in, upon or under all streets, roads or highways abutting said lands; to inspect and make such repairs, changes, alterations, improvements, removals from, substitutions and additions to its facilities as cooperative may from time to time deem advisable, including , by way of example and not by way of limitation, the right to increase or decrease the number of circuits, wires, cables, handholes, manholes, connection boxes, transformers and transformer enclosures; to cut, trim and control the growth by machinery or other means of trees and shrubbery located within **10 feet** of the center line of said line or system, or that may interfere with or threaten to endanger the operation and maintenance of said line or system (including any control of the growth of other vegetation in the right-of-way which may incidentally and necessarily result from the means of control employed); to keep the easement clear of all buildings, structures or other obstructions within a lateral distance of 20 feet from the center line of overhead line or 10 feet from center line of underground line; and the right to permit the installation of communication and other circuits on the poles of said electric transmission and distribution system.

The undersigned agree that all poles, wires and other facilities, including any main service entrance equipment, installed in, upon or under the above described lands by the Cooperative shall remain the property of the Cooperative, removable at the option of the Cooperative.

**NORTHERN LIGHTS, INC.
RIGHT OF WAY EASEMENT
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
WO# 20170230 & 20170197
Loc ID: 32476**

Exhibit A

That portion of Section 3, T57N, R2W, BM, Bonner County, Idaho, described as follows: Parcel Number RP038200000010A – University Park Lot 1 – as shown in attached drawing



**NORTHERN LIGHTS, INC.
RIGHT OF WAY EASEMENT
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
WO# 20170230 & 20170197
Loc ID: 32476**

IN WITNESS WHEREOF, The Grantors have set their hands and seals this _____ day
of _____, 2017.

CORPORATE NAME: Board of Regents of the University of Idaho

BY: _____

ITS: _____ (title)

STATE OF _____)
SS
COUNTY OF _____)

On this _____ day of _____, 2017, before me, _____, a
Notary Public in and for the State of _____, residing at _____
_____, personally appeared _____
_____, known or identified to me to be the _____
of the corporation that executed this instrument or the person who executed the instrument on behalf of
said corporation and acknowledged to me that such corporation executed the same. WITNESS my hand
and official seal hereto affixed the day and year first above written.

(seal)

Notary signature

Commission expires: _____

THIS PAGE INTENTIONALLY LEFT BLANK



THIS PAGE INTENTIONALLY LEFT BLANK

CONSENT
DECEMBER 21, 2017

SUBJECT

Programs and Changes Approved by Executive Director - Quarterly Report

REFERENCE

August 2017

Board received quarterly report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a., Postsecondary Program Approval and Discontinuance

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.c.i. and 4.b, prior to implementation the Executive Director may approve any new, modification, and/or discontinuation of academic or career technical education programs, with a financial impact of less than \$250,000 per fiscal year.

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho's public postsecondary institutions that were approved between August 2017 and November 2017 by the Executive Director.

ATTACHMENTS

Attachment 1 – List of Programs and Changes Approved by the
Executive Director

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
DECEMBER 21, 2017**

Academic Programs
Approved by Executive Director
August 2017 and November 2017

Institution	Program Changes
BSU	New School of the Arts
BSU	Restructure of existing instructional units: <ul style="list-style-type: none"> • Dissolve Departments of Political Science, Criminal Justice, and Public Policy and Administration in the School of Public Service • School of Public Service will serve as the unit that encompasses all degree and certificate programs
ISU	New Paramedic Science Certificate
ISU	College of Technology reorganization <ul style="list-style-type: none"> • Consolidate General Education and Business and Services Departments into one to be called Business and Support Services Department • Move Law Enforcement from Business and Services to the Trade and Industrial Department • Create three program areas under Health Occupations department (Allied Health Programs, Nursing Programs, and Rehabilitation Programs).
CSI	Consolidation of Six Engineering degrees into one Associate of Engineering – six specialization areas (Agriculture, Chemical, Civil, Computer, Electrical, and Mechanical) will continue to exist as advising options
NIC	Consolidation of Business Administration and Business Teacher Education Associate degree programs into one Associate of Science in Business
NIC	AS in Engineering & Technology Teacher Education (partnership with the University of Idaho)

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
BSU	Change the name of existing Graduate Certificate in Secondary/K-12 Teaching to Teaching
BSU	CIP Code changes: <ul style="list-style-type: none"> • Change CIP code 13.0599 for Graduate Certificate in Technology Integration Specialist to 13.1309 • Change CIP code 13.0509 for Master of Educational Technology (MET) to 13.0501 • Change CIP code 13.0509 for Ed.D of Educational Technology to 13.0501 • Change CIP code 13.0509 for the Masters of Science of Educational Technology to 13.0501
BSU	New minors in Literature and Labor Studies
BSU	Change name of Native American Studies to Native American and Indigenous Studies
BSU	Change name of Bachelor of Arts in English emphasis to Writing, Rhetoric, Technical Communication
BSU	New interdisciplinary minor in Global Studies

CONSENT
DECEMBER 21, 2017

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
ISU	Change the name of International Studies program to Global Studies

Career and Technical Education Programs
Approved by Executive Director

Institution	Program Changes
CSI	New Outdoor Recreation Leadership program offering BTC or ITC
ISU	Addition of Basic Technical Certificate to the Pharmacy Technology Program

CONSENT
DECEMBER 21, 2017

IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University – Special Education Director Endorsement Program Review

REFERENCE

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Special Education Director Endorsement has existed for over 40 years, as evidenced by a review of Idaho State University (ISU) graduate catalogs. However, this program was inadvertently omitted from the list of programs that ISU submitted to the State Department of Education to be reviewed at the last NCATE/State Review visit in September, 2015, and now needs to be re-instated. The Special Education Director Program was reviewed and approved during the 2008 NCATE and State Review Team visit. All of the rubric indicators for the standards related to the Idaho Standards for Special Education Director were marked at the “acceptable” level and the program was rated as “Approved” at the “Recommended Action on All Standards.” However, after extensive searching, neither the Office of the State Board of Education nor the Office of Academic Affairs at ISU could locate documentation demonstrating official approval for this program.

Upon learning that the Special Education Director Endorsement was not included in the 2015 NCATE/State Review, ISU immediately contacted representatives at the State Department of Education and the Office of the State Board of Education to notify them of the situation. It was determined that ISU needed to prepare and submit to the Professional Standards Commission (PSC) a New Program for Certification Request. This was completed and reviewed by the PSC at their November 17, 2017 meeting, at which time the PSC reviewed the proposal and recommended Conditional Approval with a full review of the program at the Fall 2018 Focused Visit.

Candidates requesting the Institutional Recommendation for certification as a Director of Special Education must have a Master’s degree; meet the Idaho Foundation Standards for School Administrators; and meet the competencies outlined in the Idaho Standards for Special Education Directors. Included in the materials are an updated matrix that reflects alignments of Idaho Foundation Standards for School Administrators – Special Education Director with ISU courses that address knowledge and performance requirements defined by these standards; a matrix that reflects that alignment with the Council for Exceptional Children Standards for Special Education Directors with Idaho Administrator Standards for Special Education Directors and ISU courses that addresses the

**CONSENT
DECEMBER 21, 2017**

knowledge and performance competencies defined by these standards; a list of courses offered by ISU that address the competencies defined by these standards; and a collection of ISU course catalog descriptions for the courses that address the competencies defined by these standards.

IMPACT

There is no financial impact as this program already exists, and no new financial resources are required.

There is the potential of adversely impacting students who are caught in the gap between recognizing the program had not been reviewed at ISU's 2015 NCATE/State Review and the requested approval by the State Board of Education for recognition of the Special Education Director Endorsement at ISU. In the prior year and a half, ISU's College of Education has provided a recommendation for eight students, and ISU believes there are approximately six to eight students who could immediately be impacted.

ATTACHMENTS

Attachment 1 – New Program for Certification Request	Page 5
Attachment 2 – Special Education Director Matrix	Page 9
Attachment 3 – Council for Exceptional Children: Advanced Specialty Set: Special Education Administration Set	Page 30
Attachment 4 – Special Education Director Course Work	Page 42
Attachment 5 – Special Education Director Course Descriptions	Page 43
Attachment 6 – Professional Standards Commission - Notification of Recommendation for Conditional Approval	Page 45

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs meet the Board approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators that are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs

CONSENT
DECEMBER 21, 2017

conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

The Idaho State University's Special Education Director Program was missed in the full review conducted in fall 2015. Due to these special circumstances the Commission is recommending conditional approval to assure those students that are currently in the program will be eligible for certification when they complete and a Focused Visit in the fall of 2018.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation and to approve the Idaho State University Special Education Director endorsement program for conditional approval contingent on a Focused Visit in 2018.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**CONSENT
DECEMBER 21, 2017**

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 3 Learning Environments		
Standard 4 Content Knowledge	See alignment to Foundation Standards for the Preparation of School Administrators (attached).	
Standard 5 Application of Content		
Standard 6 Assessment		
Standard 7 Planning for Instruction		
Standard 8 Instructional Strategies		
Standard 9 Professional Learning and Ethical Practice		

**CONSENT
DECEMBER 21, 2017**

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 10 Leadership and Collaboration		

Section II: New Program Course Requirements

This is technically not a brand new program, since it has existed for over 40 years at Idaho State University (ISU). However, for some reason, this program was not included on the list of programs ISU submitted to the SDE to be reviewed at the last NCATE/State Review visit in September 2015. We recently discovered this oversight and would like to get this program “re-instated.” A review of ISU graduate catalogs has revealed that this certification option has been around since the early 1970s. However, neither the OSBE nor the Office of Academic Affairs at ISU could locate any documentation that this program was every officially approved.

In this proposal, we have linked *knowledge* and *performance* standards to course (knowledge) objectives and learner (performance) outcomes to each of the Foundation Standards for the preparation of School Administrators, including Special Education Directors (see **Appendix A**). We had also linked knowledge and performance indicators to the Council for Exceptional Children Standards for Special Education Directors (please see **Appendix B**).

Since the SpEd Director program is not a "degree" program but a "certification" program, there is not a "set" curriculum for candidates seeking this endorsement to follow. Candidates are required to have a Master's degree, but that requirement could be met through a variety of different means. Most applicants to this certification program come with a background in one of three areas: Special Education, School Administration, or School Psychology. An initial review of transcripts and other applicant provided documentation (catalog descriptions, syllabi, etc.) would provide a framework for the courses the applicant would be required to take to meet the competencies defined by the *Idaho Foundation Standards for School Administrators* and those competencies specific to the *Idaho Standards for Special Education Directors*.

A list of courses available at ISU is listed in **Appendix C** that serve to meet the competencies required for an Institutional Recommendation for certification.

The following conditions describe program requirements leading to an Institutional Recommendation for certification as a Director of Special Education:

CONSENT
DECEMBER 21, 2017

a). Must have a Master's degree (anyone applying to the program that does not already have a Master's degree in an appropriately-related field, will be required to complete the Master of Education in Education Administration program.

Once the Master's degree requirement is satisfied, applicants will be required to:

b). Meet the *Idaho Foundation Standards for School Administrators* (by completing the MEd in Education Administration OR providing evidence of having met the competencies outlined in these standards).

c). Meet the competencies outlined in the *Idaho Standards for Special Education Directors* (by completing coursework specific to these competencies OR providing evidence of having met these competencies through other coursework).

College Chair/Director/Dean (Institution):_____

Date:_____

Graduate Chair/Director/Dean or other official (Institution; as applicable):_____

Date:_____

**CONSENT
DECEMBER 21, 2017**

STANDARD	Foundation Standards for School Administrators: The Special Education Director ...	Coursework
<p>Domain 1: School Climate</p> <p>Standard 1: School Culture</p> <p>The Special Education Director establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements of tomorrow's careers and life endeavors</p>	<p>Knowledge Standard 1.1: ... understand the importance of eliciting feedback that measures the school and community perceptions.</p>	<p>Knowledge Standard 1.1: <i>EDLA 6608:</i> Leadership for schools (lessons #2,3,4, 5); <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6642</i> – The community relations program (lessons #2,3); <i>EDLA 7724</i> – Role of school leaders in school improvement (lesson 2);</p>
	<p>Knowledge Standard 1.2: ... understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.</p>	<p>Knowledge Standard 1.2: <i>EDLA 6609</i> – School discipline (lesson #2); <i>EDLA 6612:</i> Idaho statutes (lesson #4), federal law (lesson #6); <i>SPED 5538</i> – Procedural safeguards & discipline (lesson #13);</p>
	<p>Knowledge Standard 1.3: ... understands disciplinary policies and multiple strategies for intervention that occur prior to removal of students.</p>	<p>Knowledge Standard 1.3: <i>EDLA 6609:</i> School safety planning (lesson #3), preparing a school-wide discipline strategy (lesson #4); <i>EDLA 6612</i> – Student rights (lesson #12); <i>SPED 5538</i> – History of the law and children w/ disabilities (lesson #3), procedural safeguards and discipline (lesson #13);</p>
	<p>Knowledge Standard 1.4: ... understands methods for responding to conflict.</p>	<p>Knowledge Standard 1.4: <i>EDLA 6608</i> – Conflict mgmt. (lesson #9); <i>EDLA 6609:</i> School discipline (lesson #2); <i>EDLA 6642</i> – Crisis communication (lessons #7);</p>
	<p>Performance Standard 1.1: ... demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.</p>	<p>Performance Standard 1.1: <i>EDLA 6609</i> – Climate survey, Evaluate state-required school safety plan; <i>EDLA 6642</i> – Community-relations plan; <i>EDLA 6657</i> – School culture activity;</p>

**CONSENT
DECEMBER 21, 2017**

		<i>EDLA 7724 – Analyzing data (lesson 5)</i>
	Performance Standard 1.2: ... demonstrates ability to proactively engage staff in conflict resolution.	Performance Standard 1.2: <i>EDLA 6608 – Conflict mediation exercise ; EDLA 6657 – School culture activity; SPED 5538 – Case study'</i>
	Performance Standard 1.3: ... demonstrates ability to establish rules and related consequences designed to keep students safe.	Performance Standard 1.3: <i>EDLA 6609 – School-wide discipline project; EDLA 6657 – Student discipline report & reflection;</i>
	Performance Standard 1.4: ... demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.	Performance Standard 1.4: <i>EDLA 6609 – Climate and culture survey analysis; EDLA 6609 – Climate survey; EDLA 6642 - PR Plan; EDLA 6657 – Problem-solving project; EDLA 7724 – Data analysis project;</i>
	Performance Standard 1.5: ... demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.	Performance Standard 1.5: <i>EDLA 6609 – School-wide discipline project; EDLA 6657 – Student discipline report & reflection; SPED 5538 – Case study;</i>
	Performance Standard 1.6: ... demonstrates ability to use data to monitor and improve school climate.	Performance Standard 1.6 <i>EDLA 6608 – Data analysis exercise; EDLA 6609 – Climate & culture survey; EDLA 6642 – Public-relations plan; EDLA 6657 – Problem-solving project; EDLA 7724 – Data analysis project</i>
	Performance Standard 1.7: ... demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.	Performance Standard 1.7: <i>EDLA 6642 – Public-relations plan; EDLA 6657 – Parent contact w/diverse learners; SPED 5538 – Case study:</i>
Domain 1: School Climate	Knowledge Standard 2.1: ... understands the importance of	Knowledge Standard 2.1:

**CONSENT
DECEMBER 21, 2017**

<p>Standard 2: Communication</p> <p>The Special Education Director is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges for all stakeholders.</p>	<p>making organizational decisions based upon the mission and vision of the school and district.</p>	<p><i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6608</i> – Decision-making models (lesson #11); <i>EDLA 6608</i> – leading org. change (lesson #12); <i>EDLA 6609</i> – Leverage leadership (lesson #5, 6); <i>EDLA 6642</i> – The public relations program (lessons #3); <i>SPED 6632</i>: Forum discussions, Interviews w/ SpEd Director, Principal, & Business Mgr., mini-research assignment;</p>
	<p>Knowledge Standard 2.2: ... understands effective communication strategies.</p>	<p>Knowledge Standard 2.2: <i>EDLA 6608</i> – communications (lesson #6); <i>EDLA 6615</i> – Promoting a collaborative culture (lesson #10); <i>EDLA 6642</i> – Communicating with internal & external publics (lessons #5.6); <i>SPED 5538</i> – People first language (lesson #1);</p>
	<p>Knowledge Standard 2.3: ... understands the importance of the school improvement plan and adjusting it based on data, including from district and school staff.</p>	<p>Knowledge Standard 2.3: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Leverage leadership (lesson #5, 6); <i>EDLA 6614</i> – Assessment literacy (lesson #7); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson 5); <i>EDLA 7724</i> – Using data for school improvement (lesson #2)</p>
	<p>Performance Standard 2.1: ... demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school's vision and mission.</p>	<p>Performance Standard 2.1: <i>EDLA 6608</i> – Organizational vision statement, strategic planning; <i>EDLA 6657</i> – Faculty meeting exercise;</p>
	<p>Performance Standard 2.2: ... demonstrates the ability to develop and facilitate a clear, timely communications plan across the school's departments to support effective and efficient school operations.</p>	<p>Performance Standard 2.2: <i>EDLA 6608</i> – Organizational vision statement, strategic planning; <i>EDLA 6642</i> – Web-site analysis; <i>EDLA 6657</i> – Faculty meeting exercise;</p>

**CONSENT
DECEMBER 21, 2017**

	Performance Standard 2.3: ... demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.	Performance Standard 2.3: <i>EDLA 6608</i> – Belief statements; <i>EDLA 6642</i> – Community Public relations plan; <i>EDLA 6657</i> – Faculty meeting exercise; <i>SPED 6632</i> - Reflection papers;
	Performance Standard 2.4: ... demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.	Performance Standard 2.4: <i>EDLA 6608</i> – Mission & vision exercise; <i>EDLA 6642</i> – PR plan; <i>EDLA 6657</i> – Leadership meeting;
Domain 1: School Climate Standard 3: Advocacy The Special Education Director advocates for education, the district and school, teacher, parents, and students that engenders school support and involvement.	Knowledge Standards 3.1: ... understands the importance of inviting community input and using the input to inform decisions.	Knowledge Standards 3.1: <i>EDLA 6608</i> – Leadership (lessons #2,3,4,5); <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6642</i> – Communicating with the external public (lesson #6);
	Knowledge Standard 3.2: ... understands cultural diversity and its importance in the school's learning community.	Knowledge Standard 3.2: <i>EDLA 6608</i> – School culture and climate (lesson #7); <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6612</i> – Students with disabilities (lesson 13); <i>EDLA 6614</i> – 21 st Century learning plan (lesson #11); <i>EDLA 6642</i> – School-community relations (lesson #2); <i>SPED 5550</i> – Implementing universal design for learning (UDL);
	Performance Standard 3.1: ... demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.	Performance Standard 3.1: <i>EDLA 6642</i> – PR plan; <i>EDLA 6657</i> – Parent involvement & community cultural event; <i>EDLA 6657</i> – Parent-faculty exercise;
	Performance Standard 3.2: ... demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.	Performance Standard 3.2: <i>EDLA 6615</i> – Framework for Teaching (lessons #12,13) <i>EDLA 6642</i> – PR plan; <i>EDLA 6657</i> – Diversity activity;

**CONSENT
DECEMBER 21, 2017**

<p>Domain 2: Collaborative Leadership</p> <p>Standard 4: Shared Leadership</p> <p>The Special Education Director fosters shared leadership that takes advantage of individual expertise, strengths, talents, and cultivates professional goals.</p>	<p>Knowledge Standard 4.1: ... Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.</p>	<p>Knowledge Standard 4.1: <i>EDLA 6608</i> – leadership (lessons #2,3,4,5); <i>EDLA 6609</i> – Leverage leadership (lesson #8); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson 5); <i>SPED 6632</i>: Forum discussions, Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment;</p>
	<p>Knowledge Standard 4.2: ... Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.</p>	<p>Knowledge Standard 4.2: <i>EDLA 6608</i> – leadership (lessons #2,3,4,5); <i>EDLA 6609</i> – Leverage leadership (lesson #8); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson 5);</p>
	<p>Knowledge Standard 4.3: ... Understands the importance of developing and using Professional Learning Plans to encourage professional growth and expand competencies.</p>	<p>Knowledge Standard 4.3: <i>EDLA 6608</i> – leadership (lessons #2,3,4,5); <i>EDLA 6609</i> – Data-driven instruction (lesson 9); <i>EDLA 6614</i> – 21st Century learning plan (lesson #11); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson 5);</p>
	<p>Performance Standard 4.1: ... demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.</p>	<p>Performance Standard 4.1: <i>EDLA 6608</i> – Professional Learning Plan activity; <i>EDLA 6614</i> – Instructional improvement project; <i>EDLA 6657</i> – Internship portfolio reflection;</p>
	<p>Performance Standard 4.2: ... demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.</p>	<p>Performance Standard 4.2: <i>EDLA 6609</i> – Peer feedback conference; <i>EDLA 6614</i> – Instructional improvement plan; <i>EDLA 6657</i> – Leadership exercise;</p>
<p>Domain 2: Collaborative Leadership</p>	<p>Knowledge Standard 5.1: ... knows about curriculum, instruction, school activities, and environments</p>	<p>Knowledge Standard 5.1: <i>EDLA 6608</i> – Systems thinking (lesson #4);</p>

**CONSENT
DECEMBER 21, 2017**

<p style="text-align: center;">Standard 5: Priority Management</p> <p>The Special Education Director organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership responsibilities.</p>	to increase program accessibility for students with special needs.	<i>EDLA 6609</i> – Instructional planning (lesson #12); <i>EDLA 6612</i> – Students with disabilities (lesson #13); <i>EDLA 6614</i> – Curriculum planning (lesson #4); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – History of the law and children w/ disabilities (lesson #3); IDEA (lesson #4); ADA (lesson #6); FAPE (lesson #8);
	Knowledge Standard 5.2: ... understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.	Knowledge Standard 5.2: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6612</i> – Students with disabilities (lesson #13); <i>EDLA 6614</i> – Curriculum planning (lesson #4); <i>SPED 5538</i> – (lessons #3,4,5,6, 7,8,10);
	Knowledge Standard 5.3: ... understands how to manage workflow and access resources to meet the needs of staff, students, and parents.	Knowledge Standard 5.3: <i>EDLA 6609</i> – Leverage leadership (lesson #6, 7);
	Knowledge Standard 5.4: ... understands the use of technology in referral processes, Individual Education Plan (IEP) development, and records management.	Knowledge Standard 5.4: <i>EDLA 6612</i> – Students with disabilities (lesson #13); <i>EDLA 6614</i> - 21 st Century learning plan (lesson #11); <i>SPED 5538</i> – IEPs (lesson #10); <i>SPED 5550</i> – Implementing universal design for learning (UDL);
	Performance Standard 5.1: ... advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.	Performance Standard 5.1: <i>EDLA 6609</i> – Time management project; <i>EDLA 6657</i> – Portfolio activity logs; <i>SPED 5538</i> – Case study; <i>SPED 5550</i> – UDL lesson plan;
	Performance Standard 5.2: ... implements the special education processes and procedures	Performance Standard 5.2: <i>EDLA 6657</i> – Portfolio activity logs and reflective summaries; <i>SPED 5538</i> – Case study;

**CONSENT
DECEMBER 21, 2017**

	required by federal, state and school district policies.	<i>SPED 6639</i> – Internship portfolio, Reflection paper;
	Performance Standard 5.3: ... advocates for, seeks, and directs resources to meet staff, student and parent needs.	Performance Standard 5.3: <i>EDLA 6609</i> – Budgeting exercise; <i>EDLA 6657</i> – Faculty meeting activity, Activity log exercise;
<p>Domain 2: Collaborative Leadership</p> <p>Standard 6: Transparency</p> <p>The Special Education Director seeks input from stakeholders and takes all perspectives into consideration when making decisions.</p>	Knowledge Standard 6.1: ... understands emerging issues and trends impacting families, school, and community.	Knowledge Standard 6.1: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Cultural levers (lessons #7, 8); <i>EDLA 6612</i> – Students with disabilities (lesson 13); <i>EDLA 6642</i> – Newspaper analysis (lesson 8); <i>EDLA 7724</i> – The role of school leaders in school improvement (lesson #2); <i>SPED 5538</i> – Law and children with Disabilities (lesson #3); <i>SPED 6632:</i> Forum discussions, Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment;
	Knowledge Standard 6.2: ... understands available resources in the community.	Knowledge Standard 6.2: <i>EDLA 6608</i> – Administrator responsibilities (lesson # 4); <i>EDLA 6609</i> – Cultural levers (lessons #7, 8); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson 6); <i>SPED 5538</i> – Procedural safeguards (lesson #13);
	Knowledge Standard 6.3: ... understands the value of transparency regarding decision making and the allocation of resources.	Knowledge Standard 6.3: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6608</i> – Decision making (lessons #11); <i>EDLA 6642</i> – Community relations policies, goals & strategies (lesson 2); <i>SPED 6632.</i> ; Interview w/ SpEd Director, Principal, & Business Mgr.;
	Knowledge Standard 6.4: ... understands the importance of seeking input from stakeholders and	Knowledge Standard 6.4:

**CONSENT
DECEMBER 21, 2017**

	takes all perspectives into consideration when making decisions.	<i>EDLA 6608</i> – Systems thinking (lesson #4), Decision making (lessons #11); <i>EDLA 6642</i> – Community relations policies, goals & strategies (lesson 2); <i>SPED 6632</i> : Forum discussions, Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr.; <i>EDLA 7724</i> – Role of school leaders in school improvement (lesson #2)
	Performance Standard 6.1: ... provides rationale for decisions regarding the allocation of resources.	Performance Standard 6.1: <i>EDLA 6608</i> – Decision-making Exercise; <i>EDLA 7724</i> – Using research to address school improvement (lesson #2); <i>SPED 5538</i> – Case study;
	Performance Standard 6.2: ... develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.	Performance Standard 6.2: <i>EDLA 6608</i> – Culture & climate exercise; <i>EDLA 6642</i> – PR plan; <i>EDLA 6657</i> – Leadership exercise; <i>EDLA 7724</i> – using a research team to analyze data (lesson #5); <i>SPED 5550</i> : SpEd teacher interview; <i>SPED 6632</i> : Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment;
Domain 2: Collaborative Leadership Standard 7: Leadership Renewal The Special Education Director strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others.	Knowledge Standard 7.1: ... understands the roles of leadership.	Knowledge Standard 7.1: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4);, Leadership (lessons #2,3,5), Systems thinking (lesson #4); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 7724</i> – Role of school leader in school improvement (lesson #2);
	Knowledge Standard 7.2: ... understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.	Knowledge Standard 7.2: <i>EDLA 6608</i> – Motivation (lesson #8); <i>EDLA 6609</i> – leverage leadership (lesson #5);

**CONSENT
DECEMBER 21, 2017**

		<p><i>EDLA 6615</i> – Using the framework – Domain 4 (lesson #3);</p> <p><i>EDLA 6642</i> – Community relations policies, goals & strategies (lesson 2);</p>
	<p>Knowledge Standard 7.3: ... understands the political, social, cultural, and economic systems and processes that support and impact education.</p>	<p>Knowledge Standard 7.3:</p> <p><i>EDLA 6608</i> – Administrator responsibilities (lesson #4);</p> <p><i>EDLA 6609</i> – Cultural levers (lesson #5,7);</p> <p><i>EDLA 6642</i> – Administering the community relations plan (lesson 3);</p> <p><i>SPED 5538</i> – Law and children w/ disabilities (lesson #3);</p>
	<p>Performance Standard 7.1: ... creates and implements an individual professional learning plan.</p>	<p>Performance Standard 7.1:</p> <p><i>EDLA 6608</i> – Professional learning plan (PLP);</p> <p><i>EDLA 6657</i> – PLP, Teacher evaluation summaries;</p>
	<p>Performance Standard 7.2: ... enhances leadership skills through collaboration with colleagues and professional development.</p>	<p>Performance Standard 7.2:</p> <p><i>EDLA 6608</i> – Case study activity;</p> <p><i>EDLA 6609</i> – BLT activity;</p> <p><i>EDLA 6657</i> – Reflective summaries and activity logs;</p> <p><i>SPED 6639</i> – Internship portfolio, Reflection paper;</p>
	<p>Performance Standard 7.3: ... uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.</p>	<p>Performance Standard 7.3:</p> <p><i>EDLA 6608</i> – Reflective feedback activity;</p> <p><i>EDLA 6657</i> – Reflection section of portfolio;</p> <p><i>EDLA 7724</i> – Data-analysis project</p> <p><i>SPED 6639</i> – Internship portfolio, Reflection paper;</p>
	<p>Performance Standard 7.4: ... communicates results of self-reflection after evaluating his/her own practice and consults with evaluator, adjusting accordingly.</p>	<p>Performance Standard 7.4:</p> <p><i>EDLA 6608</i> – Professional Learning Plan;</p> <p><i>EDLA 6657</i> – Reflection sections of portfolio;</p> <p><i>SPED 6639</i> – Internship portfolio, Reflection paper;</p>
	<p>Performance Standard 7.5: Uses self-reflection and data that are aligned to school and district vision</p>	<p>Performance Standard 7.5:</p> <p><i>EDLA 6608</i> – PLP;</p>

**CONSENT
DECEMBER 21, 2017**

	and/or needs to drive improvement in leadership skills, school culture, and student learning.	<i>EDLA 6657</i> – Reflection sections of portfolio; <i>EDLA 7724</i> – Data-analysis project; <i>SPED 6639</i> – Internship portfolio, Reflection paper;
Domain 2: Collaborative Leadership Standard 8: Accountability The Special Education Director establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.	Knowledge Standard 8.1: ... understands operational policies and procedures.	Knowledge Standard 8.1: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6642</i> – Understanding community relations (lesson 1);
	Knowledge Standard 8.2: ... understands human resources management.	Knowledge Standard 8.2: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6609</i> – leverage leadership (lesson #5); <i>EDLA 6642</i> – Administering the community relations plan (lesson 3);
	Knowledge Standard 8.3: ... understands sound fiscal operations principles and issues.	Knowledge Standard 8.3: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6609</i> – leverage leadership (lesson #7);
	Knowledge Standard 8.4: ... understands facilities maintenance and principles regarding use of space and educational suitability.	Knowledge Standard 8.4: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6609</i> – leverage leadership (lesson #7); <i>EDLA 6642</i> – Administering the community-relations plan (lesson 3); <i>SPED 5538</i> – IDEA (lesson #4), FAPE (lesson #8);
	Knowledge Standard 8.5: ... understands legal issues impacting personnel, management, and operations.	Knowledge Standard 8.5: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6642</i> – Administering the community-relations plan (lesson 3); <i>SPED 5538</i> – The law & children with disabilities (lesson #3);
	Knowledge Standard 8.6: ... understands ethical frameworks and perspectives.	Knowledge Standard 8.6: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6612</i> – Education ethics (lesson #7);

**CONSENT
DECEMBER 21, 2017**

		<i>EDLA 6642</i> – Administering the community-relations plan (lesson 3);
	Knowledge Standard 8.7: ... understands the Idaho Professional Educator Code of Ethics and the Idaho Administrators Code of Conduct.	Knowledge Standard 8.7: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6612</i> – Educator ethics (lesson #7); <i>EDLA 6642</i> – Administering the community-relations plan (lesson 3);
	Knowledge Standard 8.8: ... Understands policies and laws related to school and district.	Knowledge Standard 8.8: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6609</i> – leverage leadership (lesson #8); <i>EDLA 6612</i> – Law & governance (lesson #8); <i>EDLA 6642</i> – Administering the community-relations plan (lesson 3);
	Performance Standard 8.1: ... demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.	Performance Standard 8.1: <i>EDLA 6608</i> – Values paper; <i>EDLA 6609</i> – Case study activity; <i>EDLA 6612</i> – Case study activity; <i>EDLA 6657</i> – Budgeting activity; <i>SPED 6639</i> – Internship portfolio;
	Performance Standard 8.2: ... demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.	Performance Standard 8.2: <i>EDLA 6609</i> – Case study; <i>EDLA 6612</i> – Case study; <i>EDLA 6657</i> – Budgeting activity; <i>SPED 6639</i> – Internship portfolio;
Domain 3: Instructional Leadership Standard 9: Innovation The Special Education Director seeks and implements innovative and effective solutions that comply with general and special education law.	Knowledge Standard 9.1: ... understands that each student can learn and that varied and data-informed learning goals are an important part of the process.	Knowledge Standard 9.1: <i>EDLA 6609</i> – leverage leadership (lesson #5); managing teams (lesson #8), data-driven instruction (lesson #9); <i>EDLA 6614</i> – Assessment literacy (lesson #7), Using data (lesson #10); <i>EDLA 7724</i> – Using research to guide school improvement (lesson #2);
	Knowledge Standard 9.2: ... understands the principles of	Knowledge Standard 9.2:

**CONSENT
DECEMBER 21, 2017**

	effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.	<i>EDLA 6608</i> – Motivation (lesson #8); <i>EDLA 6614</i> – Backward design process (lesson #5), Supervising the curriculum (lesson #6); <i>EDLA 6615</i> – Instructional practices lesson #4,5,6,7); <i>SPED 5538</i> – FAPE (lesson #8);
	Knowledge Standard 9.3: ... understand student growth and development.	Knowledge Standard 9.3: <i>EDLA 6609</i> – special populations (lesson 14);
	Knowledge Standard 9.4: ... understands adult learning and professional development.	Knowledge Standard 9.4: <i>EDLA 6642</i> – Communicating with external stakeholders (lesson 6);
	Knowledge Standard 9.5: ... understands the change process for systems, organizations, and individuals.	Knowledge Standard 9.5: <i>EDLA 6608</i> – Systems thinking (lesson #4), Leading change (lesson #12); <i>EDLA 6642</i> – Administering the community relations plan (lesson 3);
	Knowledge Standard 9.6: ... understands the essential role of technology in education.	Knowledge Standard 9.6: <i>SPED 6639</i> – Internship portfolio;
	Performance Standard 9.1: ... provides opportunities for staff to utilize research-based strategies to refine curriculum implementation and encourage purposeful innovation.	Performance 9.1: <i>EDLA 6614</i> – Curriculum styles inventory; <i>EDLA 6657</i> – Teacher evaluation activities; <i>EDLA 7724</i> – Research project; <i>SPED 6639</i> – Internship portfolio;
	Performance Standard 9.2: ... engages instructional staff in collaborative analysis to plan for continuous academic improvement.	Performance Standard 9.2: <i>EDLA 6608</i> – Professional learning communities activity; <i>EDLA 6614</i> – Data carousel; <i>EDLA 6657</i> – Teacher evaluation activities; <i>SPED 6639</i> – Internship portfolio;
	Performance Standard 9.3: ... ensures innovation adheres to all local, state, and federal laws and policies and regulations.	Performance Standard 9.3: <i>EDLA 6612</i> – Case study; Teacher evaluation activities; <i>SPED 5538</i> – Case study;

**CONSENT
DECEMBER 21, 2017**

<p>Domain 3: Instructional Leadership</p> <p>Standard 10: Instructional Vision</p> <p>The Special Education Director insures that instruction is guided by a shared, research-based instructional vision that articulates what student do to effectively learn.</p>	<p>Knowledge Standard 10.1: ... understands the concept and best practices of least restrictive environment.</p>	<p>Knowledge Standard 10.1: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Special populations (lesson #14); <i>EDLA 6612</i> – Students w/ disabilities (lesson #13); <i>SPED 5538</i> – Least-restrictive environment (lesson 11); <i>SPED 5550</i> – SpEd teacher interview</p>
	<p>Knowledge Standard 10.2: ... understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.</p>	<p>Knowledge Standard 10.2: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Special populations (lesson 14); <i>EDLA 6614</i> – Backward design process (lesson #5); <i>EDLA 6612</i> – Students w/ disabilities (lesson #13); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – Procedural safeguards (lesson #13);</p>
	<p>Knowledge Standard 10.3 ... understands the importance of collaboration to provide general education targeted interventions.</p>	<p>Knowledge Standard 10.3 <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Instructional levers (lessons #9, 10); <i>EDLA 6614</i> – Formative assessment (lessons #8, 9); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5); <i>SPED 5538</i> – Creating IEPs (lesson #10); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p>
	<p>Performance Standard 10.1: ... collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.</p>	<p>Performance Standard 10.1: <i>EDLA 6609</i> – Scheduling activity; <i>EDLA 6657</i> – SpEd referral meeting; <i>SPED 6639</i> – Internship portfolio;</p>
	<p>Performance Standard 10.2: ... engages in district planning processes that cultivate a shared</p>	<p>Performance Standard 10.2: <i>EDLA 6608</i> – Values exercise; <i>EDLA 6615</i> – Framework for Teaching feedback;</p>

**CONSENT
DECEMBER 21, 2017**

	vision for meeting the needs of all learners.	<i>EDLA 6657</i> – SpEd referral meeting; <i>EDLA 7724</i> – Data analysis project; <i>SPED 5538</i> – Case study; <i>SPED 5550</i> – UDL project; <i>SPED 6639</i> – Internship portfolio;
	Performance Standard 10.3: ... promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.	Performance Standard 10.3: <i>EDLA 6614</i> – Curriculum alignment activity; <i>EDLA 6657</i> – Curriculum leadership activity; <i>SPED 6639</i> – Internship portfolio;
<p>Domain 3: Instructional Leadership</p> <p>Standard 11: High Expectations</p> <p>The Special Education Director sets high expectations for all students academically, behaviorally, and in all aspects of student well-being.</p>	Knowledge Standard 11.1: ... understands the difference between, and the appropriate use of formative and summative assessments.	Knowledge Standard 11.1: <i>EDLA 6609</i> – Instructional levers (lessons #9, 10); <i>EDLA 6614</i> – Formative assessment (lessons #8,9); <i>EDLA 6615</i> – Using the framework (lessons 2,3,4 #), Reflective inquiry (lessons 9,10,11); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5);
	Knowledge Standard 11.2: ... understands the process for developing common formative benchmark assessments or rubrics.	Knowledge Standard 11.2: <i>EDLA 6609</i> – Instructional levers (lessons #9, 10); <i>EDLA 6614</i> – Formative assessment (lessons #8,9); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5);
	Knowledge Standard 11.3: ... understands how to use data to guide student instruction and tiered intervention.	Knowledge Standard 11.3: <i>EDLA 6609</i> – Data-driven instruction (lessons #9); Special populations (lesson #14); <i>EDLA 6614</i> – Using data (lessons #10); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5);
	Knowledge Standard 11.4: ... understands how to identify at-risk students.	Knowledge Standard 11.4: <i>EDLA 6609</i> - Special populations (lesson 14); <i>EDLA 6612</i> – Students w/ disabilities (lesson #13);

**CONSENT
DECEMBER 21, 2017**

		<i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – Identification, evaluation, and assessments (lesson #9);
	Knowledge Standard 11.5: ... understands the laws and regulations associated with special student populations.	Knowledge Standard 11.5: <i>EDLA 6609</i> - Special populations (lesson 14); <i>EDLA 6612</i> – Students w/ disabilities (lesson #13); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – The law and children w/ disabilities (lesson #3);
	Knowledge Standard 11.6: ... understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.	Knowledge Standard 11.6: <i>EDLA 6608</i> – Systems thinking (lesson #4), leadership (lessons #2,3,4,5); <i>EDLA 6609</i> – Leverage leadership (lesson #6); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5); <i>SPED 5550</i> – Implementing universal design for learning (UDL); SpEd teacher interview;
	Knowledge Standard 11.7: ... understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.	Knowledge Standard 11.7 <i>EDLA 6608</i> – Systems thinking (lesson #4), leadership (lessons #2,3,5); <i>EDLA 6609</i> – Data-driven instruction (lesson #9); <i>EDLA 6614</i> – Using data (lessons #10); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5); <i>SPED 5538</i> – Creating IEPs (lesson #10)
	Knowledge Standard 11.8: ... understands various intervention strategies to be implemented to close achievement gaps.	Knowledge Standard 11.8: <i>EDLA 6609</i> – Instructional levers (lesson #9); <i>EDLA 6614</i> – Supervising the curriculum (lesson #6) <i>EDLA 6615</i> – Instructional interventions (lessons 4,5,6,7));

**CONSENT
DECEMBER 21, 2017**

		<i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5); <i>SPED 5538</i> – Creating IEPs (lesson #10); <i>SPED 5550</i> – Implementing universal design for learning (UDL);
	Knowledge Standard 11.9: ... understands multiple methods for monitoring and documenting instructional practices including behavioral supports.	Knowledge Standard 11.9: ... understands multiple methods for monitoring and documenting instructional practices including behavioral supports.
	Knowledge Standard 11.10: ... understands the importance of implementing a comprehensive approach to learning that integrates researched-based practices to address the whole child.	Knowledge Standard 11.10: <i>EDLA 6609</i> – Instructional levers (lesson #9); <i>EDLA 6614</i> – Supervising the curriculum (lesson #6); <i>SPED 5550</i> – Implementing universal design for learning (UDL);
	Knowledge Standard 11.11: ... understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.	Knowledge Standard 11.11: <i>EDLA 6609</i> – Instructional levers (lesson #9); <i>EDLA 6612</i> –Federal law (lessons 5,6, 7, 9), Students w/ disabilities (lesson #13); <i>EDLA 6614</i> – Supervising the curriculum (lesson #6); <i>SPED 5538</i> – IDEA (lesson #4), 504 (lesson #5), ADA (lesson #6), ESEA (lesson #7), FAPE (lesson #8), IEPs (lesson 10,11); Least-restrictive environment (lesson #12);
	Performance Standard 11.1: ... uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.	Performance Standard 11.1: <i>EDLA 6608</i> – Professional vision statement; <i>EDLA 6609</i> – Group ICIL RIOT project; <i>EDLA 6615</i> – Peer evaluation & feedback reports; <i>EDLA 6657</i> – SpEd referral meeting; <i>EDLA 7724</i> – Data-analysis project; <i>SPED 5538</i> – Creating IEPs (lessons #10,11); <i>SPED 5550</i> – Implementing universal design for learning (UDL);

**CONSENT
DECEMBER 21, 2017**

	Performance Standard 11.2: ... has used observation and evaluation methods to supervise instructional personnel.	Performance Standard 11.2: <i>EDLA 6609</i> – Instructional feedback activity; <i>EDLA 6615</i> – Peer evaluation & feedback reports; <i>EDLA 6657</i> – Teacher evaluations;
	Performance Standard 11.3: ... conducts student response teams that integrate research-based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.	Performance Standard 11.3: <i>EDLA 6609</i> – ICIL RIOT; <i>EDLA 6615</i> – Peer evaluation feedback reports – round 2; <i>EDLA 6657</i> – Pre-referral meeting; <i>SPED 5538</i> - Procedural safeguards (lesson 13); <i>SPED 5550</i> - UDL unit plan <i>SPED 6639</i> – Internship portfolio;
<p>Domain 3: Instructional Leadership</p> <p>Standard 12: Continuous Improvement</p> <p>The Special Education Director has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson <i>Framework for Teaching</i> (2nd ed.). Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by instructional vision.</p>	Knowledge Standard 12.1: ... knows instructional and behavioral strategies for meeting the needs of special populations.	Knowledge Standard 12.1: <i>EDLA 6609</i> – Special populations – (lesson #14); <i>EDLA 6614</i> – Curriculum theories (lesson #3), Supervising the curriculum (lesson #6); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – Creating IEPs (lesson #10); <i>SPED 5550</i> – Implementing universal design for learning (UDL);
	Knowledge Standard 12.2: ... knows how to plan, write, implement, and access Individual Education Programs.	Knowledge Standard 12.2: <i>SPED 5538</i> – Creating IEPs (lessons #10, 11); <i>SPED 5550</i> – Implementing universal design for learning (UDL);
	Knowledge Standard 12.3: ... understands the role of assistive and adaptive technology and related services in instruction.	Knowledge Standard 12.3: <i>EDLA 6609</i> – Instructional levers (lesson #9), Special populations (lesson #14); <i>EDLA 6614</i> – Supervising the curriculum (lesson #6); <i>SPED 5538</i> – Identification, evaluations, Assessments, (lesson #9)
	Knowledge Standard 12.4: ... understands community-based	Knowledge Standard 12.4:

**CONSENT
DECEMBER 21, 2017**

	instruction and experiences for students.	<i>EDLA 6609</i> – Instructional levers (lesson #9); Special populations (lesson #14); <i>EDLA 6614</i> – Supervising the curriculum (lesson #6); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6);
	Knowledge Standard 12.5: ... understands how to use data to determine instructional needs and to develop professional training to meet those needs.	Knowledge Standard 12.5: <i>EDLA 6609</i> – Data-driven instruction (lesson #9); <i>EDLA 6614</i> – Using data (lesson #10); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 7724</i> – Using research to guide school improvement (lesson #2);
	Performance Standard 12.1: ... serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.	Performance Standard 12.1: <i>EDLA 6608</i> – PLP activity; <i>EDLA 6615</i> – Peer feedback reports; <i>EDLA 6657</i> – Leadership activity; <i>SPED 6639</i> – Internship portfolio;
	Performance Standards 12.2: ... ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.	Performance Standards 12.2: <i>EDLA 6609</i> – Professional development planning; <i>EDLA 6614</i> – Formative assessment modules; <i>EDLA 6615</i> – Peer evaluations; <i>6657</i> – Classroom observations & evaluations, SpEd referral meeting; <i>EDLA 7724</i> – Data-analysis project; <i>SPED 5538</i> – Creating IEPs (lessons #10,11); <i>SPED 6639</i> – Internship portfolio;
	Performance Standard 12.3: ... ensures the fulfillment of federal and state requirements related to the instruction and assessment of special populations.	Performance Standard 12.3: <i>EDLA 6608</i> – Professional learning plan; <i>EDLA 6657</i> – SpEd referral meeting; <i>SPED 5538</i> – Creating IEPs (lessons #10,11), Case Study; <i>SPED 6639</i> – Internship portfolio;

**CONSENT
DECEMBER 21, 2017**

<p>Domain 3: Instructional Leadership</p> <p>Standard 13: Evaluation</p> <p>The Special Education Director use teacher /principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness.</p>	<p>Knowledge Standard 13.1: ... understands laws and policies governing staff evaluation.</p>	<p>Knowledge Standard 13.1: <i>EDLA 6612</i> – Idaho school statutes (lesson #4); <i>SPED 6632:</i> Forum discussions, Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr.;</p>
	<p>Knowledge Standard 13.2: ... understands the Idaho adopted framework for teaching.</p>	<p>Knowledge Standard 13.2: <i>EDLA 6612</i> – Idaho school statutes (lesson #4); <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 6615</i> – Using the framework (lessons #2,3,4,11, 12,13,14);</p>
	<p>Knowledge Standard 13.3: ... understands differentiated tools for evaluation of all staff.</p>	<p>Knowledge Standard 13.3: <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 6615</i> – Using the framework (lesson #2,3,4,11,12, 13,14);</p>
	<p>Knowledge Standard 13.4: ... understands effective instructional supervision, evaluation, and due process.</p>	<p>Knowledge Standard 13.4: <i>EDLA 6612</i> – Idaho school statutes (lesson #4), State and Federal law (lesson #9); <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 6615</i> – Using the framework (lesson #4), Evaluation procedures (lesson #13); <i>SPED 6632:</i> Forum discussions, Interview w/ SpEd Director, Principal, & Business Mgr.;</p>
	<p>Performance Standard 13.1: ... assesses all staff performance with accuracy and consistency.</p>	<p>Performance Standard 13.1: <i>EDLA 6615</i> – Framework for Teaching feedback; <i>EDLA 6657</i> – Classroom observations & evaluations;</p>
	<p>Performance Standard 13.2: ... creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.</p>	<p>Performance Standard 13.2: <i>EDLA 6609</i> – Feedback assignment; <i>EDLA 6615</i> – Teacher evaluation; <i>EDLA 6651</i> – Capstone case study; <i>EDLA 6657</i> – Classroom observations & evaluations;</p>

**CONSENT
DECEMBER 21, 2017**

<p>Domain 3: Instructional Leadership</p> <p>Standard 14: Recruitment & Retention</p> <p>The Special Education Director recruits and maintains a high-quality staff.</p>	<p>Knowledge Standard 14.1: ... understands laws regarding highly-qualified requirements for teachers.</p>	<p>Knowledge Standard 14.1: <i>EDLA 6612</i> – Idaho school statutes (lesson #4); <i>SPED 6632:</i> Forum discussions, Interview w/ SpEd Director, Principal, & Business Mgr.;</p>
	<p>Knowledge Standard 14.2: ... understands laws and policies governing hiring and retaining personnel.</p>	<p>Knowledge Standard 14.2: <i>EDLA 6609</i> – Mock interviews (lesson #12); <i>EDLA 6612</i> – Idaho school statutes (lesson #4); <i>SPED 6632:</i> Forum discussions, Interview w/ SpEd Director, Principal, & Business Mgr.;</p>
	<p>Knowledge Standard 14.3: ... understands multiple interview strategies and techniques for hiring teachers.</p>	<p>Knowledge Standard 14.3: <i>EDLA 6609</i> – Mock interviews (lesson #12); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 6632:</i>, Interview w/ SpEd Director, Principal, & Business Mgr.;</p>
	<p>Knowledge Standard 14.4: ... understands the process and research-based practices of mentoring.</p>	<p>Knowledge Standard 14.4: <i>EDLA 6609</i> – Managing school teams (lesson #8); <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 7724</i> – Using research to guide school improvement (lesson #2); <i>SPED 6632:</i> Reflection paper, Mini-research assignment;</p>
	<p>Performance Standard 14.1: ... demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.</p>	<p>Performance Standard 14.1: <i>EDLA 6609</i> – vacancy project; <i>EDLA 6612</i> – Hiring plan; <i>EDLA 6657</i> – Recruitment & retention activity;</p>
	<p>Performance Standard 14.2: ... creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.</p>	<p>Performance Standard 14.2: <i>EDLA 6608</i> – PLP; <i>EDLA 6642</i> – Group project; <i>SPED 6632:</i> Reflection paper; <i>EDLA 6657</i> – Leadership exercise;</p>
	<p>Performance Standard 14.3: ... creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.</p>	<p>Performance Standard 14.3: <i>EDLA 6609</i> – Professional capital activity; <i>EDLA 6614</i> – Curriculum interview;</p>

**CONSENT
DECEMBER 21, 2017**

		<i>EDLA 6615</i> – Peer mentor project; <i>EDLA 6657</i> – Teacher observation and follow-up activity; <i>SPED 6632</i> : Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment; <i>SPED 6639</i> – Internship portfolio;
--	--	---

**CONSENT
DECEMBER 21, 2017**

**Council for Exceptional Children: Advanced Specialty Set: Special Education
Administration Set**

<https://www.cec.sped.org/~media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Advanced%20Specialty%20Set%20%20Special%20Education%20Administration%20Specialist.pdf>

Advance Preparation Standard 1: Assessment		
Knowledge		
SEA.1.K1: Models, theories and practices used to evaluate educational program and personnel serving individuals with exceptionalities and their families	<p>Idaho Standard 13 – Evaluation</p> <p>Knowledge Standard 13.1: ... understands laws and policies governing staff evaluation.</p> <p>Knowledge Standard 13.2: ... understands the Idaho adopted framework for teaching.</p> <p>Knowledge Standard 13.3: ... understands differentiated tools for evaluation of all staff.</p> <p>Knowledge Standard 13.4: ... understands effective instructional supervision, evaluation, and due process.</p>	<p>Knowledge Standard 13.1: <i>EDLA 6612</i> – Idaho school statutes (lesson #4); <i>SPED 6632</i>: Forum discussions, Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr.;</p> <p>Knowledge Standard 13.2: <i>EDLA 6612</i> – Idaho school statutes (lesson #4); <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 6615</i> – Using the framework (lessons #2,3,4,11, 12,13,14);</p> <p>Knowledge Standard 13.3: <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 6615</i> – Using the framework (lesson #2,3,4,11,12, 13,14);</p> <p>Knowledge Standard 13.4: <i>EDLA 6612</i> – Idaho school statutes (lesson #4), State and Federal law (lesson #9); <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 6615</i> – Using the framework (lesson #4), Evaluation procedures (lesson #13); <i>SPED 6632</i>: Forum discussions, Interview w/ SpEd Director, Principal, & Business Mgr.;</p>
Skills		
SEA.1.S1: Advocate for and implement procedures for the participation of individuals with exceptionalities in accountability systems	<p>Idaho Standard 3: Advocacy</p> <p>Performance Standard 3.2: ... demonstrates the ability to</p>	<p>Performance Standard 3.2: <i>EDLA 6615</i> – Framework for Teaching (lessons #12,13)</p>

**CONSENT
DECEMBER 21, 2017**

	promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.	<i>EDLA 6642</i> – PR plan; <i>EDLA 6657</i> – Diversity activity;
SEA.1.S2: Develop and implement ongoing evaluation of education programs and personnel	<p style="text-align: center;">Idaho Standard 13: Evaluation</p> <p>Performance Standard 13.2: ... creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.</p>	<p>Performance Standard 13.2: <i>EDLA 6609</i> – Feedback assignment; <i>EDLA 6615</i> – Teacher evaluation; <i>EDLA 6651</i> – Capstone case study; <i>EDLA 6657</i> – Classroom observations & evaluations;</p>
SEA.1.S3: Design and implement evaluation procedures that improve instructional content and practices	<p style="text-align: center;">Idaho Standard 12 – Continuous Improvement of Instruction</p> <p>Performance Standards 12.2: ... ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.</p>	<p>Performance Standards 12.2: <i>EDLA 6609</i> – Professional development planning; <i>EDLA 6614</i> – Formative assessment modules; <i>EDLA 6615</i> – Peer evaluations; <i>6657</i> – Classroom observations & evaluations, SpEd referral meeting; <i>EDLA 7724</i> – Data-analysis project; <i>SPED 5538</i> – Creating IEPs (lessons #10,11); <i>SPED 6639</i> – Internship portfolio;</p>
Advance Preparation Standard 2: Curricular Content Knowledge		
Knowledge		
SEA.1.K2: Instruction and services needed to support access to the general education curriculum for individuals with exceptionalities	<p style="text-align: center;">Idaho Standard 10 - Instructional Vision</p> <p>Knowledge Standard 10.1: ... understands the concept and best practices of least restrictive environment.</p>	<p>Knowledge Standard 10.1: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Special populations (lesson #14); <i>EDLA 6612</i> – Students w/ disabilities (lesson #13); <i>SPED 5538</i> – Least-restrictive environment (lesson 11);</p>
Skills		

**CONSENT
DECEMBER 21, 2017**

SEA.2.S1: Develop and implement an administrative plan that supports the use of instructional and assistive technologies	Idaho Standard 5: Priority Management Performance Standard 5.1: ... advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations. Performance Standard 5.3: The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.	Performance Standard 5.1: <i>EDLA 6609</i> – Time management project; <i>EDLA 6657</i> – Portfolio activity logs; <i>SPED 5538</i> – Case study; <i>SPED 5550</i> – UDL lesson plan; Performance Standard 5.3: <i>EDLA 6609</i> – Budgeting exercise; <i>EDLA 6657</i> – Faculty meeting activity, Activity log exercise;
SEA.2.S2: Provide ongoing supervision of personnel working with individuals with exceptionalities and their families	Idaho Standard 12: Continuous Improvement Performance Standard 9.2: ... engages instructional staff in collaborative analysis to plan for continuous academic improvement.	Performance Standard 9.2: <i>EDLA 6608</i> – Professional learning communities activity; <i>EDLA 6614</i> – Data carousel; <i>EDLA 6657</i> – Teacher evaluation activities; <i>SPED 6639</i> – Internship portfolio;
Advance Preparation Standard 3: Programs, Services, and Outcomes		
Knowledge		
SEA.3.K1: Programs and services within the general education curriculum to achieve positive school outcomes for individuals with exceptionalities	Knowledge Standard 5.1: ... knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.	Knowledge Standard 5.1: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Instructional planning (lesson #12); <i>EDLA 6612</i> – Students with disabilities (lesson #13); <i>EDLA 6614</i> – Curriculum planning (lesson #4); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – History of the law and children w/ disabilities (lesson #3); IDEA (lesson #4); ADA (lesson #6); FAPE (lesson #8);
SEA.3.K2: Programs and strategies that promote positive school engagement	Idaho Standard 11: High Expectations	Knowledge Standard 11.6:

**CONSENT
DECEMBER 21, 2017**

<p>for individuals with exceptionalities</p>	<p>Knowledge Standard 11.6: ... understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.</p> <p>Knowledge Standard 11.8: ... understands various intervention strategies to be implemented to close achievement gaps.</p> <p>Knowledge Standard 11.9: ... understands multiple methods for monitoring and documenting instructional practices including behavioral supports.</p> <p>Knowledge Standard 11.10: ... understands the importance of implementing a comprehensive approach to learning that integrates researched-based practices to address the whole child.</p>	<p><i>EDLA 6608</i> – Systems thinking (lesson #4), leadership (lessons #2,3,4,5); <i>EDLA 6609</i> – Leverage leadership (lesson #6); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p> <p>Knowledge Standard 11.8: <i>EDLA 6609</i> – Instructional levers (lesson #9); <i>EDLA 6614</i> – Supervising the curriculum (lesson #6) <i>EDLA 6615</i> – Instructional interventions (lessons 4,5,6,7)); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5); <i>SPED 5538</i> – Creating IEPs (lesson #10); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p> <p>Knowledge Standard 11.9: ... understands multiple methods for monitoring and documenting instructional practices including behavioral supports.</p> <p>Knowledge Standard 11.10: <i>EDLA 6609</i> – Instructional levers (lesson #9); <i>EDLA 6614</i> – Supervising the curriculum (lesson #6); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p>
Skills		
<p>SEA3.S1: Develop and implement a flexible continuum of services based on effective practices for individuals with exceptionalities and their families</p>	<p>Idaho Standard 11: High Expectations</p> <p>Performance Standard 11.3: ... conducts student response teams that integrate research-based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and</p>	<p>Performance Standard 11.3: <i>EDLA 6609</i> – ICIL RIOT; <i>EDLA 6615</i> – Peer evaluation feedback reports – round 2; <i>EDLA 6657</i> – Pre-referral meeting; <i>SPED 5538</i> - Procedural safeguards (lesson 13); <i>SPED 5550</i> - UDL unit plan</p>

**CONSENT
DECEMBER 21, 2017**

	talented specialists, speech and language pathologists, and other experts who can help address student needs.	<i>SPED 6639</i> – Internship portfolio;
SEA.3.S2: Develop and implement programs and services that contribute to the prevention of unnecessary referrals	Idaho Standard 11: High Expectations Performance Standard 11.3: ... conducts student response teams that integrate research-based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.	Performance Standard 11.3: <i>EDLA 6609</i> – ICIL RIOT; <i>EDLA 6615</i> – Peer evaluation feedback reports – round 2; <i>EDLA 6657</i> – Pre-referral meeting; <i>SPED 5538</i> - Procedural safeguards (lesson 13); <i>SPED 5550</i> - UDL unit plan <i>SPED 6639</i> – Internship portfolio;
SEA.3.S3: Develop data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals with exceptionalities and their families	Idaho Standard 11: High Expectations Performance Standard 11.1: ... uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.	Performance Standard 11.1: <i>EDLA 6608</i> – Professional vision statement; <i>EDLA 6609</i> – Group ICIL RIOT project; <i>EDLA 6615</i> – Peer evaluation & feedback reports; <i>EDLA 6657</i> – SpEd referral meeting; <i>EDLA 7724</i> – Data-analysis project; <i>SPED 5538</i> – Creating IEPs (lessons #10,11); <i>SPED 5550</i> – Implementing universal design for learning (UDL);

Advance Preparation Standard 4: Research and Inquiry

Knowledge

SEA.4.K1: Research in administrative practices that support individuals with exceptionalities and their families	Idaho Standard 10: Instructional Vision Knowledge Standard 10.1: ... understands the concept and best practices of least restrictive environment.	Knowledge Standard 10.1: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Special populations (lesson #14); <i>EDLA 6612</i> – Students w/ disabilities (lesson #13); <i>SPED 5538</i> – Least-restrictive environment (lesson 11);
--	--	---

**CONSENT
DECEMBER 21, 2017**

Skills		
SEA.4.S1: Engage in data-based decision making for the administration of educational programs and services that support exceptional individuals with exceptionalities and their families	Idaho Standard 10: Instructional Vision Performance Standard 10.1: ... collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.	Performance Standard 10.1: <i>EDLA 6609</i> – Scheduling activity; <i>EDLA 6657</i> – SpEd referral meeting; <i>SPED 6639</i> – Internship portfolio;
SEA.4.S2: Join and participate in professional administrative organizations to guide administrative practices when working with individuals with exceptionalities and their families	Idaho Standard 7: Leadership Renewal Performance Standard 7.2: ... enhances leadership skills through collaboration with colleagues and professional development. Performance Standard 7.3: ... uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.	Performance Standard 7.2: <i>EDLA 6608</i> – Case study activity; <i>EDLA 6609</i> – BLT activity; <i>EDLA 6657</i> – Reflective summaries and activity logs; <i>SPED 6639</i> – Internship portfolio, Reflection paper; Performance Standard 7.3: <i>EDLA 6608</i> – Reflective feedback activity; <i>EDLA 6657</i> – Reflection section of portfolio; <i>EDLA 7724</i> – Data-analysis project <i>SPED 6639</i> – Internship portfolio, Reflection paper;
Advance Preparation Standard 5: Leadership and Policy		
Knowledge		
SEA.5.K1: Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with exceptionalities and their families	Idaho Standard 8: Accountability Knowledge Standard 8.3: ... understands sound fiscal operations principles and issues.	Knowledge Standard 8.3: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6609</i> – leverage leadership (lesson #7);
Skills		
SEA.5.S1: Interpret and apply current laws, regulations, and policies to the administration of services to individuals with	Idaho Standard 5: Priority Management Performance Standard 5.2: ... implements the special	Performance Standard 5.2: <i>EDLA 6657</i> – Portfolio activity logs and reflective summaries; <i>SPED 5538</i> – Case study; <i>SPED 6639</i> – Internship portfolio, Reflection paper;

**CONSENT
DECEMBER 21, 2017**

exceptionalities and their families	<p>education processes and procedures</p> <p>Performance Standard 5.3: ... advocates for, seeks, and directs resources to meet staff, student and parent needs.</p>	<p>Performance Standard 5.3: <i>EDLA 6609</i> – Budgeting exercise; <i>EDLA 6657</i> – Faculty meeting activity, Activity log exercise</p>
SEA.5.S2: Apply leadership, organization, and systems change theory to the provision of services for individuals with exceptionalities and their families	<p>Idaho Standard 2: Communication</p> <p>Performance Standard 2.3: ... demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.</p> <p>Idaho Standard 9: Innovation</p> <p>Performance Standard 9.2: ... engages instructional staff in collaborative analysis to plan for continuous academic improvement</p>	<p>Performance Standard 2.3: <i>EDLA 6608</i> – Belief statements; <i>EDLA 6642</i> – Community Public relations plan; <i>EDLA 6657</i> – Faculty meeting exercise; <i>SPED 6632</i> - Reflection papers;</p> <p>Performance Standard 9.2: <i>EDLA 6608</i> – Professional learning communities activity; <i>EDLA 6614</i> – Data carousel; <i>EDLA 6657</i> – Teacher evaluation activities; <i>SPED 6639</i> – Internship portfolio;</p>
SEA.5.S3: Develop a budget in accordance with local, state, and national laws in education, social, and health agencies for the provision of services for individuals with exceptionalities and their families	<p>Idaho Standard 5: Priority Management</p> <p>Performance Standard 5.3: ... advocates for, seeks, and directs resources to meet staff, student and parent needs.</p>	<p>Performance Standard 5.3: <i>EDLA 6609</i> – Budgeting exercise; <i>EDLA 6657</i> – Faculty meeting activity, Activity log exercise;</p>
SEA.5.S4: Engage in recruitment, hiring, and retention practices that comply with local, state, and national laws as they apply to personnel serving individuals with exceptionalities and their families	<p>Idaho Standard 14: Recruitment and Retention</p> <p>Performance Standard 14.2: ... creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.</p> <p>Performance Standard 14.3: ... creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.</p>	<p>Performance Standard 14.2: <i>EDLA 6608</i> – PLP; <i>EDLA 6642</i> – Group project; <i>SPED 6632</i>: Reflection paper; <i>EDLA 6657</i> – Leadership exercise;</p> <p>Performance Standard 14.3: <i>EDLA 6609</i> – Professional capital activity; <i>EDLA 6614</i> – Curriculum interview; <i>EDLA 6615</i> – Peer mentor project;</p>

**CONSENT
DECEMBER 21, 2017**

		<i>EDLA 6657</i> – Teacher observation and follow-up activity; <i>SPED 6632</i> : Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment; <i>SPED 6639</i> – Internship portfolio;
SEA.5.S5: Communicate a personal inclusive vision and mission for meeting the needs of individuals with exceptionalities and their families	Idaho Standard 2: Communication Performance Standard 1.5: ... demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings. Performance Standard 1.7: ... demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.	Performance Standard 1.5: <i>EDLA 6609</i> – School-wide discipline project; <i>EDLA 6657</i> – Student discipline report & reflection; <i>SPED 5538</i> – Case study; Performance Standard 1.7: <i>EDLA 6642</i> – Public-relations plan; <i>EDLA 6657</i> – Parent contact w/diverse learners; <i>SPED 5538</i> – Case study:
Advance Preparation Standard 6: Professional and Ethical Practice		
Knowledge		
SEA.6.K1: Ethical theories and practices as they apply to the administration of programs and services with individuals with exceptionalities and their families	Idaho Standard 8: Accountability Knowledge Standard 8.1: ... understands operational policies and procedures. Knowledge Standard 8.5: ... understands legal issues impacting personnel, management, and operations.	Knowledge Standard 8.1: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6642</i> – Understanding community relations (lesson 1); Knowledge Standard 8.5: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6642</i> – Administering the community-relations plan (lesson 3); <i>SPED 5538</i> – The law & children with disabilities (lesson #3);
SEA.6.K2: Adult learning theories and models as they	Idaho Standard 14: Recruitment and Retention	Knowledge Standard 14.4:

**CONSENT
DECEMBER 21, 2017**

apply to professional development programs	Knowledge Standard 14.4: ... understands the process and research-based practices of mentoring.	<i>EDLA 6609</i> – Managing school teams (lesson #8); <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 7724</i> – Using research to guide school improvement (lesson #2); <i>SPED 6632</i> : Reflection paper, Mini-research assignment;
SEA.6.K3: Professional development theories and practices that improve instruction and instructional content for individuals with exceptionalities	Idaho Standard 12: Continuous Improvement Knowledge Standard 12.1: ... knows instructional and behavioral strategies for meeting the needs of special populations.	Knowledge Standard 12.1: <i>EDLA 6609</i> – Special populations – (lesson #14); <i>EDLA 6614</i> – Curriculum theories (lesson #3), Supervising the curriculum (lesson #6); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – Creating IEPs (lesson #10); <i>SPED 5550</i> – Implementing universal design for learning (UDL);
SEA.6.K4: Effect of diversity on educational programming for individuals with exceptionalities	Idaho Standard 3: Advocacy Knowledge Standard 3.2: ... understands cultural diversity and its importance in the school's learning community.	Knowledge Standard 3.2: <i>EDLA 6608</i> – School culture and climate (lesson #7); <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6612</i> – Students with disabilities (lesson 13); <i>EDLA 6614</i> – 21 st Century learning plan (lesson #11); <i>EDLA 6642</i> – School-community relations (lesson #2); <i>SPED 5550</i> – Implementing universal design for learning (UDL);
SEA.6.K5: Principles of representative governance that support the system of special education administration	Idaho Standard 3: Advocacy Knowledge Standards 3.1: ... understands the importance of inviting community input and using the input to inform decisions.	Knowledge Standards 3.1: <i>EDLA 6608</i> – Leadership (lessons #2,3,4,5); <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6642</i> – Communicating with the external public (lesson #6);
Skills		

**CONSENT
DECEMBER 21, 2017**

SEA.6.S1: Communicate and demonstrate a high standard of ethical administrative practice when working with staff serving individuals with exceptionalities and their families	Idaho Standard 8: Accountability Knowledge Standard 8.6: ... understands ethical frameworks and perspectives.	Knowledge Standard 8.6: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6612</i> – Education ethics (lesson #7); <i>EDLA 6642</i> – Administering the community-relations plan (lesson 3);
SEA.6.S2: Develop and implement professional development activities and programs that improve instructional practices and lead to improved outcomes for individuals with exceptionalities and their families	Idaho Standard 14: Recruitment and Retention Performance Standard 14.3: ... creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.	Performance Standard 14.3: <i>EDLA 6609</i> – Professional capital activity; <i>EDLA 6614</i> – Curriculum interview; <i>EDLA 6615</i> – Peer mentor project; <i>EDLA 6657</i> – Teacher observation and follow-up activity; <i>SPED 6632</i> : Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment; <i>SPED 6639</i> – Internship portfolio;

Advance Preparation Standard 7: Collaboration

Knowledge

SEA.7.K1: Collaborative theories and practices that support the administration of programs and services for individuals with exceptionalities and their families	Idaho Standard 4: Shared Leadership Knowledge Standard 4.2: ... Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.	Knowledge Standard 4.2: <i>EDLA 6608</i> – leadership (lessons #2,3,4,5); <i>EDLA 6609</i> – Leverage leadership (lesson #8); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson 5);
SEA.7.K2: Administrative theories and models that facilitate communication among all stakeholders	Idaho Standard 2: Communication Knowledge Standard 2.2: ... understands effective communication strategies.	Knowledge Standard 2.2: <i>EDLA 6608</i> – communications (lesson #6); <i>EDLA 6615</i> – Promoting a collaborative culture (lesson #10); <i>EDLA 6642</i> – Communicating with internal & external publics (lessons #5.6); <i>SPED 5538</i> – People first language (lesson #1);

**CONSENT
DECEMBER 21, 2017**

SEA.7.K3: Importance and relevance of advocacy at the local, state, and national level for individuals with exceptionalities and their families	Idaho Standard 3: Advocacy Knowledge Standards 3.1: ... understands the importance of inviting community input and using the input to inform decisions.	Knowledge Standards 3.1: <i>EDLA 6608</i> – Leadership (lessons #2,3,4,5); <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6642</i> – Communicating with the external public (lesson #6);
Skills		
SEA.7.S1: Utilizes collaborative approached for involving all stakeholders in educational planning, implementation, and evaluation	Idaho Standard 3: Communication Performance Standard 2.3: ... demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.	Performance Standard 2.3: <i>EDLA 6608</i> – Belief statements; <i>EDLA 6642</i> – Community Public relations plan; <i>EDLA 6657</i> – Faculty meeting exercise; <i>SPED 6632</i> - Reflection papers;
SEA.7.S2: Strengthen the role of parent and advocacy organizations as they support individuals with exceptionalities and their families	Idaho Standard 6: Transparency Performance Standard 6.2: ... develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.	Performance Standard 6.2: <i>EDLA 6608</i> – Culture & climate exercise; <i>EDLA 6642</i> – PR plan; <i>EDLA 6657</i> – Leadership exercise; <i>EDLA 7724</i> – using a research team to analyze data (lesson #5); <i>SPED 6632</i> : Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment;
SEA.7.S3: Develop and implement intra-and interagency agreements that create programs with shared responsibility for individuals with individuals with exceptionalities and their families	Idaho Standard 5: Priority Management Performance Standard 5.3: ... advocates for, seeks, and directs resources to meet staff, student and parent needs.	Performance Standard 5.3: <i>EDLA 6609</i> – Budgeting exercise; <i>EDLA 6657</i> – Faculty meeting activity, Activity log exercise;
SEA.7.S4: Develop seamless transitions of individuals with exceptionalities across the educational continuum and other programs from birth through adulthood	Idaho Standard 9: Innovation Performance Standard 9.3: ... ensures innovation adheres to all local, state, and federal laws and policies and regulations. Idaho Standard 10: Instructional Vision	Performance Standard 9.3: <i>EDLA 6612</i> – Case study; Teacher evaluation activities; <i>SPED 5538</i> – Case study; Knowledge Standard 10.2:

**CONSENT
DECEMBER 21, 2017**

	Knowledge Standard 10.2: ... understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.	<i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Special populations (lesson 14); <i>EDLA 6614</i> – Backward design process (lesson #5); <i>EDLA 6612</i> – Students w/ disabilities (lesson #13); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – Procedural safeguards (lesson #13);
SEA.7.S5: Implement collaborative administrative procedures and strategies to facilitate communication among all stakeholders	Idaho Standard 2: Communication Performance Standard 2.3: ... demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.	Performance Standard 2.3: <i>EDLA 6608</i> – Belief statements; <i>EDLA 6642</i> – Community Public relations plan; <i>EDLA 6657</i> – Faculty meeting exercise; <i>SPED 6632</i> - Reflection papers;
SEA.7.S6: Engage in leadership practices that support shared decision making	Idaho Standard 1: School Culture Performance Standard 1.7: ... demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.	Performance Standard 1.7: <i>EDLA 6642</i> – Public-relations plan; <i>EDLA 6657</i> – Parent contact w/diverse learners; <i>SPED 5538</i> – Case study:
SEA.7.S7: Demonstrate the skills necessary to provide ongoing communication, education, and support for families of individuals with exceptionalities	Idaho Standard 5: Priority Management Performance Standard 5.3: ... advocates for, seeks, and directs resources to meet staff, student and parent needs	Performance Standard 5.3: <i>EDLA 6609</i> – Budgeting exercise; <i>EDLA 6657</i> – Faculty meeting activity, Activity log exercise;
SEA.7.S8: Consult and collaborate in administrative and instructional decisions at the school and district levels	Idaho Standard 2: Communication Performance Standard 2.4: ... demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.	Performance Standard 2.4: <i>EDLA 6608</i> – Mission & vision exercise; <i>EDLA 6642</i> – PR plan; <i>EDLA 6657</i> – Leadership meeting;

IDAHO STATE UNIVERSITY

Master of Education in Educational Administration

The Master of Education in Educational Administration is designed to strengthen the candidate's knowledge, skills, and dispositions in *Idaho Foundation Standards for the Preparation of School Administrators* and *Idaho State University Department of Educational Leadership Standards for Educational Leaders* as they relate to K-12 school administration.

Required course for a Master of Education (MEd) from ISU

Core Professional Studies Courses (9 credits)

EDUC 6601	Research and Writing	3 credits
EDUC 6602	Theories of Learning	3 credits
EDUC 6610	Applied Educational Statistics	3 credits

Coursework specific to addressing the competencies outlined in the *Idaho Foundation Standards for the Preparation of School Administrators*

EDLA 6608	Organizational Leadership and Education Administration	3 credits
EDLA 6609	Principalship	3 credits
EDLA 6612	School Law, Governance, and Ethics	3 credits
EDLA 6614	Curriculum, Instruction, and Assessment	3 credits
EDLA 6615	Supervision and Instructional Leadership	3 credits
EDLA 6642	School Culture and Community Relations	3 credits

Internship (3 credits)

EDLA 6657	Internship	3 credits
-----------	------------	-----------

Case Study (1 credit) (must be completed by anyone seeking a MEd in Ed. Admin.)

EDLA 6651	Case Analysis in Education	1 credit
-----------	----------------------------	----------

Coursework specific to the *Idaho Standards for Special Education Directors*

EDLA 7724:	Data-informed Instructional Leadership	3 credits
SPED 5538:	Policies and Procedures in Special Education	3 credits
SPED 5550:	Creating Inclusive Classrooms	3 credits
SPED 6632:	Administration of Special Education	3 credits
SPED 6639:	Internship in Special Education	3-12 credits

ISU Course Descriptions

Courses available to satisfy the competencies defined by the
Idaho Foundation Standards for School Administrators: Special Education Director

EDLA 6608 Organizational Leadership and Education Administration: 3 semester hours.

Overview of leadership theories, principles of organizational development, and personal leadership development, and systems theory with applications to education leadership.

EDLA 6609 Principalship: 3 semester hours.

Exploration of the role of school principal as leader and manager. Topics include data and records management, personnel management, school finance, technology, special services, school safety, and other building-level topics.

EDLA 6612 School Law, Governance, and Ethics: 3 semester hours.

Study of legal principles guiding education organizations; overview of case law, federal and state statutes; governance policies, and ethics that provide the foundation for application of the law in education organizations.

EDLA 6614 Curriculum Instruction and Assessment: 3 semester hours.

Study of curriculum principles and practices of high achieving schools; overview of alignment of a standards-based curriculum with effective instructional practices and assessment.

EDLA 6615 Supervision and Instructional Leadership: 3 semester hours.

Examines the role of the principal as instructional leader in the supervision and evaluation of instruction, learning, and student achievement.

EDLA 6642 School Culture and Community Relations: 3 semester hours.

Overview of school culture and climate in relationship to school communications and public relations. Explores diversity and equity issues related to students, staff, and community.

EDLA 6651 Case Analysis in Education: 1 semester hour.

An educational leadership scenario is presented to the student as a capstone experience for the Master's degree or principal certification program in Education Administration. A written report and oral explication is required. May be repeated one time. Graded S/U. PREREQ: Permission of instructor.

EDLA 6657 Internship: 1-3 semester hours.

A partnership between the University and P-12 schools providing students experience in school leadership and administration. Student completes 260 hours of internship experience in school leadership including a minimum of 60 hours of on-site work at each level (elementary, middle, and high school) with accompanying portfolio. Students must enroll for 3 credits in their first

CONSENT
DECEMBER 21, 2017

semester, and at least 1 credit/semester of continuous enrollment. PREREQ: Two of [EDLA 6608](#), [EDLA 6612](#), and/or [EDLA 6615](#), and permission of instructor. Graded S/U.

EDLA 7724 Data Informed Instructional Leadership: 3 semester hours.

The study of the use of data to support district-wide planning, implementation, and monitoring of curriculum, assessment, and instruction.

****EDUC 6601 Research and Writing: 3 semester hours.***

Examination of methods for designing/conducting research in education and related fields and of procedures for formal report writing using APA style and format.

****EDUC 6602 Theories of Learning: 3 semester hours.***

Advanced study of the psychology of human learning and instruction. Emphasis will be given to the application of contemporary theories of learning to instructional practice and the design of effective learning environments.

****EDUC 6610 Applied Educational Statistics: 3 semester hours.***

Application of parametric and nonparametric statistical procedures for summarizing and analyzing qualitative and quantitative measurement data in conducting research and for report writing in education and related fields. Covers descriptive statistics to single-factor experiments.

**Required for a Master degree in Education at ISU*

SPED 5538 Policies and Procedures in Special Education: 3 semester hours.

Consideration of legal background, current court ruling, professional responsibilities, and models for consultation and collaboration in a variety of educational settings. Includes the IEP process.

SPED 5550 Creating Inclusive Classrooms: 3 semester hours.

Curricula and methods for educating students with disabilities in general education classrooms. Emphasizes inclusive lesson design, curricular adaptations, and collaborative teaching.

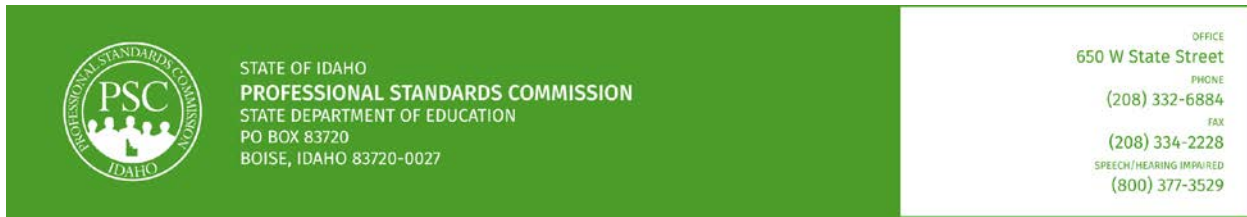
SPED 6632 Administration of Special Education: 2 semester hours.

Supervision of special education, including the organization, financing, equipping, housing, and staffing of educational facilities for exceptional children. Also includes legal provisions relevant to special education.

SPED 6639 Internship in Special Education: 3-12 semester hours.

A combination of fifty hours of experience and supervision equals one hour of academic credit.

**CONSENT
DECEMBER 21, 2017**



MEMORANDUM

TO: Tracie Bent, Chief Planning and Policy Officer, Office of the State Board of Education

CC: Mark Niell, Assistant Dean, Educator Preparation, Idaho State University
Annette Schwab, Professional Standards Commission Program Specialist

FROM: Lisa Colón Durham, Director of Certification and Professional Standards

DATE: December 4, 2017

SUBJECT: Idaho State University – Special Education Director Program Proposal

The Professional Standards Commission reviewed Idaho State University's New Program Proposal for Special Education Director at their November 2017 meeting. On November 17, 2017, the Professional Standards Commission moved to recommend to the State Board of Education, conditional approval of Idaho State University's Special Education Director Program for certification with a full review of the Special Education Director program at the fall 2018 Focused Visit. The recommendation of the full review in fall 2018 is due to Idaho State University disclosing that the program has been ongoing; however, it was not part of the most recent full review conducted in fall 2015.

THIS PAGE INTENTIONALLY LEFT BLANK

CONSENT
DECEMBER 21, 2017

UNIVERSITY OF IDAHO

SUBJECT

University of Idaho – Facilities Naming – Rock Creek Ranch

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.K1.b
Naming/Memorializing Building and Facilities

BACKGROUND/DISCUSSION

Rock Creek Ranch is nearly 10,400 acres of privately-owned land adjacent to an additional 11,000 acres of publically-owned land in the Wood River Valley in southeast Idaho. The Rinker family bought the ranch in the 1980s and continued the long-time practice of grazing the land. In 2013 the family began looking for ways to preserve the land. The Natural Resource Conservation Service purchased the development rights in 2014 and shortly thereafter the ranch was purchased by the Wood River Land Trust (with financial assistance from The Nature Conservancy) at a below-market sales price. Shortly after, the University of Idaho was invited as a partner to expand the research and outreach opportunities of this property. Attachment 1 contains a copy of the University's web site describing the Rock Creek Ranch collaboration.

In 2016, the Trust, the Conservancy and the University formalized their relationship through a Memorandum of Understanding (MOU), which outlines how they will collaborate on choosing research along with other management decisions. Additionally, an advisory committee of key stakeholders has been engaged to provide research and management suggestions. Attachment 2 contains a copy of the MOU.

The MOU contains the agreement of Trust and the Conservancy to grant the University an option to buy the Rock Creek Ranch property. The Trust, the Conservancy and the University are currently fund raising to secure sufficient funds to retire the debt to the Conservancy and other debt of the Trust which will encompass the purchase price of the property under the University's option. Upon completion of the fund raising efforts, it is the intention of the University to seek approval from the Board for acquisition of fee title to the Rock Creek Ranch Property. Until such time, or in the event the University does not seek to acquire fee title to the property, the MOU will serve as the operational document for the parties' collaboration in research, outreach and conservation.

In support of this fund-raising, the Rinker family has donated to the University of Idaho Foundation a parcel of property located in Blaine County. The Foundation is instructed, as a term of the donation, to sell the donated parcel and supply the net proceeds of the sale for use in the debt retirement and acquisition of the Rock Creek Ranch.

**CONSENT
DECEMBER 21, 2017**

Based on the donation of the parcel in Blaine County, as well as the Rinker family's vision and extraordinary generosity in the establishment of the Rock Creek Ranch as a preserve for research, outreach and conservation, the University seeks authority from the Board to include the Rinker family name in the University's interest in the Rock Creek Ranch, including in the name of the facility itself should the University acquire title pursuant to Board approval.

IMPACT

There is no financial impact from the requested naming.

ATTACHMENTS

Attachment 1 – Description of Rock Creek Collaboration	Page 3
Attachment 2 – MOU	Page 5

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 name is proposed; and the individuals relationship to the institution. Based on the information provided by the University of Idaho the request is in compliance with Board policy. This is the first time in recent history an institution has requested permission to name a facility prior to the acquisition or construction of the facility.

BOARD ACTION

I move to approve the request by the University of Idaho to include the Rinker family name in the University's interest in the Rock Creek Ranch, including in the name of the facility itself should the University acquire title pursuant to Board approval.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

🏠 > COLLEGE OF NATURAL RESOURCES > RANGELAND CENTER > CURRENT PROJECTS >
ROCK CREEK RANCH

Rock Creek Ranch



Unique Collaboration to Focus on Science, Outreach and Management of Rock Creek Ranch

A new collaboration is building good science and best practices for Idaho's rangeland owners and managers in south central Idaho.

The 10,400-acre Rock Creek Ranch, near Hailey, is owned by [The Nature Conservancy](#) and the [Wood River Land Trust](#), and is managed to conserve the area's grasslands and to prevent future development. The University of Idaho joined the two landowners as the research and outreach arm of the three-pronged collaboration.

The first project is the Rock Creek Restoration and Reconnection Project, intended to improve water quality, stream function and provide fish passage between Rock Creek and the lower Big Wood River. A second phase of the project, addressing the needs of the northern part of the ranch, is slated for 2017.

A \$1.1 million project is planned to improve riparian areas, wet meadows, and fish and wildlife habitat. It would also address recreational elements and public access.

One-hundred-fifty cows from UI's Nancy M. Cummings Research, Extension and Education Center at Salmon are grazing the property as grazing management is a key component of the future of the property. The UI Rangeland Center will lead research at Rock Creek that focuses on the intersection of wildlife, recreation and sustainable ranching.

Rock Creek Documents

[FAQ](#) > [PDF](#)

[MOU](#) > [PDF](#)

[Rock Creek Info Sheet](#) > [PDF](#)



UI research will encompass the many aspects of the watershed – including wildlife habitat, water quality, grazing and more. The ranch has sage grouse, pygmy rabbits, elk and other wildlife species.

As restoration and research projects evolve in the coming years, it will be the site of tours, outreach and education for landowners, ranchers, students, legislators and more.

For more information, please contact:

John Foltz
Special Assistant to the President for Agricultural Initiatives
jfoltz@uidaho.edu

Karen Launchbaugh
Director - Rangeland Center
klaunchb@uidaho.edu

John Hall
Superintendent - Nancy M. Cummings Research, Extension and Education Center
jbhall@uidaho.edu

Current Research Projects at Rock Creek Ranch

Impact of Feed Efficiency Ranking on Range Grazing Characteristics in Primiparous Cows	+
Comparison of Traditional and Intensive Management Systems for Beef Cattle	+
Genetic and Genomic Indicators of Range Adaptability	+
Effects of Stream and Wet Meadow Restoration on Greater Sage-Grouse General Use and Relative Abundance	+

**MEMORANDUM OF UNDERSTANDING
BETWEEN
UNIVERSITY OF IDAHO
WOOD RIVER LAND TRUST
AND
THE NATURE CONSERVANCY**

CONCERNING THE ROCK CREEK RANCH COLLABORATION

This Memorandum of Understanding (the “MOU”) is made by and between the Regents of the University of Idaho a public corporation, educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho (the “UI”), the Wood River Land Trust, an Idaho non-profit corporation (the “Land Trust”) and The Nature Conservancy, a District of Columbia non-profit corporation (the “Conservancy”). UI, Land Trust and Conservancy are separately and jointly referred to as “Party” or “Parties,” respectively.

I. RECITALS

WHEREAS, THE UNIVERSITY OF IDAHO, as the state’s land-grant research university, is committed to enhancing the scientific, economic, social, legal, and cultural assets of our state, and to developing solutions for complex problems facing society; delivers on this commitment through focused excellence in teaching, research, outreach, and engagement in a collaborative environment at its residential main campus, regional centers, extension offices, and research facilities throughout the state; and, through its outreach activities, serves the state while strengthening its teaching, scholarly and creative capacities;

WHEREAS, THE WOOD RIVER LAND TRUST is a 501(c)(3) tax-exempt nonprofit organization, with a mission to protect and restore land, water, and wildlife habitat in the Wood River Valley and its surrounding areas. The Land Trust works cooperatively with private landowners and local communities to ensure these areas are protected now and for future generations;

WHEREAS, THE NATURE CONSERVANCY is a 501(c)(3) tax-exempt nonprofit organization established to conserve the lands and waters on which all life depends;

WHEREAS, The Land Trust and Conservancy used their collective efforts to acquire from Rock Creek Ranch, LLC, and the Rinker Trust in a generous bargain sale the 10,394 acre Rock Creek Ranch (see map - Exhibit A), and all appurtenances, including, but not limited to, water, water rights (described in Exhibit B), minerals and mineral rights in Blaine County, Idaho (the “Property” or the “Ranch”);

WHEREAS, the Land Trust owns the Property in fee simple, subject, among other things, to a note in favor of the Conservancy, secured by a real estate mortgage;

WHEREAS, the Land Trust and the Conservancy have entered into a side-agreement, which provides, among other things, that until the Land Trust sells the Property, it shall “. . . mutually agree in writing to

CONSENT
DECEMBER 21, 2017

all agreements related to management and disposition of the Property, including, but not limited to, management cost-sharing arrangements, conservation easements, and agreements with IDFG, Natural Resources Conservation Service, other non-profit organizations, or conservation buyers;”

WHEREAS, through the vision and extraordinary generosity of the Rinker family, the Land Trust and the Conservancy can ensure that Rock Creek Ranch will be protected in perpetuity, providing multiple benefits for the public and for the abundant fish and wildlife on the Property;

WHEREAS, THE NATURAL RESOURCE CONSERVATION SERVICE (the “NRCS”) acquired two Grassland Reserve Program conservation easements (“GRP Easements”) on the majority of the ranch from the Rinker family, the purpose of which is to protect the grazing uses and related conservation values on the Property by conserving, restoring and enhancing grassland, shrubland, forbs, wildlife habitat and biodiversity;

WHEREAS, the GRP Easements perpetually restrict certain uses of the property and require a grazing management plan be developed by the NRCS, Land Trust, Conservancy and the grazing lessee using the Property;

WHEREAS, the Ranch historically has been used for livestock grazing and haying operations and currently remains substantially undeveloped and dominated by native flora and fauna;

WHEREAS, the Ranch has significant upland and big game habitat, established wildlife migration corridors and numerous wildlife species, including sage grouse;

WHEREAS, the Ranch has approximately 89 miles of streams and corresponding riparian corridors, providing valuable fish and wildlife habitats associated with these aquatic resource areas;

WHEREAS, for many years the public has been allowed controlled access to the private areas of the Ranch through the IDFG’s Access Yes program;

WHEREAS, the Parties believe the Rock Creek Ranch, in combination with its associated water rights and public lands grazing leases (described in Exhibit B) managed by the Ranch can provide the citizens of Blaine County and Idaho numerous benefits, including fish and wildlife habitat conservation, research and education into management of healthy rangelands, continuation of a working ranch and public recreational use (the “Project”);

WHEREAS, the Parties have agreed to pursue a common vision for the Property over the next three to five years (“pilot period”) with the intent that during this pilot period a framework can be established that addresses the long-term needs of the Property and the Parties, and that resolves the future ownership of the Property;

WHEREAS, if the pilot period proves successful, the Parties’ are committed to continue collaborating through the renewal of the MOU or another agreement that similarly provides a framework for ongoing collaboration, regardless of the eventual ownership of the Property; and

**CONSENT
DECEMBER 21, 2017**

WHEREAS, the Parties understand that if they fail to achieve a sustainable framework during the pilot period, they may terminate this MOU as provided below;

NOW, THEREFORE, for and in consideration of the mutual promises contained in this MOU, the Parties agree as follows:

II. PURPOSES

This MOU describes the cooperative principles and procedures that the UI, Land Trust and Conservancy will use to manage and enhance the Ranch to achieve their broad goal: *Establish a sustainable rangeland research and education facility in the heart of Idaho where ranching, recreation, and conservation intersect. The facility would be home to a collaboration for important and up-to-date research on 21st century ranching and conservation practices. While providing for public access and recreation, the facility also will serve as a podium for education on conserving fish and wildlife habitat and enhancing livestock production on Idaho rangelands.*

III. AREAS OF COLLABORATION - UI, Land Trust and Conservancy

The Parties are fully committed to collaborating in good faith to achieve the following outcomes:

- 1) Advisory Committee. A group of existing and potential members will be invited to participate on an Advisory Committee, which will advise and assist as appropriate the Parties in the development and implementation of management plans for the Ranch. Each member will bring expertise and/or resources in one or more of the key Project elements, such as research, management and/or education applications to rangeland and riparian habitats, fish and wildlife, water, grazing and livestock, public lands, public access, recreation, rural economics, weed control, fire and monitoring.

The Advisory Committee will function under a charter ("**Charter**") developed promptly after signing of this MOU, so that input from the Advisory Committee will be timely in development of the first management plan. The Advisory Committee will be led by the Parties and will include six or more partners. The Charter will stipulate, among other things, how the Advisory Committee will operate, its role, how often and when it will meet, expected participation, and appointment of successor members.

- 2) Management Plans. The Parties will develop both near term (1-Year) and longer term (3-5 Year) plans for the management of the Ranch (**the "Plans"**). The Plans will address, at a minimum, the topics outlined below and shall comply with the GRP Easements. The Plans will be developed by consensus of the Parties with input from the Advisory Committee. The Plans will identify **Outcomes, Timelines, Budgets and Leadership** for each topic covered. All funding commitments and all other financial commitments to provide materials or perform services must be expressly set forth in writing in the budget and the committing Party's agreement to any such commitment must be evidenced by the Party's signature to the written budget. See Section IX below. Financial commitments by UI may require approval of the Board of Regents of the University of Idaho or by its executive director.

CONSENT
DECEMBER 21, 2017

- a) Livestock Operations and Infrastructure. Consistent with the Purposes of this MOU, other elements of the Plans and the NRCS GRP easements, a livestock operations section of the Plans, including necessary infrastructure needs, will be developed in collaboration with the NRCS range staff. The livestock operations section of the Plans will address both the fee lands of the Ranch and the public land leases held by the Ranch, as well as, native range, seeded pastures and irrigated pastures.
 - b) Fish and Wildlife Habitat. The Plans will address maintenance, enhancement and restoration of fish and wildlife habitat, including, at a minimum, action to address water quantity and quality, weeds and fire.
 - c) Research and Education Programs. Topics of interest include:
 - i) Wet meadow habitat - current condition and needed improvements
 - ii) Grazing impacts of livestock on wildlife - especially impacts on sage-grouse.
 - iii) Riparian condition and improvements
 - iv) Management of invasive plants
 - v) Conservation of fish and amphibians
 - vi) Social and economic impacts of ranching and healthy rangelands on local communities
 - d) Outreach. A priority for the Parties is to share the knowledge and experiences gained through the research done on the Ranch with diverse audiences, including land managers, educators, researchers, policy makers, community leaders and students. The Parties will develop a suite of outreach strategies including, but not limited to, publications, workshops, field tours, technical exchanges, and presentations.
 - e) Access for Public Recreation. The Parties acknowledge the importance to local communities of providing a wide range of recreational opportunities on the Ranch including, but not limited to, bird watching, dog walking, hiking, mountain biking, hang gliding, motorized uses and hunting. The Plans will include a balanced approach to recreational uses, consistent with the GRP Easements, reducing wildlife disturbance during crucial life history periods, reducing habitat damage, and minimizing conflicts with other uses of the Ranch. The Plans will address, at a minimum, kinds of use, use periods, access signage, access routes (including roads and trails), access management structures, level of integration with surrounding public land recreation and communications to recreational users.
 - f) Monitoring. Essential to accomplishing the goals of this MOU is establishment of a sustainable monitoring program that supports all aspects of the Plans' outcomes. This includes collecting baseline data and ongoing monitoring associated with management and research activities. The Parties will develop a repository for all monitoring information that is available to the Parties and, as appropriate, to the Advisory Committee and other audiences.
- 3) Income Produced On The Property And Project Accounting. The Parties intend that:
- a) Any lease, rental or similar income generated by activities on the Property will be used for the benefit and management of the Property consistent with outcomes described in the Plans.
 - b) All payments and expenses for specific income generating activities will be described in separate grazing or other agreements.

**CONSENT
DECEMBER 21, 2017**

- c) Each Party will maintain its own accounting for activities it specifically undertakes as part of the Project, while committing to share financial information, as appropriate, to support joint grant requests/awards, developing Project budgets as part of Plans and for similar purposes.
- 4) Marketing and Communications. The Parties agree to:
 - a) Coordinate all public communications about the Ranch and the Project
 - b) Coordinate communications with Advisory Committee, key Agencies, Elected Officials and funders
 - c) Provide a single point of contact within each Party for marketing and communications
 - d) Develop a communications plan providing for consistent and timely communications without requiring joint approvals each time that actions consistent with the communications plan are taken
 - e) Include logos and acknowledgement of all the Parties in signs, brochures and public communications about the Ranch, the Project or implementation of the Plans, unless otherwise mutually agreed by the Parties.
- 5) Fundraising. The Parties recognize that without adequate funds they will be unable to achieve the purposes of this MOU. The Parties are fully committed to collaborate to:
 - a) Secure private and public funds to support goals of the Project
 - b) Collaborate in developing a fundraising plan to meet the Plans budget, including a “case statement” for the Project
 - c) Collaborate in hosting events at the Ranch to raise funds for the Project
 - d) Coordinate on donor development and funding requests to reduce redundancy and potential conflict with donors who support the UI, Land Trust or Conservancy outside of the Project
 - e) Manage funds consistent with the Plans
 - f) Honor donor intent in use of the funds. Should this MOU be terminated, the receiving party will hold and continue to use the funds for the purpose for which they were donated, unless such purpose no longer exists, in which case the funds will be used consistent with the donor agreement and the receiving party’s policies.
- 6) Annual Review. The Parties will conduct an annual review at the end of each calendar year to evaluate progress towards implementing the Plans and this MOU. A brief annual report summarizing accomplishments from the prior year will be developed by January 31st of the subsequent year. The report will help with communications to partners, stakeholders and donors.

IV. RESPONSIBILITIES OF LAND TRUST AND CONSERVANCY

As co-owners of the Property, as holders of the public land grazing leases and as Parties to this MOU the Land Trust and Conservancy will:

- 1) Taxes, Fees and Assessment.
 - a) Pay all taxes, levies, assessments, grazing permit fees and other similar expenses associated with owning the Property.
 - b) Take all necessary actions to protect and preserve the water rights and public lands grazing permits for their intended uses under the Plans and protect them from loss by forfeiture or

**CONSENT
DECEMBER 21, 2017**

abandonment due to non-use.

- 2) Option to Buy. If requested by UI, The Land Trust and the Conservancy will grant the UI an option to buy the Property under terms and conditions set forth in a separate agreement mutually agreed to by the Parties.
- 3) Access and Use. Subject to the terms of this MOU, the UI is granted free of charge access to and use of the Property for any and all activities related to the Project and implementation of the Plans, however, consent will be obtained from the Land Trust and Conservancy before using the Property for purposes not related to the Project and implementation of the Plans.
- 4) Staff and Volunteers. In addition to commitments made in **Section III**, the Land Trust and Conservancy will:
 - a) Each provide a primary lead for the implementation of this MOU
 - b) Provide in-kind technical support
 - c) Organize volunteers as may be appropriate in implementing the Plans
 - d) Facilitate Advisory Committee meetings
 - e) Coordinate patrols of the Property to help manage recreational users

V. RESPONSIBILITIES OF UNIVERSITY OF IDAHO

As a Party to and consistent with other terms of this MOU the UI will make reasonable efforts, subject to available funding, to accomplish the following:

- 1) Research. Support faculty and students from multiple disciplines and departments at the UI who have interest in developing, implementing and publishing research projects associated with the Ranch that are consistent with the purposes of this MOU.
- 2) Education. Support development of learning opportunities at the Ranch that further UI students' education in agriculture and natural resource management.
- 3) Outreach. Encourage faculty and students to communicate their work associated with the Ranch to diverse audiences using a variety of outreach strategies, including publications, workshops, presentations and field tours.
- 4) Staff and Students.
 - a) Provide a primary lead for the implementation of this MOU
 - b) Provide in-kind technical support
 - c) Assist with the general management activities at the Ranch, including installation and repair of infrastructure, weed control, and fire management,
 - d) Assist with coordination of patrols of the Property to help manage recreational users

VI. EFFECTIVE DATE AND AMENDMENTS

This MOU shall take effect upon signing by all Parties and shall remain in effect for a period of five years from that date unless earlier terminated. None of the Parties may assign or transfer all or any

portion of this MOU without the prior written consent of the other Parties.

The MOU may be renewed at the end of the five-year period by mutual written agreement of the Parties.

The provisions of this MOU may only be amended or waived by mutual written agreement of the Parties.

Any Party may terminate this MOU at any time and for any reason by giving ninety days prior written notice to the other Parties.

Upon termination, any improvements made to Ranch during the term of this MOU, such as fences, irrigation works, livestock water developments, habitat enhancements, permanent structures, road or trail improvements and similar improvements will remain with and become part of the Property.

VII. NO PARTNERSHIP, JOINT VENTURE OR AGENCY

No partnership, joint venture or agency is established by this MOU. No Party is authorized or empowered to act as an agent, employee or representative of another Party, nor transact business or incur obligations in the name of another Party or for the account of another Party. No Party shall be bound by any acts, representations, or conduct of another Party.

VIII. USE OF INTELLECTUAL PROPERTY

The Parties agree that any intellectual property, which is jointly authored or invented through activities covered under this MOU, may be used by any Party for non-profit, non-commercial purposes without obtaining consent from the other Parties and without any obligation to account to the other Parties. All other intellectual property used in the implementation of the MOU will remain the property of the Party that provided it.

IX. FINANCIAL COMMITMENTS

The Parties acknowledge and agree that this MOU does not create any financial or funding commitments on any of the Parties beyond those agreed to above or upon joint execution of a subsequent agreement that specifically delineates the terms and nature of such obligations and that references this MOU. Such subsequent agreements will be subject to funding being specifically available for the purposes outlined therein.

X. USE OF ORGANIZATION LOGO AND NAME

Except as provided in III.4.e, above, the Parties may not use the others' name and/or logo in any way without prior written consent from the other Parties.

XI. CONFIDENTIALITY

1) During the course of the MOU, the Parties may have access to materials, data, strategies, other

information relating to the other Parties and their programs, or systems, which are intended for internal use only. Any such information, that is designated as CONFIDENTIAL shall not be used, published, or divulged by the other Parties to any person, firm, or corporation or in any advertising or promotion, in any manner or connection whatsoever without first having obtained the written permission of the other Parties, provided however, the Parties acknowledge that UI is subject to the public records laws of the state of Idaho and the requirements of such laws supersede this section.

- 2) Confidential Information. "Confidential information" ("CI") shall mean any information: that belongs to and is disclosed by one PARTY ("DISCLOSER") to another PARTY ("RECIPIENT"); that the PARTY disclosing the information, is of a scientific, technical, or specialized nature, has value to the DISCLOSER; that is not in the public domain; and that has generally been considered and treated by the DISCLOSER as confidential prior to the time of disclosure. CI includes, but is not limited to, technical data, financial data, plans, programs, plants, processes, products, costs, equipment, operations, customers and other information or experience pertaining to the previously mentioned subject matter.
- a) CI shall not include information that: (a) is shown to have been known or is subsequently developed by RECIPIENT independent of any disclosure by DISCLOSER; or (b) is or becomes available to the public through no breach of this MOU; or (c) is lawfully obtained from a third party without restriction and without breach of this or any other agreement; or (d) is required by court order, law, or other governmental regulation or authority to be disclosed, provided DISCLOSER receives reasonable notice to allow it to request a protective order and RECIPIENT reasonably cooperates with DISCLOSER's efforts to receive a protective order (this section shall not be construed to require RECIPIENT to pursue any claim, defense, cause of action, or legal process or proceeding on behalf of DISCLOSER); or (e) is ascertained by any Party to create a risk to trial subject or to public health and safety.
 - b) To be protected under this MOU, CI disclosed in written or other tangible form must be labeled "Confidential". Oral or visual disclosures for which protection is sought must be identified at the time of disclosure as being disclosed in confidence, and a written instrument confirming that the information disclosed orally and/or visually should be held in confidence must be delivered to RECIPIENT within five (5) working days of such oral and/or visual disclosure. E-mail is one form of "written instrument" for the purpose stated in this section.

XII. LIABILITY

While the Land Trust is fee owner of the Property it will bear full risk of any loss or damage to persons or property pertaining to the Property. The Land Trust agrees to indemnify and hold the UI and Conservancy harmless for any and all manner of actions, claims, demands, suits and damages, actual or threatened resulting from acts or omissions of the Land Trust.

The Conservancy will bear full risk of any loss or damage to persons or property relating to its access to and use of the Property. The Conservancy agrees to indemnify and hold the Land Trust harmless for any and all manner of actions, claims, demands, suits and damages, actual or threatened, in connection with Conservancy activities on or use of the Property by the Conservancy, their employees, contractors, guests, invitees, licensees or agents.

**CONSENT
DECEMBER 21, 2017**

The UI will bear full risk of any loss or damage to persons or property relating to its access to and use of the Property. Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, University shall indemnify and hold the Land Trust, its agents and assigns, harmless from and/or against any and all claims, damages, and liabilities (including reasonable attorney's fees) that may be suffered or incurred and that arise as a direct result of and which are caused by the University's possession, operations, or performance under this indemnification agreement. The University's liability coverage is provided through a self-funded liability program administered by the Idaho Bureau of Risk Management. Limits of liability, and this indemnification, are \$500,000 Combined Single Limits, which amount is the University's limit of liability under the Idaho Tort Claims Act and this Agreement.

XIII. NOTICES

Any notice required by this MOU will be in writing and hand delivered, sent by overnight courier, such as FedEx, or by certified mail, return receipt requested to the Parties at the addresses contained in the MOU or changed by notice to the other Parties.

University of Idaho

John Foltz

Special Assistant to the President for Agricultural Initiatives

President's Office | The University of Idaho

875 Perimeter Drive MS 2203 Moscow, ID 83844-2203

Wood River Land Trust

Scott Boettger, Executive Director

119 East Bullion Street

Hailey, Idaho 83333

The Nature Conservancy

Toni Hardesty, State Director

Idaho Field Office

116 North 1st, Hailey, ID 83333

XV. MEDIATION OF DISPUTES

Except for any claim for which a Party deems a temporary restraining order necessary, all claims, disputes, or alleged breaches of this MOU shall first be subject to mediation, prior to any Party filing an action in a court of law. Any Party shall have the right to begin the process by giving the other Parties a written notice requesting mediation and describing the issues involved. The Parties agree to appoint and equally share the cost of a mutually acceptable mediator within sixty (60) days after notice. The mediation shall occur within thirty (30) days after the selection of the mediator, unless the Parties agree otherwise. Nothing in this paragraph will prevent any Party's right to a trial or trial by jury in a court of law. In the event of mediation, each Party shall bear that Party's own attorney fees. In the event of litigation to enforce this MOU, the prevailing Party shall be awarded its attorney fees and costs.

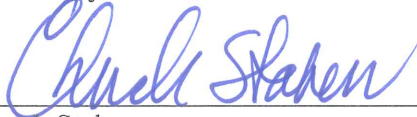
XVI. MISCELLANEOUS

**CONSENT
DECEMBER 21, 2017**

This MOU incorporates any attached exhibits into the terms and conditions of the MOU. It is the intention of the Parties that if any part of this MOU is invalid, for any reason, that invalidity will not void the rest of the MOU. This Agreement is intended to benefit only the Parties hereto and no other individual or entity; any benefit derived from this agreement by any non-Party individual or entity is incidental hereto and does not give rise to any rights under this Agreement. Idaho law governs this MOU. Ambiguities, if any, will not be construed against any Party as a result of preparation of this MOU. The individuals whose signatures appear below represent and warrant that the respective entity each represents and is authorized to enter into, execute and deliver this MOU on behalf of the entity each represents and that this MOU is binding upon that entity in accordance with its terms and conditions. Paragraph headings shall not be used in the interpretation or construction of this MOU. This MOU may be signed in more than one counterpart that when compiled shall be considered one original.

IN WITNESS WHEREOF, the Parties have signed this Memorandum of Understanding below.

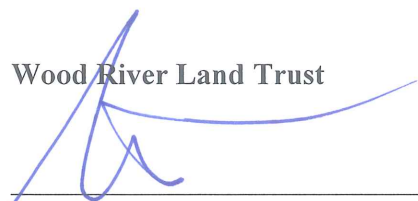
University of Idaho



Chuck Staben
President

6/28/2016

Date

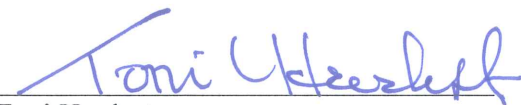
Wood River Land Trust


Scott Boettger
Executive Director

6/28/2016

Date

The Nature Conservancy



Toni Hardesty
State Director

6/28/2016

Date

EXHIBIT A

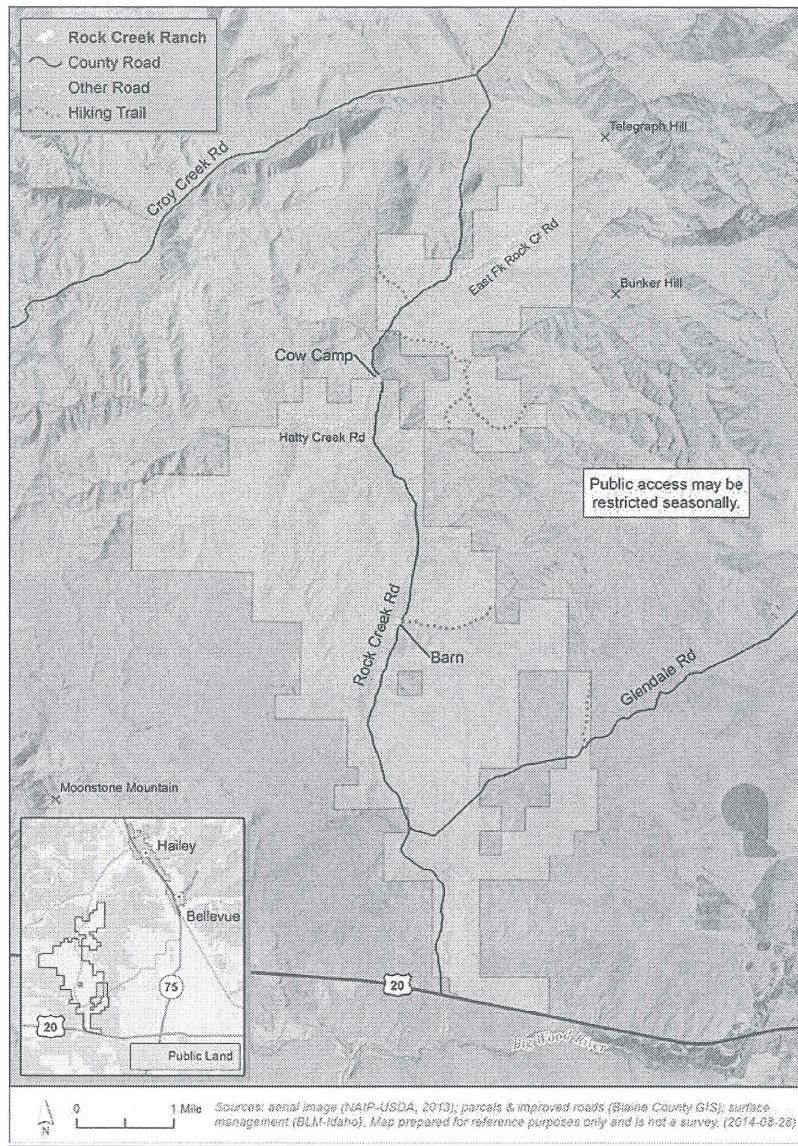


EXHIBIT B

WATER RIGHTS & GRAZING PERMITS/LEASES

Water Right No.

37-1151D,
37-1152,
37-22398,
37-22464,
37-627,
37-1151B,
37-22501,
37-1212,
37-22502,
37-22264,
37-1150,
37-22465,
37-4192,
37-11311,
37-11303,
37-11305,
37-11306,
37-11308,
37-11309,
37-11310,
37-11312,
37-12157
Totaling 30.98 cfs

Grazing Permits for the following US Department of Interior Grazing allotments:

ID	80214	Kent Canyon
ID	80215	Poison Creek
ID	80239	Scattered Tracts
ID	80237	Little Rock Creek

Idaho Department of Lands Grazing lease:

No. G700036

CONSENT
DECEMBER 21, 2017

SUBJECT

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.
October 19, 2017	The Board approved the appointment of Marcus Coby, Tina Strong, and Graydon Stanley.

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 Kootenai Tribe has forwarded Mr. Gary Aitken's, name for consideration as their tribal chair representative on the Indian Education Committee.

IMPACT

This appointment will fill one of the six vacant seats on the committee.

**CONSENT
DECEMBER 21, 2017**

ATTACHMENTS

Attachment 1 – Current Committee Membership
Attachment 2 – Kootenai Tribal Resolution

Page 3
Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Ms. Jennifer Porter's term expired on June 30, 2017. The Kootenai Tribe identified Mr. Gary Aitken to replace Ms. Porter and serve as the tribal chair representative. If approved, Mr. Aitken would serve a new five-year term effective immediately and conclude on June 30, 2022.

BOARD ACTION

I move to appoint Mr. Gary Aitken, as the Kootenai Tribe tribal chair representative, effective immediately and expiring June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
DECEMBER 21, 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

Marcus Coby - 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.

Tina Strong - 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
DECEMBER 21, 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

Graydon Stanley is the Vice President for Student Services North Idaho College (NIC). Term: July 1, 2017 – June 30, 2022.




Kootenai Tribe of Idaho

P.O. Box 1269
100 Circle Drive
Bonners Ferry, ID 83805
Ph# (208) 267-3519
Fax (208) 267-2960

The Kootenai Tribe of Idaho delegates Gary Aitken, Jr. as the representative to the Idaho Indian Education Board.

CERTIFICATION

The action was duly adopted at a meeting of the Kootenai Tribal Council held in Ktunaxa Territory at the Kootenai Tribal Complex, Kootenai Indian Reservation on the 3rd day of October, 2017; with the required quorum present by a vote of 6 FOR and 0 AGAINST.



Velma Bahe, Council Secretary
Kootenai Tribe of Idaho

18-006 iieb

THIS PAGE INTENTIONALLY LEFT BLANK

CONSENT
DECEMBER 21, 2017

SUBJECT

Institution President Approved Alcohol Permits

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 October 19, 2017 Board meeting. Since that meeting, Board staff has received forty-six (46) permits from Boise State University, eighteen (18) permits from Idaho State University, twenty-five (25) permits from the University of Idaho and twelve (12) permits from Lewis-Clark State College.

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
DECEMBER 21, 2017**

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY August 2017 – February 2018				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Boise Angele Worx and Deal Forum	COBE	X		9/29/17
T-Mobile In Crown Awards	Stueckle Sky Center		X	10/13/17
Harry Potter in Concert	Morrison Center	X		10/14/17
Good Samaritan Home Fall Event	Stueckle Sky Center		X	10/14/17
Live Medium	Morrison Center		X	10/16/17
PETSO Client Appreciation	Stueckle Sky Center		X	10/18/17
Emily Ruskovich Pre- Reception to Reading	Stueckle Sky Center	X		10/18/17
ISCO Fall Meeting	Student Union Building		X	10/20/17
Boise Philharmonic #2	Morrison Center	X		10/21/17
Internal Fraud Business Networking	Alumni and Friends Center	X		10/24/17
Respiratory Care Alumni Recognition	Stueckle Sky Center	X		10/27/17
Imparables El Show	Morrison Center		X	10/27/17
Customer Technical Symposium	Stueckle Sky Center		X	11/01/17
Engineering Building Naming	Engineering Building	X		11/02/17
Celebration of Life – Dorothy Simpson	Stueckle Sky Center		X	11/03/17
Distinguished Alumni Gala	Student Union Building	X		11/03/17
Light of Philanthropy Award Ceremony	Stueckle Sky Center		X	11/03/17
LED: Waters into Wilderness	Morrison Center		X	11/03/17
IT Symposium	Student Union Building		X	11/07/17
Public Lands Conference	Student Union Building	X		11/09/17
Radiologic Sciences Alumni Educational Reunion	Alumni and Friends Center	X		11/10/17
EMBA Alumni Reception	COBE	X		11/10/17
Tardiff Wedding	Stueckle Sky Center		X	11/11/17

**CONSENT
DECEMBER 21, 2017**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Boise Philharmonic Series	Morrison Center		X	11/11/17
Boy Scout Auction Dinner	Student Union Building		X	11/11/17
Venture College Open House	Venture College	X		11/14/17
Venture Capital Event	COBE	X		11/16/17
EMBA Information Sessions	COBE		X	11/16/17
Cabine Pre Show Dinner and Reza Azian	Morrison Center		X	11/17/17
Take the Mask Off Epilepsy Masquerade Gala	Stueckle Sky Center		X	11/17/17
Lippert Components Recognition Banquet	Stueckle Sky Center		X	11/17/17
Brassard Wedding	Stueckle Sky Center		X	11/25/17
Mountain West Championship Reception	Stueckle Sky Center		X	12/01/17
Broadway in Boise – Elf	Morrison Center		X	12/01/17
The Price is Right Live!	Morrison Center		X	12/03/17
Click Bank End of Year Celebration	Stueckle Sky Center		X	12/04/17
BVEP Annual Member Recognition	Stueckle Sky Center		X	12/05/17
Chaffee Induction	Alumni and Friends Center	X		12/05/17
Block 22 Holiday Party	Stueckle Sky Center		X	12/06/17
Hopkins Financial Holiday Gala	Stueckle Sky Center		X	12/06/17
Natural Hazard, Risk, and Resiliency Consortium Meet and Greet	Alumni and Friends Center	X		12/07/17
Coleman Homes Holiday Party	Stueckle Sky Center		X	12/08/17
Albertson's Christmas Party	Stueckle Sky Center		X	12/11/17
Winter Celebration	Student Union Building	X		12/12/17
McMillen Jacobs Holiday Party	Stueckle Sky Center	X		12/16/17
Brad Paisley Concert	Taco Bell Arena		X	02/02/18

**CONSENT
DECEMBER 21, 2017**

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY September 2017 – December 2017				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Alumni Homecoming Kickoff Event	Cadet Field	X		09/28/17
2017 President's Dinner, Reception	PSUB Theater Lobby	X		09/29/17
2017 President's Dinner	PSUB Ballroom	X		09/29/17
Spirits & Skeletons Fundraiser	Idaho Museum of Natural History		X	10/13/17
ISCS Reception	Stephens Performing Arts Center		X	10/13/17
President's Tailgate	"The Lair" shed (east of Holt Arena)	X		10/21/17
Business Awards	Stephens Performing Arts		X	10/25/17
Fundraiser Movie for CW HOG	Frazier Hall		X	11/04/17
10 th Annual Crab Feed	Pond Student Union Ballroom	X		11/07/17
Pocatello School District Gala Event	PAC – Promenade & Rotunda		X	11/28/17
Pocatello School District Employee Appreciation Event	PAC – Rotunda		X	11/29/17
COE Holiday Party	Magnuson Alumni House	X		12/01/17
Festival of Trees Ladies Holiday Tea	PAC – Rotunda		X	12/02/17
ISUCU Appreciation Dinner	PAC - Rotunda		X	12/02/17
President's Holiday Open House	PSUB Ballroom	X		12/05/17
NFR Viewing Party	Little and Wood River Rooms	X		12/08/17
College of Arts & Letters Holiday Party	Salmon River Suites	X		12/14/17
Pocatello Rotary Club Christmas Party Dinner	PAC Rotunda		X	12/14/17

**CONSENT
DECEMBER 21, 2017**

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO September 2017 – October 2017				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Keegan Felton Memorial Reception	Litehouse Center	X		09/29/17
President's Meeting with Staff Council	Commons	X		10/04/17
Idaho Grain Producers	University of Idaho Livestock Pavilion	X		10/05/17
Joy Passante Book Release	Prichard Art Gallery	X		10/05/17
Campaign Planning	Administration Building 105	X		10/06/17
Track Homecoming Alumni Event	Track, East End of Field	X		10/07/17
Bellwood Lecture Series	Bruce Pitman Center	X		10/11/17
Navy and Marine Corps Ball	Bruce Pitman Center	X		10/14/17
CLASS Research and Creative Activity Mixers	Integrated Research & Innovation Center	X		10/16/17
Coeur d'Alene Computer Science Ribbon Cutting Celebration	Computer Science Department Facility	X		10/24/17
CAA Advisory Council Reception	UI Prichard Art Gallery	X		10/26/17
College of Science Celebration of Alumni Excellence	Commons	X		10/26/17
CoEngr Academy of Engineers Awards Ceremony	Bruce Pitman Center	X		10/26/17
LAC Reception	Menard Law Building	X		10/26/17
CLASS Research and Creative Activity Mixer	IRIC Atrium Integrated Research & Innovation Center	X		11/09/17
Veterans Appreciation Dinner	Bruce Pitman Center	X		11/11/17
Faculty and Staff Holiday Reception	Bruce Pitman Center	X		11/29/17
UI Theatre/Alumni Relations Play Reception	Office of Alumni Relations	X		12/02/17

**CONSENT
DECEMBER 21, 2017**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
SAS Talks	IRIC	X		12/07/17
Alumni Awards for Excellence	Bruce Pitman Center	X		12/08/17
Holiday Concert Alumni Reception	Jim Lyle Alumni Lounge	X		12/08/17
Advancement Holiday Reception	Hays Hall – Jim Lyle Alumni Lounge	X		12/11/17
GSSP Celebration	Bruce Pitman Center	X		12/13/17
College of Science Holiday Party	Bruce Pitman Center	X		12/15/17
UI Boise Holiday Reception	Legacy Pointe	X		12/19/17

**CONSENT
DECEMBER 21, 2017**

APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE September 2017 – October 2017				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Exhibit Opening: CAH Opening “the Beauty of Nothing” Sostrom	Center for Arts & History	X		02/06/16
27 th Annual Conference Grape & Grain Fundraiser	Center for Arts & History	X		04/21/17
Reception for Idaho Commission on the Arts	Center for Arts & History	X		05/18/17
NAIA World Series Invitation Banquet and Social	Activity Center	X		05/25/17
Reception for Idaho Commission on Arts	Center for Arts & History	X		06/02/17
Foundation Planned Giving Mixer	Center for Arts & History	X		06/08/17
Rivers & Vines Opening Reception	Center for Arts & History	X		08/03/17
Reclaimed Revolution and Pine Needle Basket Exhibit Openings	Center for Arts & History	X		09/22/17
State Board of Education Dinner	Center for Arts & History	X		10/18/17
Steampunk Ball	Center for Arts & History	X		10/21/17
Business After Hours – Chamber of Commerce	Williams Conference Center	X		12/06/17
Winter Revels Holiday Party	Williams Conference Center	X		12/06/17

CONSENT
DECEMBER 21, 2017

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Professional Standards Commission – Lewis-Clark State College – State Team Focused Visit Report

REFERENCE

August 2014	Board accepted the State Team Report and granted conditional approval of the Special Education, Biology, Chemistry, Earth and Space Science, And English as a new Language programs at Lewis-Clark State College.
-------------	---

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked with conducting a full unit review of all State Board-approved teacher preparation programs in Idaho on a seven-year cycle. Any programs that are Conditionally Approved require a subsequent Focused Visit within three (3) years of the full unit review.

The PSC convened a State Review Team containing content experts and conducted the focused visit of Lewis-Clark State College April 23 - 25, 2017. The PSC reviewed the final report submitted by the State Review Team and voted to recommend that the State Board of Education approve the State Team Focused Visit Report as written.

IMPACT

The recommendations in this report will enable Lewis-Clark State College to continue to prepare teachers in the best possible manner, ensuring that all state teacher preparation standards are being effectively embedded in their teacher preparation programs.

ATTACHMENTS

Attachment 1 – LCSC Focused Visit State Team Report 2017	Page 3
--	--------

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board approved standards for Initial

CONSENT
DECEMBER 21, 2017

Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

BOARD ACTION

I move to approve the recommendation of the Professional Standards Commission to accept the State Team Focused Visit Report for Lewis-Clark State College as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

STATE TEAM REPORT
Focused Visit
Lewis-Clark State College
April 23-25, 2017

ON-SITE STATE TEAM:

Amy Cox - Chair

Patricia Barnes

Micah Lauer

Christina Linder

Dana Johnson

Trenna McCashland

Professional Standards Commission
Idaho State Board of Education

STATE OBSERVERS:

Lisa Colón Durham

Annette Schwab

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

TABLE OF CONTENTS

<u>Introduction</u>	3
<u>Program Approval Recommendations</u>	4
<u>English as a New Language</u>	
<u>Online Teachers</u>	18
<u>Science (Foundation Standards)</u>	27
<u>Biology</u>	38
<u>Chemistry</u>	41
<u>Earth and Space Science</u>	45
<u>Special Education Generalists</u>	48
<u>State Specific Requirements—Pilot</u>	63

INTRODUCTION

Lewis-Clark State College (LCSC) has a century-long history of preparing professional educators. Established by an act of the Idaho State Legislature in 1893, the college was originally designated the Lewiston State Normal School, reflecting its early mission as a teacher training facility. In 1943, the legislature granted the college its current status as a four-year undergraduate institution. Its present name, Lewis-Clark State College, was authorized by the Legislature and governing board in 1971, making the college the last public “Normal” school in the United States.

The purpose of the on-site focused visit was to determine if sufficient evidence was presented indicating that candidates at the Lewis-Clark State College meet state standards for initial certification for programs that were conditionally approved at the previous full program review, as well as piloting the state specific requirements review. A six-member state program approval team, accompanied by two state observers, conducted the focused visit review. The standards used to validate the Institutional Report were the State Board of Education–approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards are being met. State Specific Requirements were piloted, feedback was provided to Lewis-Clark State College and the Professional Standards Commission, but is not included in the State Team Report.

Team members looked for a minimum of three applicable pieces of evidence to validate each standard. These evidences included, but were not limited to, course syllabi, class assignment descriptions, assignment grading rubrics, candidate evaluations and letters of support, additional evaluations-both formal and informal, program course requirement lists, actual class assignments, Praxis II test results, and electronic portfolio entry evidence. Observations of candidates teaching through PreK-12 site visits were used as well. In addition to this documentation, team members conducted interviews with candidates, completers, college administrators, college faculty, PreK-12 principals, and cooperating teachers.

It needs to be noted that it was evident in every aspect of the college that a culture of family is created and fostered deeply among every person at Lewis-Clark State College. Every professor and On Site Teacher Educator that was interviewed took great pride in knowing something personal about every one of his or her candidates, and showed genuine care for everyone. Likewise, it was evident when speaking to candidates that they also feel a deep connection to the entire faculty.

To assist the reader, the report includes language recommended by the Counsel for the Accreditation of Educator Preparation (CAEP), a national accrediting agency. Specifically, to assist the reader, the terms below are used throughout the report as defined below:

Candidate – a student enrolled at the LCSC.

Student – an individual enrolled in an Idaho PreK-12 public school

Unit – the institution’s teacher preparation program

CAEP - Counsel for the Accreditation of Educator Preparation

OSTE – On Site Teacher Educator

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Program Approval Recommendations

Program	Approved	Conditionally Approved	Not Approved	Notes (See program rubric section for more specifics regarding recommendations.)
English as a New Language		X		Due to a lack of candidates and completers, it is conditionally approved.
Online Teacher Educator		X		Due to this program being a new program, it is conditionally approved.
Science Foundation				Foundation standards are reviewed, but not subject to approval
Biology	X			
Chemistry	X			
Earth and Space Science	X			
Special Education Generalist	X			

**Rubrics for the Idaho Standards for Bilingual Education
and ENL (English as a New Language) Teachers**

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.*
- 2. The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.*
- 3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.*
- 4. (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).*
- 5. (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).*
- 6. (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.*

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

7. (ENL only) *The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 The program provides evidence that teacher candidates demonstrate adequate knowledge of understanding subject matter.

Sources of Evidence

- ED 435 Diversity Issues in Education Syllabus
- ED 433 Linguistics, Society, and Language Education Syllabus
- ED 439 Authentic Assessment of English Language Learners Syllabus
- ED 437 Advanced English as a Second Language Methods Syllabus
- Faculty Interview

Performance

1. (Bilingual only) *The teacher articulates in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.*
2. (ENL only) *The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.*
3. *The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.*
4. *The teacher demonstrates instructional strategies that show an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.*
5. *The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Syllabi, lesson plans, and exams provide evidence teacher candidates demonstrate an adequate ability to make subject matter meaningful for students.

Sources of Evidence

- Ed 433 Linguistics, Society and language Education Syllabus
- ED 434 Field Experience Lesson Plan

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

- ED 437 Advanced English as a Second Language Methods Exam 2
- ED 436 Final Exam

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

- 1. The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.*
- 2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding how students learn and develop		X	

2.1 Syllabi, exams, and a field experience provide evidence teacher candidates demonstrate adequate knowledge of how students learn and develop.

Sources of Evidence

- ED 435 Diversity Issues in Education Syllabus
- ED 436 Final Exam
- ED 433 Linguistics, Society and Language Education Syllabus
- ED 434 ESL Field Experience

Performance

- 1. The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.*
- 2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.*
- 3. The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.*
- 4. The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 Journal assignments, field experience instructions, newsletters, lesson plans, and instructional unit assignments in the ENL program provide evidence teacher candidates demonstrate an in-depth ability to provide opportunities for development.

Sources of Evidence

- ED 434 Journal Reporting
- ED 433 Language Demonstration
- ED 433 Field Experience and Instruction
- RE 301 Newsletter Language Development
- ED 433 Modified Lesson Plan
- ED 433 Instructional Unit

Standard 3: Modifying Instruction for Individual Needs- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

- 1. The teacher understands the nuances of culture in structuring academic experiences.*
- 2. The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).*
- 3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development.*
- 4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding How Students Differ in Their Approaches to Learning		X	

3.1 The program provides evidence that teacher candidates demonstrate adequate knowledge of how students differ in their approaches to learning.

Sources of Evidence

- ED 435 Diversity Issues in Education Syllabus
- SPAN 437/ED 437 Advanced Teaching Methodologies: ENL/TESOL/Spanish Syllabus
- RE 301 Psycholinguistics and Reading Syllabus
- ED 436 Issues in Teaching ESL Syllabus
- EDD 433 Linguistics, Society, and Language Education Syllabus

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Performance

1. *The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.*
2. *The teacher utilizes strategies that advance accuracy in students' language production and socio-culturally appropriate usage with an understanding of how these are influenced by the first language.*
3. *The teacher collaborates with other area specialists to distinguishes between issues of learning disabilities/giftedness and second language development.*
4. *The teacher provides appropriate accommodations that allow students to access academic content.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs	X		

3.2 The program provides little or no evidence teacher candidates demonstrate an adequate ability to accommodate individual learning needs.

Sources of Evidence

- ED 434 Lesson Plans
- ED 435 Language Reflection
- ED 435 Language Reflection Three
- SPAN/ED 437 Mini-lesson Assignment Summary

Standard 4: Multiple Instructional Strategies- The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. *The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.*
2. *The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding and Using a Variety of Instructional Strategies		X	

**CONSENT
DECEMBER 21, 2017**

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

4.1 The program provides evidence that teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies.

Sources of Evidence

- ED 436 Issues in Teaching ESL Syllabus
- ED 437.01 Advanced English as a Second Language Methods Syllabus
- ED 439 Authentic Assessment of English Language Learners Syllabus
- ED 433 Linguistics, Society, and Language Education Syllabus
- Faculty Interview

Performance

- 1. The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.*
- 2. The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies		X	

4.2 Lesson plans, classroom assignments, and journal assignments provide adequate evidence teacher candidates use a variety of instructional strategies.

Sources of Evidence

- ED 434 Lesson Plans
- ED 436 Becoming an Effective Teacher in a Diverse Society
- ED 436 Journal Assignments

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 1. The teacher understands the influence of culture on student motivation and classroom management.*

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Classroom Motivation and Management Skills		X	

5.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of classroom motivation and management skills.

Sources of Evidence

- ED 433.01 Linguistics, Society, and Language Education Syllabus
- RE 301.60/P60 Psycholinguistics and Reading Syllabus
- ED 439.60 Assessment & specialized Instruction Syllabus
- Faculty Interview

Performance

1. *The teacher demonstrates a culturally responsive approach to classroom management.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.			X

5.2 Resources folders, comprehension questions, mini lesson assignments, exams, and journal assignments provide evidence teacher candidates demonstrate an in-depth ability to create a learning environment which encourages positive social interaction, active engagement in learning, and self-motivation.

Sources of Evidence

- ED 433 ESOL Resource Folder
- ED 439 Comprehension Questions
- ED/SPAN 437 Mini Lesson Assignment
- ED/SPAN 437 Exam 2
- ED 436 Journal Assignments
- ED 435 Culturally Responsive Teaching

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

**CONSENT
DECEMBER 21, 2017**

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Knowledge

- 1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.*
- 2. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.*
- 3. The teacher understands the extent of time and effort required for language acquisition.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Understanding of a Variety of Communication Techniques		X	

6.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of a variety of communication techniques.

Sources of Evidence

- ED 436 Issues in Teaching ESL Syllabus
- ED 433 Linguistics, Society, and Language Education Syllabus
- RE 301 Psycholinguistics and Reading Syllabus
- Faculty Interview

Performance

- 1. The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.*
- 2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.*
- 3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.*

Element	Unacceptable	Acceptable	Target
6.2 Performance Using a Variety of Communication Techniques	X		

6.2 The program provides little or no evidence teacher candidates demonstrate an adequate ability to use a variety of communication techniques.

Sources of Evidence

- ED 436 Journal Assignments

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

- ED 436 Emergent Literacy
- Newsletters

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. *The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	

7.1 The program provides evidence that teacher candidates demonstrate an adequate knowledge of instructional planning skills in connection with knowledge of subject matter and curriculum goals.

Sources of Evidence

- ED 434 ESL Field Experience
- ED 435.01 Diversity Issues in Education Syllabus
- RE 301 Psycholinguistics and Reading Syllabus

Performance

1. *The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.*

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.2 Lesson plans, fieldwork portfolio, and lesson plans provide adequate evidence candidates demonstrate an adequate ability to plan in connection with students' needs and community contexts.

Sources of Evidence

- ED 434 Lesson Plans
- ED 434 ESL/ENL Fieldwork Portfolio
- ED 433 Modified Lesson Plan

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. *The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.*
2. *(Bilingual only) The teacher understands how to measure students' level of English language proficiency and second target language proficiency.*
3. *(ENL only) The teacher understands how to measure the level of English language proficiency.*
4. *The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.*
5. *The teacher is familiar with the state English language proficiency assessment.*
6. *The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.*
7. *The teacher understands appropriate accommodations for language learners being tested in the content areas.*
8. *The teacher understands how to use data to make informed decisions about program effectiveness.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning.

Sources of Evidence

- ED 434 ESL Field Experience
- ED 436 Issues in Teaching ESL
- ED 439 Authentic Assessment of English Language Learners

**CONSENT
DECEMBER 21, 2017**

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Performance

- 1. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.*
- 2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.*
- 3. The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.*
- 4. The teacher uses appropriate accommodations for language learners being tested in the content areas.*
- 5. The teacher uses data to make informed decisions about program effectiveness.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies		X	

8.2 Lesson plans, matrices, and assessments provide evidence teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

Sources of Evidence

- ED 434 Lesson Plans
- ED 436 Classroom Practices ELL Instruction
- ED 436 SOLOM Matrix
- ED 439 Selecting and Administering Assessments

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

- 1. The teacher understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.*

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners		X	

**CONSENT
DECEMBER 21, 2017**

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

9.1 The program provides evidence that teacher candidates demonstrate an adequate knowledge of professional commitment and responsibility as reflective practitioners.

Sources of Evidence

- ED 436 Syllabus
- RE 301.60 Syllabus
- ED 433.01 Syllabus

Performance

1. *The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	X		

9.2 The program provides little or no evidence teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching. This program is new at LCSC and has five candidates with only one having taken the PRAXIS II.

Sources of Evidence

- ED 436 Assignment Directions
- ED 434 Observation Tasks and Reflection

Standard 10: Partnerships- *The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.*

Knowledge

1. *The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.*
2. *The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.*

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Interacting in a Professional, Effective Manner		X	

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

10.1 The program provides evidence that teacher candidates demonstrate an adequate knowledge of how to interact in a professional, effective manner.

Sources of Evidence

- ED 435 Syllabus
- ED 436 Syllabus
- ED 434 ESL Field Experience

Performance

1. *The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.*
2. *The teacher collaborates with colleagues to promote opportunities for language learners.*
3. *The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.*

Element	Unacceptable	Acceptable	Target
10.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	X		

10.2 Due to lack of completers, the program provides little or no evidence teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

Sources of Evidence

- Teacher Newsletter
- Winter Newsletter
- Research Paper Assignment Instructions

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	10	0	10	0
Performance	10	4	5	1

Recommended Action on English as a New Language:

- ☐ Approved
☒ Conditionally Approved
☒ Lack of Completers
☐ Not Approved

One student has completed the PRAXIS II exam, but scores were not available. Five candidates are enrolled with no completers so far.

Rubrics for the Idaho Standards for Online Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard #1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

Knowledge

- 1. The online teacher understands the current standards for best practices in online teaching and learning.*
- 2. The online teacher understands the role of online teaching in preparing students for the global community of the future.*
- 3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.*
- 4. The online teacher understands the relationship between online education and other subject areas and real life situations.*
- 5. The online teacher understands the relationship between online teaching and advancing technologies.*
- 6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.*
- 7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).*

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 The program provides evidence that teacher candidates demonstrate adequate knowledge of understanding subject matter.

Sources of Evidence

- ED 224-01 Syllabus
- ED 411-01 Syllabus
- Faculty Interview

Performance

- 1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.*
- 2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).*
- 3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).*
- 4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).*
- 5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.*
- 6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 Due to lack of candidates and completers, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

Standard #2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Performance

1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).
2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).
3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.
4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g. Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g. Isolation, cyber-bullying); Moral (i.e. Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.2 Due to lack of candidates and completers, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to provide opportunities for development.

Standard #3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding How Students Differ in Their Approaches to Learning		X	

3.1 The program provides evidence that teacher candidates demonstrate adequate knowledge of how students differ in their approaches to learning.

Sources of Evidence (AT LEAST THREE)

- ED 411-01 Syllabus
- ED 414-Internship Syllabus
- ED 413-01 Syllabus
- Faculty Interview

Performance

1. *The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.*
2. *The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).*
3. *The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).*

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs	X		

3.2 Due to lack of candidates and completers, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to accommodate individual learning needs.

Standard #4: Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. *The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).*
2. *The online teacher understands appropriate uses of learning and/or content management systems for student learning.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding and Using a Variety of Instructional Strategies		X	

4.1 The program provides evidence that teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies.

Sources of Evidence

- ED 423 Syllabus
- ED 424 Syllabus
- ED 413 Syllabus
- Faculty Interview

Performance

1. *The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).*
2. *The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)*
3. *The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).*

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies	X		

4.2 Due to lack of candidates or completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Performance

1. *The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).*
2. *The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).*
3. *The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).*

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.	X		

5.2 Due to lack of candidates or completers, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom learning and communication skills in the classroom.

Knowledge

- The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Using a Variety of Communication Techniques		X	

6.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of how to use a variety of communication techniques.

Sources of Evidence

- ED 415 Syllabus
- ED 414 Syllabus
- ED 413 Syllabus
- Faculty Interviews

Performance

- The online teacher is a thoughtful and responsive communicator.*
- The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order*

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

thinking (e.g., discussion board facilitation, personal communications, and web conferencing).

3. *The online teacher demonstrates the ability to communicate effectively using a variety of mediums.*
4. *The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).*

Element	Unacceptable	Acceptable	Target
6.2 Performance Using a Variety of Communication Techniques	X		

6.2 Due to lack of candidates and completers, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to use a variety of communication techniques.

Standard #7: Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Performance

1. *The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.*
2. *The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.*
3. *The online teacher designs and develops subject-specific online content.*
4. *The online teacher uses multiple forms of media to design course content.*
5. *The online teacher designs course content to facilitate interaction and discussion.*
6. *The online teacher designs course content that complies with intellectual property rights and fair use standards.*

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts	X		

7.2 Due to lack of candidates and completers, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to plan in connection with students' needs and community contexts.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Performance

1. *The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.*
2. *The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies	X		

8.2 Due to lack of candidates and completers, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

Standard #9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.

Knowledge

1. *The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).*
2. *The online teacher knows how educational standards and curriculum align with 21st century skills.*

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Continuously Engages in Purposeful Mastery of the Art and Science of Teaching		X	

**CONSENT
DECEMBER 21, 2017**

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

9.1 The program provides evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

Sources of Evidence

- ED 423 Syllabus
- ED 424 Syllabus
- Faculty Interview

Performance

1. The teacher practices within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.

Element	Unacceptable	Acceptable	Target
9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	X		

9.2 Due to lack of candidates and completers, the program provides little or no evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	5		5	
Performance	9	9		

Recommended Action on Online Teacher Program Standards:

☐ Approved
☒ Conditionally Approved
 ☒ Lack of Completers
 ☒ New Program
☐ Not Approved

**Rubrics for the Idaho Foundation and Enhancement
Standards for Science Teachers**

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Idaho Foundation Standards for Science Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher knows the history and nature of science and scientific theories.*
- 2. The teacher understands the science content within the context of the Idaho Science Content Standards within their appropriate certification.*
- 3. The teacher understands the concepts of form and function.*
- 4. The teacher understands the interconnectedness among the science disciplines.*
- 5. The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.*
- 6. The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.*
- 7. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.*

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Science		X	

1.1 Syllabi and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and how to articulate the importance of engaging in the process of science.

Sources of Evidence

- Syllabi: BIOL 182, GEOL 100, GEOL 202, PHYS 205, PHYS 111, PHYS 112, PHYS 211, PHYS 212, NS 150, ED 449, ED 460/461, CHEM 111, CHEM 112, CS 108, CS 111, BIOL 308
- Interviews with college faculty
- Interviews with on-site teacher educators, current candidates, completers

Performance

1. *The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.*
2. *The teacher continually adjusts curriculum and activities to align them with new scientific data.*
3. *The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.*
4. *The teacher helps students build scientific knowledge and develop scientific habits of mind.*
5. *The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results.*
6. *The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.*
7. *The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.*
8. *The teacher engages in scientific inquiry in science coursework.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Science Meaningful		X	

1.2 Candidate work samples in sciences and teaching methods and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

Sources of Evidence

- ED 449 unit plans, ED 460 portfolios
- BIOL 380 research projects, CHEM 111 inquiry labs
- Interviews with college faculty, on-site teacher educators, current candidates, completers

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. *The teacher knows how students construct scientific knowledge and develop scientific habits of mind.*
2. *The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning		X	

2.1 Syllabi, candidate work samples, and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that can interfere with learning the science.

Sources of Evidence

- ED 460/461 syllabi, ED 449 syllabi
- Interviews with college faculty and on-site teacher educators
- Interviews with candidates

Performance

1. *The teacher identifies students' conceptions and misconceptions about the natural world.*
2. *The teacher engages students in constructing deeper understandings of the natural world.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 Candidate work samples and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science.

Sources of Evidence

- ED 449 lesson plans and unit plans
- ED 460 portfolios
- Interviews with college faculty, on-site teacher educators, and current candidates

Standard 3: Modifying Instruction for Individual Needs *Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.* (Same as core standard)

Standard 4: Multiple Instructional Strategies - *The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.*

Knowledge

1. *The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.*
2. *The teacher understands how to implement scientific inquiry.*
3. *The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.*
4. *The teacher understands how to use research based best practices to engage students in learning science.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding Multiple Learning Strategies		X	

4.1 Course syllabi and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data.

Sources of Evidence

- Syllabi: BIOL 182, BIOL 380, CHEM 111, CHEM 112, GEOL 100, GEOL 202, PHYS 111, PHYS 112, PHYS 212, CS 108, CS 111
- Syllabi: ED 460/461, ED 449, BIOL 181
- Interviews with college faculty, on-site teacher educators, and current candidates

Performance

1. *The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.*
2. *The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.*
3. *The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Learning Strategies		X	

4.2 Candidate work samples and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills.

Sources of Evidence

- ED 449 projects, ED 460 portfolios, ED 449 lesson plans
- BIOL 181 experiment, CHEM 111 inquiry lab, CS 108 projects
- Interviews with college faculty, on-site teacher educators, and current candidates

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
(Same as core)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. *The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.*
2. *The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.*
3. *The teacher understands technical writing as a way to communicate science concepts and processes.*

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

6.1 Course syllabi and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

Sources of Evidence

- Syllabi: CS 108, CS 111,
- Syllabi: ED 449, ED 460/461
- Interviews with college faculty, on-site teacher educators, and current candidates

Performance

- 1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.*
- 2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.*
- 3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.*
- 4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.*

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Thinking and Communication Skills		X	

6.2: Candidate work samples and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

Sources of Evidence

- ED 449 lesson plans, ED 449 demonstrations, ED 460 portfolios
- PHYS 111/211 lab reports, PHYS 205 lab report, BIOL 380 presentations
- Interviews with college faculty, on-site teacher educators, and current candidates

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (Same as core)

Standard 8: Assessment of Student Learning - Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (Same as core)

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the importance of keeping current on research related to how students learn science.
2. The teacher understands the importance of keeping current on scientific research findings.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	

9.1 Course syllabi and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

Sources of Evidence

- Syllabi: ED 460/461
- Syllabi: ED 449
- Interviews with college faculty, on-site teacher educators, and current candidates

Performance

1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.
2. The teacher incorporates current scientific research findings into science curriculum and instruction.

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching		X	

9.2 Candidate work samples and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction.

Sources of Evidence

- ED 449 papers, ED 449 lesson plans
- ED 452 reflective journals
- Interviews with college faculty, on-site teacher educators, and current candidates

Standard 10: Partnerships- *The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (Same as core)*

Principle 11: Safe Learning Environment – *The science teacher provides for a safe learning environment.*

Knowledge

1. *The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.*
2. *The teacher is aware of available resources and standard protocol for proper disposal of waste materials.*
3. *The teacher knows how to properly care for, inventory, and maintain materials and equipment.*
4. *The teacher is aware of legal responsibilities associated with safety.*
5. *The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.*
6. *The teacher knows how to procure and use Material Safety Data Sheets (MSDS).*

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Creating a Safe Learning Environment		X	

11.1 Course syllabi and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate knowledge of material selection, safety, waste disposal, care and maintenance of materials and equipment, legal responsibilities associated with safety, safety requirements for laboratory, field activities, and demonstrations, and the procurement and use of Material Safety Data Sheets (MSDS).

Sources of Evidence

- Syllabi: PHYS 111, 112, PHYS 205, PHYS 211, PHYS 212, CHEM 111, CHEM 112, BIOL 182

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

- Syllabi: ED 449, 460/461
- Interviews with college faculty, on-site teacher educators, and current candidates

Performance

1. *The teacher develops instruction that uses appropriate materials and ensures a safe environment.*
2. *The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.*
3. *The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.*
4. *The teacher models safety at all times.*
5. *The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.*
6. *The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.*
7. *The teacher evaluates lab and field activities for safety.*
8. *The teacher evaluates a facility for compliance to safety regulations.*
9. *The teacher uses safety procedures and documents safety instruction.*
10. *The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.*
11. *The teacher implements laboratory, field, and demonstration safety techniques.*

Element	Unacceptable	Acceptable	Target
11.2 Performance Creating a Safe Learning Environment		X	

11.2 Candidate work samples and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

Sources of Evidence

- ED 449 safety certificates, ED 449 demonstrations
- CHEM 111 lab reports
- Interviews with college faculty, on-site teacher educators, and current candidates

**CONSENT
DECEMBER 21, 2017**

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Principle 12: Laboratory and Field Activities – The science teacher demonstrates competence in conducting laboratory and field activities.

Knowledge

- 1. The teacher knows a broad range of laboratory and field techniques.*
- 2. The teacher knows strategies to develop students' laboratory and field skills.*

Element	Unacceptable	Acceptable	Target
12.1 Knowledge Understanding of Laboratory and Field Experiences		X	

12.1 Course syllabi and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science.

Sources of Evidence

- Syllabi: BIOL 181, BIOL 182, CHEM 111, CHEM 112, GEOL 100, GEOL 202, PHYS 111, PHYS 112, PHYS 205, PHYS 211, PHYS 212
- Syllabi: ED 449, ED 460/461
- Interviews with college faculty, on-site teacher educators, and current candidates

Performance

- 1. The teacher engages students in a variety of laboratory and field techniques.*
- 2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.*

Element	Unacceptable	Acceptable	Target
12.2 Performance Effective Use of Laboratory and Field Experiences		X	

12.2 Candidate work samples and stakeholder interviews provide evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises.

Sources of Evidence

- ED 449 lesson plans, ED 449 demonstrations
- ED 460/461 portfolios
- Interviews with college faculty, on-site teacher educators, and current candidates

**CONSENT
DECEMBER 21, 2017**

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Program highlights: In interviews and conversations with college faculty, current candidates, and completers, it is evident that a real strength of secondary science at LCSC is the role of community. Faculty members work with each other and make these collaborative practices transparent to their students, including science teaching candidates. The faculty at LCSC knows their students. Faculty in the natural sciences know who the secondary science candidates are in their classes and make sure that the candidates have opportunities (as applicable) to further develop their craft as teachers. Students in the natural sciences, including secondary teaching candidates, also have opportunities not always found at larger institutions to be lab assistants, TAs, and to work on research initiatives. Additionally, there are community outreach opportunities. For example, each year hundreds of elementary students come to LCSC's campus for a day of science learning and students in the natural sciences help develop learning activities. The professors in natural sciences are truly teachers and model a variety of inquiry-based teaching practices that benefit the secondary science candidates enrolled in their classes.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	7		7	
Performance	7		7	

Idaho Enhancement Standards for Biology Teachers

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.*
- 2. The teacher knows the currently accepted taxonomy systems used to classify living things.*
- 3. The teacher understands scientifically accepted theories of how living systems evolve through time.*
- 4. The teacher understands how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.*
- 5. The teacher knows biochemical processes that are involved in life functions.*
- 6. The teacher knows that living systems interact with their environment and are interdependent with other systems.*
- 7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.*
- 8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.*
- 9. The teacher understands how matter and energy flow through living and non-living systems.*
- 10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Biology		X	

1.1 Course syllabi and stakeholder interviews provide evidence that teacher candidates demonstrate adequate of understanding of biology content and the nature of biological knowledge.

Sources of Evidence

- Syllabi: BIOL 181, BIOL 182, BIOL 213, BIOL 450
- Syllabi: ED 449, ED 460/461
- Interviews with college faculty, on-site teacher educators, and current candidates

Performance

- 1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.*
- 2. The teacher assists students in gaining an understanding of the ways living things are interdependent.*

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

3. *The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.*
4. *The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.*
5. *The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.*
6. *The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.*
7. *The teacher helps students understand the ways living organisms are adapted to their environments.*
8. *The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.*
9. *The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.*
10. *The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.*
11. *The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, burning fossil fuels, seeding clouds, and making snow).*
12. *The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Biology Meaningful		X	

1.2: Candidate work samples and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students through the use of materials and resources that support instructional goals; and the use of learning activities, including laboratory and field activities that are consistent with curriculum goals and reflect principles of effective instruction.

Sources of Evidence

- ED 449 lesson plans, ED 449 unit plans
- ED 460 science content portfolios
- Interviews with college faculty, on-site teacher educators, and current candidates

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (Same as core standard)

**CONSENT
DECEMBER 21, 2017**

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (Same as core standard)

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (Same as core standard)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (Same as core standard)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (Same as core standard)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (Same as core standard)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (Same as core standard)

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (Same as core standard)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (Same as core standard)

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	1		1	
Performance	1		1	

Recommended Action on Biology:

☒ Approved

☐ Conditionally Approved

☐ Insufficient Evidence

☐ Lack of Completers

☐ New Program

☐ Not Approved

Idaho Enhancement Standards for Chemistry Teachers

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.*
- 2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.*
- 3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.*
- 4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.*
- 5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.*
- 6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).*
- 7. The teacher can identify and quantify changes in energy and structure.*
- 8. The teacher understands the historical development of atomic and molecular theory.*
- 9. The teacher knows basic chemical synthesis to create new molecules from prec? Molecules*
- 10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.*
- 11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.*
- 12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.*
- 13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).*
- 14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.*
- 15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.*
- 16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Chemistry		X	

1.1 Course syllabi and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge.

Sources of Evidence

- Syllabi: CHEM 111, CHEM 112, CHEM 305, CHEM 306, CHEM 325, CHEM 454, CHEM 371, CHEM 372, CHEM 374, CHEM 481, CHEM 373
- Syllabi: ED 449
- Interview with college faculty and recent completer

Performance

1. *The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.*
2. *The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).*
3. *The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.*
4. *The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.*
5. *The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.*
6. *The teacher helps the student understand the composition of neutral and ionic atoms and molecules.*
7. *The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.*
8. *The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.*
9. *The teacher helps the student begin to categorize and identify a variety of chemical reaction types.*
10. *The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.*
11. *The teacher helps the student understand and apply modern atomic, electronic and bonding theories.*
12. *The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.*
13. *The teacher helps the student understand the quantitative behavior of gases.*
14. *The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.*
15. *The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.*
16. *The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.*
17. *The teacher helps the student understand and predict the properties and reactions of acids and bases.*

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

18. *The teacher helps the student understand chemical equilibrium in solutions.*
19. *The teacher helps the student understand and use chemical kinetics.*
20. *The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.*
21. *The teacher helps the student learn the basic organizing principles of organic chemistry.*
22. *The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.*
23. *The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.*
24. *The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.*
25. *The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.*
26. *The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.*
27. *The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Chemistry Meaningful		X	

1.2 Candidate work samples and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

Sources of Evidence

- ED 456 model lesson plan sample
- CHEM 373 laboratory technique portfolio
- Interview with college faculty

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (Same as core standard)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (Same as core standard)

**CONSENT
DECEMBER 21, 2017**

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (Same as core standard)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (Same as core standard)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (Same as core standard)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (Same as core standard)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (Same as core standard)

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (Same as core standard)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (Same as core standard)

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	1		1	
Performance	1		1	

Recommended Action on Chemistry:

 X Approved

 Conditionally Approved

☐ Insufficient Evidence

☐ Lack of Completers

☐ New Program

 Not Approved

Idaho Enhancement Standards for Earth and Space Science Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher knows how local events can potentially impact local, regional, and global conditions.*
- 2. The teacher understands the rock cycle and the classification systems for rocks and minerals.*
- 3. The teacher understands the theory of plate tectonics and the resulting processes of mountain building, earthquakes, oceanic trenches, volcanoes, sea floor spreading, and continental drift.*
- 4. The teacher understands the sun, moon and earth system and the resulting phenomena.*
- 5. The teacher knows earth history as interpreted using scientific evidence.*
- 6. The teacher understands the composition of the earth and its atmosphere.*
- 7. The teacher understands processes of weathering, erosion, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).*
- 8. The teacher knows multiple scientific theories of the origin of galaxies, planets, and stars.*
- 9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.*
- 10. The teacher understands the flow of energy and matter through earth and astronomic systems.*
- 11. The teacher knows the concepts of weather and climate.*
- 12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Earth and Space Science		X	

1.1: Course syllabi and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate understanding of earth and space science content and the nature of earth and space science knowledge.

Sources of Evidence

- Syllabi: GEOL 100, GEOL 120, GEOL 202, GEOL 313, GEOL 314
- Syllabi: PHYS 205
- Interview with college faculty

**CONSENT
DECEMBER 21, 2017**

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Performance

1. *The teacher helps students understand the flow of energy and matter through earth and space systems.*
2. *The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.*
3. *The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.*
4. *The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.*
5. *The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.*
6. *The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects.*
7. *The teacher helps students understand how accepted scientific theories about prehistoric life are developed.*
8. *The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.*
9. *The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Earth and Space Science Meaningful		X	

1.2 Candidate work samples and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of earth and space science meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities that are consistent with curriculum goals and reflect principles of effective instruction

Sources of Evidence

- ED 449 unit plans
- ED 449 lesson plan assignment
- Interview with college faculty

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (Same as core standard)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (Same as core standard)

**CONSENT
DECEMBER 21, 2017**

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (Same as core standard)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (Same as core standard)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (Same as core standard)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies. (Same as core standard)

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (Same as core standard)

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching. (Same as core standard)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (Same as core standard)

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	1		1	
Performance	1		1	

Recommended Action on Earth and Space Science:

 X Approved

 Conditionally Approved

☐ Insufficient Evidence

☐ Lack of Completers

☐ New Program

 Not Approved

Rubrics for the Idaho Standards for Special Education Generalists

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.*
- 2. The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas.*
- 3. The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 The program provides evidence in the form of multiple syllabi, praxis scores, and interviews with both candidates and faculty that teacher candidates demonstrate adequate knowledge of understanding subject matter.

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Sources of Evidence

- SE 322 Syllabus
- 2014-16 Sped Completers Praxis II scores
- Candidate Interviews

Performance

1. *The teacher demonstrates the application of theories and research-based educational models in special education practice.*
2. *The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 The program provides evidence in the forms of class projects, lesson plan samples, and multiple internship portfolio and evaluations that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

Sources of Evidence

- SE 431 Adaptive project 2015-16 Sample 5
- RE 319/RE/SE 320 2015-16 Lesson plan sample 6
- SE 484 SPED Internship Portfolio & Evaluations 2015-16 Sample 1

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. *The teacher understands how the learning patterns of students with disabilities may differ from the norm.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Human Development and Learning		X	

2.1 The program provides evidence utilizing multiple syllabi in individualized assessments and practical application, along with candidate and faculty interviews that teacher candidates demonstrate an adequate understanding of how students learn and develop.

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Sources of Evidence

- SE 332 01 Syllabus Individualized assessment
- SE 484 Syllabus
- SE 334 Practical Applications

Performance

1. *The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/manipulative techniques) to provide effective instruction in academic and nonacademic areas for students with disabilities.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 The program provides evidence in the form of multiple work samples from candidates and candidate interviews that teacher candidates demonstrate an adequate ability to provide opportunities for development.

Sources of Evidence

- SE 333 PLOP (Candidate sample)
- SE 431 Student Motivation (Candidate sample)
- SE 428 Modifications Project (Candidate sample)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. *The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.*
2. *The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).*
3. *The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).*

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding How Students Differ in Their Approaches to Learning		X	

3.1 The program provides evidence through syllabi, portfolios, and faculty interviews that teacher candidates demonstrate adequate knowledge of how students differ in their approaches to learning.

Sources of Evidence

- SE 431 Adaptive Teaching II Syllabus
- SE 484: Special Education Internship Portfolio and Evaluations
- SE 477: Consulting with Parents and Professional Syllabus
- Faculty Interviews

3.2 Performance

1. *The teacher individualizes instruction to support student learning and behavior in various settings.*
2. *The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.*
3. *The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs		X	

3.2 The program provides evidence in the form of work samples, examinations, and multiple project samples that teacher candidates demonstrate an adequate ability to accommodate individual learning needs.

Sources of Evidence

- SE 333: Midterm IEP and Transition IEP Final (Completer Sample)
- SE 431: Student Motivation Project (Completer Sample)
- SE 428: RTI Project (Completer Sample)

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

- 1. The teacher understands individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening).*
- 2. The teacher understands the developmental nature of social skills.*
- 3. The teacher understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community.*
- 4. The teacher understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding and Using a Variety of Instructional Strategies		X	

4.1 The program provides evidence in the form of syllabi, work samples, completer evaluations, class projects, and rubrics that teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies.

Sources of Evidence

- SE 333: Individualized Instruction syllabus
- SE 332: Career, Vocational, and Transition Assessment (Assignment Instructions and Completers Learning Module list)
- SE 484: Special Education Internship Portfolio and Evaluations (Completers evaluation)
- SE 332: Behavioral Assessment (Competency 04 - Behavioral Assessment Instructions)
- SE 428: Modifications Project (project instructions and rubric)

Performance

- 1. The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.*
- 2. The teacher designs, implements, and evaluates instructional programs that enhance a student's participation in the family, the school, and community activities.*
- 3. The teacher advocates for and models the use of appropriate social skills.*
- 4. The teacher provides social skills instruction that enhances student success.*
- 5. The teacher creates an accessible learning environment through the use of assistive technology.*

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

6. *The teacher demonstrates the ability to implement strategies that enhance students' expressive and receptive communication.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies		X	

4.2 The program provides evidence through many forms of work samples, reflective journal entries, and candidate interviews that teacher candidates demonstrate adequate ability to use a variety of instructional strategies.

Sources of Evidence

- SE 428: Modifications Project (Completer Samples)
- SE 431: Student Motivation Project (Completer Samples)
- SE 335: Reflection Journals and Evaluations (Reflection Journal)
- Candidate interviews

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. *The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.*
2. *The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).*
3. *The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).*
4. *The teacher understands the theories and application of conflict resolution and crisis prevention/ intervention.*
5. *The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.*

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Classroom Motivation and Management Skills		X	

5.1 The program provides evidence with syllabi, rubrics, and faculty and candidate interviews that teacher candidates demonstrate an adequate understanding of classroom motivation and management skills.

Sources of Evidence

- SE 333: Individualized Instruction (Syllabus)
- SE 334: Practical Applications (Assignment Description and Rubric)
- SE 333: Midterm IEP and Transition IEP Final (Rubric with feedback)
- Faculty and Candidate Interviews

Performance

- 1. The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors.*
- 2. The teacher coordinates the implementation of behavior plans with all members of the educational team.*
- 3. The teacher creates an environment that encourages self-advocacy and increased independence.*
- 4. The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities.*
- 5. The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self- Motivation.		X	

5.2 The program provides evidence in the form of candidate work samples, an off-site visit, and completer interviews that teacher candidates demonstrate an adequate ability to create a learning

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Sources of Evidence

- SE 333: Midterm IEP and Transition IEP Final (Candidate Sample)
- SE 333: Assistive Technology in the Home (Candidate Sample)
- Site visit and interview with Completer Interviews

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

- 1. The teacher understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments.*
- 2. The teacher knows strategies and techniques that facilitate communication for students with disabilities.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Using a Variety of Communication Techniques		X	

6.1 The program provides evidence in the form of completer interviews, candidate work samples, and syllabi that teacher candidates demonstrate an adequate understanding of how to use a variety of communication techniques

Sources of Evidence

- SE 322: Inclusion Strategies K-12 (Syllabus)
- Completer Interviews
- SE 322: Guest Speaker Materials and Reflections (Power Point from guest Speaker on UDL)
- SE 477: Consulting with Parents and Professional (Syllabus)

Performance

- 1. The teacher uses a variety of verbal and nonverbal communication techniques to assist students with disabilities to participate in educational and community environments.*
- 2. The teacher supports and expands verbal and nonverbal communication skills of students with disabilities.*

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Element	Unacceptable	Acceptable	Target
6.2 Performance Using a Variety of Communication Techniques		X	

6.2 The program provides evidence in course work and candidate and completer interviews that teacher candidates demonstrate an adequate ability to use a variety of communication techniques.

Sources of Evidence

- SE 322: Guest Speaker Materials and Reflections (Candidate Reflections)
- SE 428: Modifications Project (Communication Accommodation section) Reflections on Practice
- SE 334: Practical Applications (Candidate Samples)
- Completer and Candidate Interviews

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

- 1. The teacher understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities.*
- 2. The teacher understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment.*
- 3. The teacher understands the general education curriculum and state standards developed for student achievement.*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.1 The program provides evidence of course work syllabi and candidate and faculty interviews that teacher candidates demonstrate an adequate understanding of how to plan in connection with students' needs and community contexts.

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Sources of Evidence

- RE 319/RE/SE 320: Intermediate Reading Comprehension Lesson Cycles (Assignment Description and Rubric)
- RE/SE 319/320: Understanding the Literacy Processes (Syllabus)
- SE 332: Career Vocational and Transition Assessment (Learning Module List and Assignment Instructions)
- Faculty Interviews
- Candidate Interviews

Performance

1. *The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members.*
2. *The teacher conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress.*
3. *The teacher evaluates and links the student's skill development to the general education curriculum.*
4. *The teacher develops and uses procedures for monitoring student progress toward individual learning goals.*
5. *The teacher uses strategies for facilitating maintenance and generalization of skills across learning environments.*
6. *The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings.*
7. *The teacher develops opportunities for career exploration and skill development in community-based settings.*
8. *The teacher designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities.*
9. *The teacher considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly.*

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.2 The program provides evidence through site observations, candidate work samples, completer interviews, and SPARC presentation that teacher candidates demonstrate an adequate ability to plan in connection with students' needs and community contexts.

Sources of Evidence

- SE 477: Consultation, Coaching, and Mentoring & Community and Interagency Contexts (Candidate Samples)
- Candidate Site Interview
- Completer Interviews
- SPARC Student presentations

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

- 1. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.*
- 2. The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.*
- 3. The teacher understands how to assist colleagues in designing adapted assessments.*
- 4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery.*
- 5. The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.*
- 6. The teacher knows the appropriate accommodations and adaptations for state and district assessments.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 The program provides evidence through completer and candidate interviews, syllabi, testing scores, and course work samples that teacher candidates demonstrate an adequate understanding of assessment of student learning.

Sources of Evidence

- SE 335: Special Education Field Experience (Syllabus)
- SE 484: Special Education Internship (Rubric)
- SE 484: Special Education Internship Portfolio and Evaluation (Candidate — Special Education Portfolio scores)
- Completer and Candidate interviews

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Performance

1. *The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.*
2. *The teacher collaborates with families and professionals involved in the assessment of students with disabilities.*
3. *The teacher gathers background information regarding academic, medical, and social history.*
4. *The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.*
5. *The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services.*
6. *The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies		X	

8.2 The program provides evidence through off-site interviews, observations, completer interviews, and candidate work samples that teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

Sources of Evidence

- Site Interview with Candidate
- Completer Interviews
- SE 428: RTI Project (pre and post test and intervention) Candidate Samples

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Performance

1. The teacher practices within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Element	Unacceptable	Acceptable	Target
9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching			X

9.2 The program provides evidence through OSTE interviews, candidate work samples, candidate and completer interviews, and CEC membership and presentations at the recent local conference demonstrate that the program provides evidence that teacher candidates demonstrate an in-depth ability to continuously engage in the purposeful mastery of the art and science of teaching.

Sources of Evidence

- Interviews with on-site teacher educators
- Site interview with Special Educator
- SE 334: CEC Code of Ethics Assignment (candidate samples)
- Tools for Life Conference Attendance and Participation (Candidate Reflection)
- CEC Student Club State and National Conference Attendance and Participation-Completer Presentation

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

- 1. The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.*
- 2. The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.*
- 3. The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.*
- 4. The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner.*
- 5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.*
- 6. The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.*

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

7. *The teacher knows how to train or access training for paraprofessionals.*
8. *The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.*

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Partnerships		X	

10.1 The program provides evidence through candidate letter to instructor, syllabi, candidate work samples and field experience evaluations that teacher candidates demonstrate an adequate understanding of effective partnerships.

Sources of Evidence

- Special Education Teacher Letter from Candidate about on Site SPARC program
- SE 484: Special Education Internship (Syllabus)
- SE 477: Resource Exploration Paper (Assignment Instructions and Rubric)
- SE 335: Field Experience Evaluations

Performance

1. *The teacher facilitates communication between the educational team, students, their families, and other caregivers.*
2. *The teacher trains or accesses training for paraprofessionals.*
3. *The teacher collaborates with team members to develop effective student schedules.*
4. *The teacher communicates the benefits, strengths, and constraints of special education services.*
5. *The teacher creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.*
6. *The teacher encourages and assists families to become active participants in the educational team (e.g., participating in collaborative decision making, setting instructional goals, and charting progress).*
7. *The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments.*
8. *The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities.*
9. *The teacher participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels.*

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Element	Unacceptable	Acceptable	Target
10.2 Performance Partnerships			X

10.2 Performance standard met the target rating and demonstrated that the program provides evidence that teacher candidates demonstrate an in-depth ability to interact in a professional and effective manner to support student learning and well-being. The observer saw two teacher candidates delivering instruction on site using many effective behavioral techniques including redirecting, honoring correct behavior and providing choices. One candidate sought his student's opinion about participation in his own IEP process. It was also observed that SPARC students responding to teacher verbal and nonverbal cueing in the student presentation. When a student grew nervous, she touched her nose and the teacher recognized her cue and moved on seamlessly with the rest of the presentation. Many accounts of candidate communication with parents and other evaluation team members to help them address a behavioral need were also provided for review. On site, teacher educators interviewed discussed ongoing relationships with faculty, candidates and completers which they use to network and problem solve to benefit students.

Sources of Evidence

- Site Candidate and Teacher Interviews
- SPARC Student Presentations
- SE 484: Dispositions (Area scores for candidates)
- CEC Student Club State and National Conference Attendance and Participation-Completer Presentation

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	9		9	
Performance	10	0	8	2

Areas for Improvement:

Recommended Action on Special Education Program:

X Approved

 Conditionally Approved

- Lack of Completers
- New Program

 Not Approved

Rubric for State Specific Requirements (SSRs)

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

SSR 1: Knowledge and Performance Foundation for the application of Instructional Shifts for Language Arts

1. *Building Knowledge through Content-rich Nonfiction*
 - *Candidates prepare students to build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.*
 - *Candidates understand how to evenly balance informational and literary reading in all content areas to ensure that students can independently build knowledge in all disciplines through reading and writing.*
2. *Reading, writing and speaking grounded in evidence from text, both literary and informational*
 - *Candidates facilitate student Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.*
 - *Candidates create lessons for students that require use of evidence from texts to present careful analyses, well-defended claims, and clear information.*
3. *Regular practice with complex text and its academic language*
 - *Candidates understand how to build a staircase of complexity in texts students must read to be ready for the demand of college and careers.*
 - *Candidates provide opportunities for students to use digital resources strategically, and to conduct research and create and present material in oral and written form.*
 - *Candidates foster an environment in which students collaborate effectively for a variety of purposes while also building independent literacy skills.*

**CONSENT
DECEMBER 21, 2017**

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Element	Unacceptable	Acceptable	Target
SSR 1.1 Knowledge Instructional Shifts for Language Arts		X	

SSR 1.1 The program provides evidence that teacher candidates demonstrate adequate knowledge of instructional shifts for language arts. Interviews with OSTEs, syllabi, and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of instructional shifts for language arts.

Sources of Evidence

- Syllabi did not explicitly call out the Idaho Core State Standards for ELA (CSS-ELA) or reference the shifts, but assignments implied instruction in this area. Posters on the ELA shifts were shared, though the same language does not seem to appear anywhere in course outlines or stated goals on key assignments.
- Discussions with OSTEs supported that candidates have knowledge of CCS-ELA, though it was reported that elementary education candidates seemed to be stronger than secondary candidates in this area.
- Student work in a number of elementary literacy courses, especially 319/320 indicated students were learning about and attending to ELA shifts. Final project in RE422 indicated secondary students had basic knowledge and awareness of ELA shifts.

Element	Unacceptable	Acceptable	Target
SSR 1.2 Performance (Application) Instructional Shifts for Language Arts		X	

SSR 1.2 Performance: Analyzing teacher lesson plans, literacy assignments, interviewing EPP faculty, OSTEs and candidates provide evidence that teacher candidates demonstrate an adequate ability to apply instructional shifts for language arts.

Sources of Evidence

- Evidence from candidate work in RE 319 lesson plans and RE 422 assignments indicate understanding and application of CSS-ELA. Clear evidence that candidates have a grasp of text complexity, and are requiring students to cite evidence from text. Could be more explicit in requiring a focus on content rich non-fiction in lesson planning and text sets.
- Secondary candidates certifying in science appear to have an extremely strong grasp of CSS-ELA, and candidate lesson plans specifically reference these standards in lesson planning.

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

- Candidates in a variety of content areas were able to clearly articulate implementation of CSS-ELA and give examples of application.

Areas for Consideration:

- Final project in RE 422 could be far more intentional in requiring these three “shifts” to be included in candidate work. Though possibly due to the overt integration into the Next Generation Science Standards, secondary science candidates’ lesson plans are exemplary in integrating CCSS ELA standards.
- Consider explicit inclusion of common core Instructional Shifts for ELA in syllabi and key assignments to demonstrate candidates have adequate interaction with the common core shifts. Though it became clear that CSS-ELA was strong in elementary education, it was not initially apparent in course materials.

Recommended Action on SSR 1:

 X Approved

SSR 2: Knowledge and Performance Foundation for the application of Idaho Comprehensive Literacy Standards

1. *Phonics*
2. *Phonological Awareness*
3. *Fluency*
4. *Vocabulary*
5. *Comprehension*
6. *Writing*
7. *Assessment Strategies*
8. *Intervention Strategies*

Element	Unacceptable	Acceptable	Target
SSR 2.1 Knowledge (Inputs) Idaho Comprehensive Literacy Standards		X	

SSR 2.1 Interviews with OSTEs, ICLA test scores, and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of Idaho Comprehensive Literacy Standards.

Sources of Evidence

- ICLA pass rates and average score
- Discussion with OSTEs
- Syllabi from RE courses

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Element	Unacceptable	Acceptable	Target
SSR 2.2 Performance (Application) Idaho Comprehensive Literacy Standards		X	

SSR 2.2 Observing elementary teacher candidate, analyzing teacher lesson plans and literacy assignments, and discussion with candidates provide evidence that teacher candidates demonstrate an adequate ability to apply Idaho Comprehensive Literacy Standards.

Sources of Evidence

- Candidate work from PAT assignment in RE 303 and Tutoring assignment from RE 324 provide especially strong evidence of application and understanding. Hours of practicum experience focused on literacy is well beyond what would be expected from a preparation program.
- Observing a candidate teaching a lesson focused on fluency, vocabulary, and comprehension provided evidence of candidate confidence in content and assessment of student learning.
- Discussions with candidates reinforced there are multiple opportunities to learn and apply tenets of the Idaho Comprehensive Literacy requirements.

Recommended Action on SSR 2:

 X Approved

SSR 3: Knowledge and performance foundation for the application of Instructional Shifts for Mathematics

1. *Focus strongly on the math Standards for Practice.*
 - *Candidates understand how to significantly narrow and deepen the focus on the major work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.*
2. *Coherence- Thinking across grades and linking to major topics within grades*
 - *Candidates understand the progression of standards from grade to grade and can carefully connect learning across the grades.*
3. *Rigor- In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.*
 - *Candidates understand how to support conceptual understanding and promote student's ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.*

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Element	Unacceptable	Acceptable	Target
SSR 3.1 Knowledge (Inputs) Instructional Shifts for Mathematics		X	

SSR 3.1 Knowledge: Interviews with teacher candidates and faculty and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of instructional shifts for mathematics.

Sources of Evidence

- Course Syllabi: ED 449 and ED 328
- Course assignments: Unit plan, lesson rubric, course rational, and progression of standards found in ED 449 are exemplary.
- Interviews with candidates and faculty indicate a clear understanding of mathematical shifts

Element	Unacceptable	Acceptable	Target
SSR 3.2 Performance (Application) Instructional Shifts for Mathematics		X	

3.2 Performance: Analyzing candidate lesson plans, and interviewing faculty and teacher candidates provide evidence that teacher candidates demonstrate an adequate ability to apply instructional shifts for mathematics.

Sources of Evidence

- Lesson plans
- Interviews of faculty
- Interviews of teacher candidates

Areas for Consideration:

- Consider explicit inclusion of common core Instructional Shifts for Mathematics in ELED methods is needed to demonstrate candidates have adequate interaction with the common core shifts.
- Alignment of ED 328 to ED 449 could enhance understanding of math shifts for both content majors and elementary education candidates; especially in understanding the progression of standards from grade to grade, and to connect learning across the grades.

Recommended Action on SSR 3:

 X Approved

SSR 4: Knowledge and Performance Foundation for the application of Instructional Technology and Data Literacy

1. *Fluency using Student Data Systems Evidence that candidates are able to access and analyze data to make data-driven curricular decisions*
 - *Candidates understand how to support conceptual understanding and promote student's ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.*
2. *Appropriate Integration of Educational Technology*
 - *Candidates meet pre-service technology requirement in the [Idaho Standards for Initial Certification of Professional School Personnel](#).*

Element	Unacceptable	Acceptable	Target
SSR 4.1 Knowledge (Inputs) Instructional Technology and Data Literacy		X	

SSR 4.1 Interviews with candidates and faculty and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of instructional technology and data literacy.

Sources of Evidence

- Course Syllabus: ED 318, ED 453
- Student work samples: technology integration portfolio, exam score analysis
- Interview with candidates and faculty

Element	Unacceptable	Acceptable	Target
SSR 4.2 Performance (Application) Instructional Technology and Data Literacy		X	

SSR 4.2 Analyzing candidate lesson plans, reviewing course syllabus and interviewing faculty and teacher candidates provide evidence that teacher candidates demonstrate an adequate ability to apply instructional technology and data literacy.

Sources of Evidence

- Courses: ED 318, ED 453
- Interviews with candidates and faculty
- Lesson plans

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

Areas for consideration:

- Although it is evident that candidates have strong knowledge and are well versed regarding instructional technology, stronger evidence on impact on the K-12 student would be valuable; including technology use as an intentional part of lesson planning. Including reflection and analysis on the value and benefit to student and student learning through the chosen mode of delivery could strengthen evidence of candidate ability to implement knowledge into the K-12 classroom.
- The Assessment course appears to establish in candidates the knowledge to ensure assessments are reliable and valid and aligned to lesson objectives. Strengthening evidence of candidates' use of these assessments to analyze data to enhance student learning and change instruction could provide stronger proof of candidate application to the K-12 classroom.

Recommended Action on SSR 4:

 X Approved

SSR 5: Units demonstration of robust Clinical Practice and use of Performance Assessments

1. Robust Clinical Practice and Internships

- *The educator preparation program implements the Idaho Standards for Model Preservice Clinical Teaching Experience as written and approved by ICEP.*

2. Accurate and Informative Performance Assessments

- *Candidates receive accurate performance evaluations which include formative and summative assessments. A proficient score on a summative evaluation using the Danielson Framework is required in order to recommend a candidate for certification.*

Element	Unacceptable	Acceptable	Target
SSR 5 Clinical Practice and use of Performance Assessments			X

SSR 5 Interviews with OSTEs, building administrators, observing teacher candidate interviews with teacher candidates, analyzing performance assessments, interviewing faculty, and reviewing candidate performance evaluations provide evidence that the preparation program demonstrates an in-depth robust clinical practice and use of performance assessments.

Sources of Evidence

- Program handbook
- Interview with OSTEs, building administrators, teacher candidates & faculty
- Teachscape certificates, IPLP, and CSA

CONSENT
DECEMBER 21, 2017

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

COMMENDATIONS:

- Faculty should be commended for their commitment to certification and training in the Danielson Framework along with their commitment to follow candidates from the start of the program to the end and beyond as mentors and coaches during internships, in the classroom and out of the classroom.
- Building administrators, OSTE's and teacher candidates feel supported by LCSC through the internship process based on a strong partnership model where experienced, qualified teachers are individually selected as mentors.
- EPP provides multiple opportunities for practicums and interactions with a variety of students. By the beginning of a candidate's third year, most have had at least 7 practicum opportunities at a minimum of 20 hours each.
- Minor suggestion: Teacher candidates are provided opportunity to provide feedback regarding contributions from OSTE, however, it may be helpful for OSTE's and building administrators to receive this feedback as part of strengthening the partnership.

Recommended Action on SSR 5:

 X Approved

SSR 6: Candidates meet Idaho state certification requirements per IDAPA Rule

1. *Random selection of candidates' institutional recommendations provides verification of Idaho state certification requirements per IDAPA Rule.*
 - *Random selection of institutional recommendations for initial certification, including alternative authorizations*
 - *The institution must have a State Board approved program in order to issue the candidate an institutional recommendation for initial certification.*
 - *Random selection of institutional recommendations for adding endorsements, including alternative authorizations*
 - *If a candidate is currently certified in Idaho and wishes to add an endorsement in a new content area, the institution is able to work with the candidate to develop a plan to include: content, pedagogy, and performance.*
 - *The institution may issue the candidate an institutional recommendation once the content, pedagogy, and performance have been demonstrated by the candidate regardless of whether the institution has a State Board approved program in the new content area. This applies to adding endorsements only.*

Element	Unacceptable	Acceptable	Target
<i>SSR 6</i> <i>Candidates meet</i> <i>IDAPA Rule</i> <i>Certification</i> <i>Requirements –</i> <i>Content, Pedagogy,</i> <i>and Performance</i>		X	

**CONSENT
DECEMBER 21, 2017**

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

SSR 6 Analyzing a random selection of candidate institutional recommendations, including recommendations for alternative authorizations, transcripts, student teaching placements, and Praxis II scores provide evidence that candidates meet IDAPA Rule certification requirements. Reviewers noted that in instances where multiple endorsements were being recommended the institution offered a methods course in each individual content area.

Areas for Improvement:

While all institutional recommendations reviewed indicated the grade level where the candidate's student teaching was completed, most did not show the content area in which student teaching occurred. This is particularly useful information when the candidate is being recommended for more than one area of endorsement so it can be ensured that all candidates meet the requirements specified in IDAPA 08.02.02.018 relating to performance area assessments.

Recommended Action on SSR 6:

 X Approved

THIS PAGE INTENTIONALLY LEFT BLANK

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

TAB	DESCRIPTION	ACTION
1	COLEGE OF SOUTHERN IDAHO REPORT	Information Item
2	IDAHO DIVISION OF VOCATIONAL REHABILITATION	Information Item
3	WORKFORCE DEVELOPMENT COUNCIL UPDATE	Information Item
4	BOISE STATE UNIVERSITY – ALCOHOL SERVICE REQUEST – DOUBLE R RANCH CLUB ROOM	Motion to Approve
5	EDUCATOR PIPELINE REPORT	Information Item
6	ANNUAL EVALUATION REVIEW REPORT	Information Item
7	HIGHER EDUCATION TASK FORCE RECOMMENDATIONS	Motion to Approve
8	STATE ACCOUNTABILITY SYSTEM – STUDENT ENGAGEMENT SURVEY	Information Item

THIS PAGE INTENTIONALLY LEFT BLANK

COLLEGE OF SOUTHERN IDAHO

SUBJECT

College of Southern Idaho Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for College of Southern Idaho (CSI) to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director. President Fox will provide a 15-minute overview of CSI's progress in carrying out the College's strategic plan. An overview of the points to be covered is provided in Attachment 1.

IMPACT

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

ATTACHMENTS

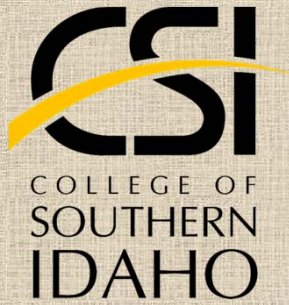
Attachment 1 – Annual Progress Report

Page 3

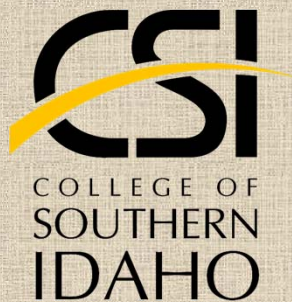
BOARD ACTION

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

THIS PAGE INTENTIONALLY LEFT BLANK








"Come Back" commercial



STATE BOARD OF EDUCATION PROGRESS REPORT

BOARD OF TRUSTEES

				
Bob Keegan <ul style="list-style-type: none">• Chair	Jan Mittleider <ul style="list-style-type: none">• Vice Chair	Laird Stone <ul style="list-style-type: none">• Clerk	Karl Kleinkopf <ul style="list-style-type: none">• Trustee	Jack Nelsen <ul style="list-style-type: none">• Trustee

STRATEGIC PLAN IMPLEMENTATION

Spring 2016

Existing strategic plan approved

Fall 2016-
Spring 2017

Initial set of assessment indicators developed

Fall 2017

Assessment metric data analyzed; scorecard under development; data informed updates made to strategic plan

February
2018

Updated plan submitted to CSI Board of Trustees

Objective A: Strengthen the social fabric in the communities we serve

Objective C: Meet the workforce needs of the communities we serve

Community Education

Head Start

Trans IV

Boys and Girls Club

[illegible]

GOLDEN EAGLE ATHLETICS

- 5 NJCAA Academic All-American Teams
- 43 Individual Academic All-Americans
- National Fastpitch Coaches Association Highest GPA in the Nation (3.69) (Softball)
- 8 NJCAA All Americans
- 3 regional championships (Rodeo, Men's Basketball, Volleyball)
- 2nd Place National Finish (Volleyball)
- NJCAA Men's 8K National Champion



Core Theme 1: Community Success

Objective A: Strengthen the social fabric in the communities we serve

Objective B: Cultivate economic partnerships across the communities we serve

Objective C: Meet the workforce needs of the communities we serve



ECONOMIC DEVELOPMENT



CSI GRADUATES OPEN AUTO REPAIR BUSINESS



Core Theme 1: Community Success

Objective A: Strengthen the social fabric in the communities we serve

Objective B: Cultivate economic partnerships across the communities we serve

Objective C: Meet the workforce needs of the communities we serve



WORKFORCE DEVELOPMENT

Training Project Partners



Apprenticeship **IDAHO**
apprenticeshipidaho.com

2017

- 6,446 enrollments

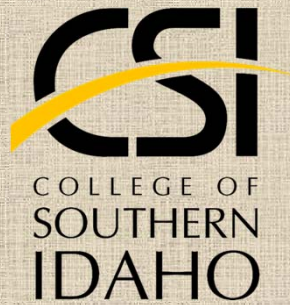
Programs

- Electrical
- Plumbing
- Maintenance
- Machine Operator (NEW)

Targeted Training

- Advanced Manufacturing/Food Processing
- Healthcare
- Business Operations
- Welding
- Registered Apprenticeships
- Leadership and Employee Development





Bridge Video

Goal 2: Student Success

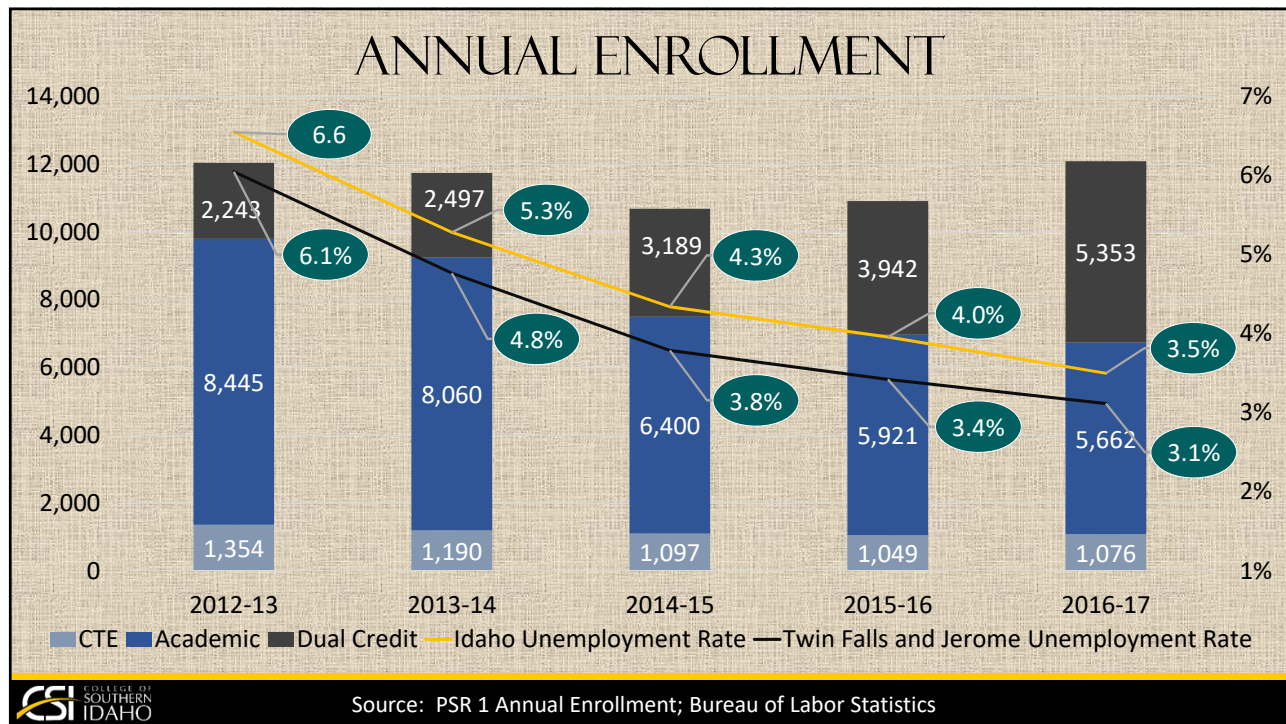
Objective A: Foster participation in postsecondary education

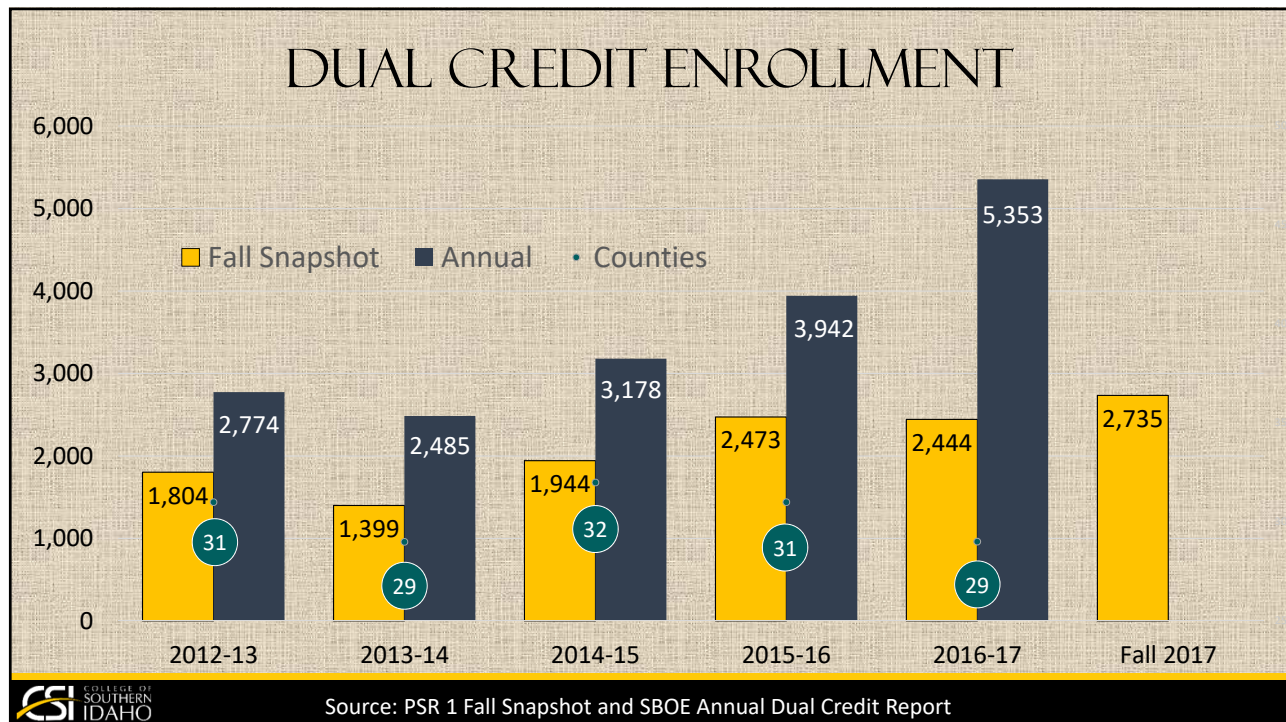
Objective B: Reinforce a commitment to instructional excellence

Objective C: Support student progress toward achievement of educational goals


Objective D: Provide evidence of achievement of student learning outcomes

Objective E: Offer opportunities for student engagement that go beyond the classroom





CSI DUAL CREDIT INNOVATION



Julie Wootton-Greener
December 5th, 2017

“New CSI program gives high schoolers a jump start on technical careers”

“It allows students to earn a technical certificate or start along that path by the time they graduate from high school.

Student: “I like it. I think it’s a pretty well put together program. It’s supposed to be one of the best around.”

“CSI is also trying out another new program for high schoolers this fall, the **Dual Credit General Education Academy**. It allows students from Magic Valley high schools to earn 40 college credits over two years.”




Photo Source: Doug Maughan, Retired Public Information Officer

Core Theme 2: Student Success

Objective A: Foster participation in postsecondary education

Objective B: Reinforce a commitment to instructional excellence

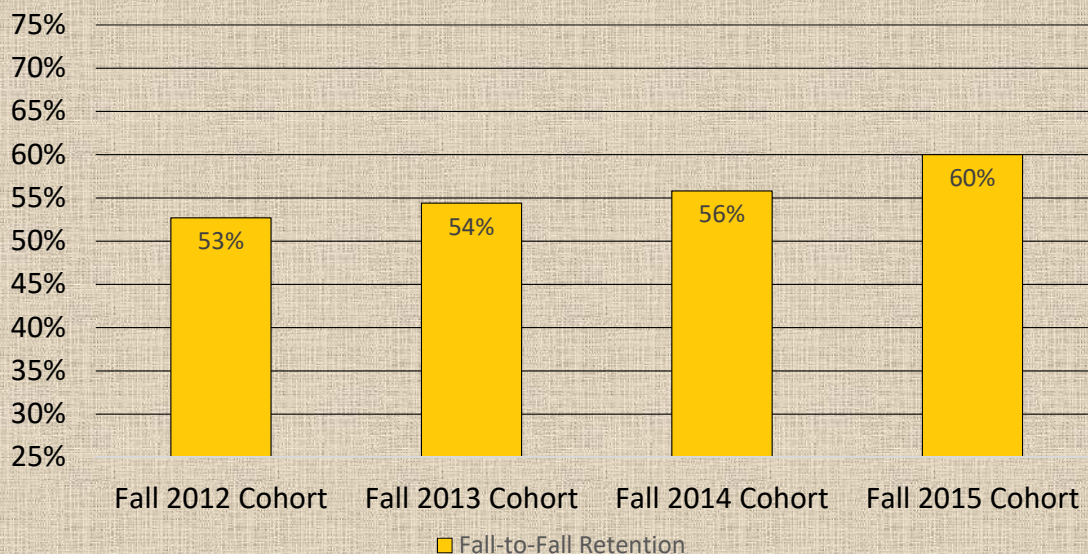
Objective C: Support student progress toward achievement of educational goals

Objective D: Provide evidence of achievement of student learning outcomes

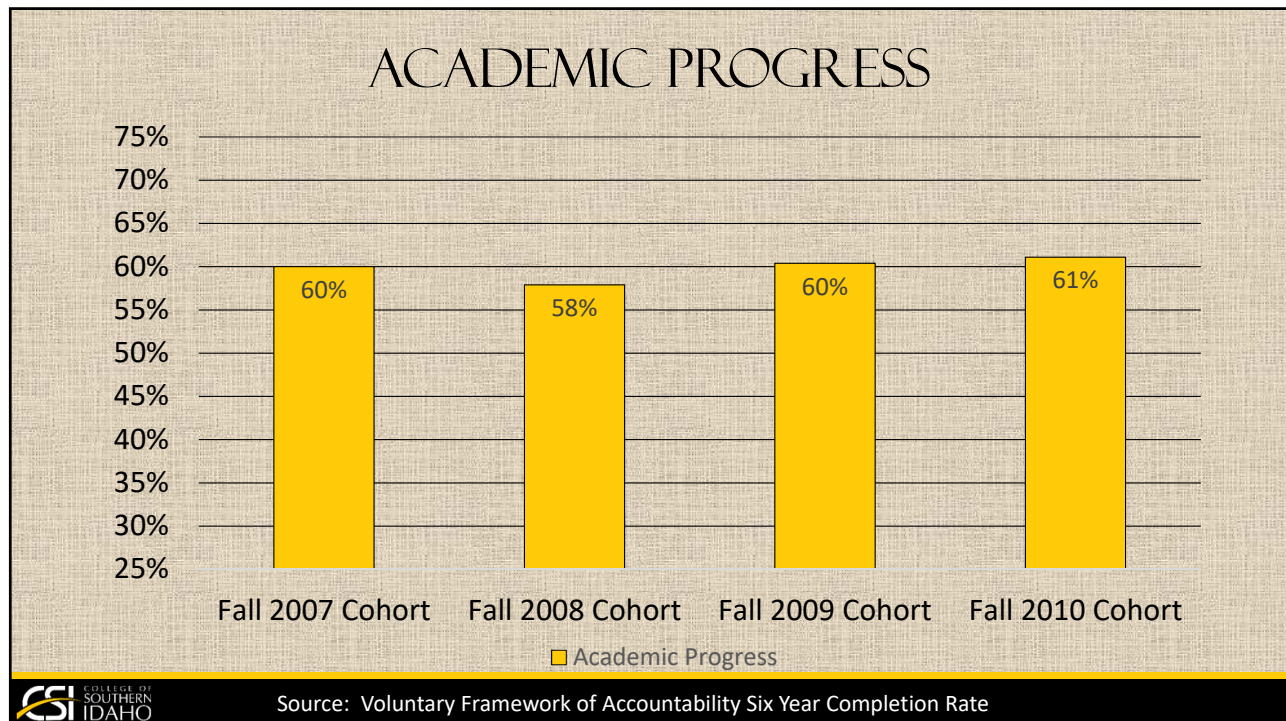
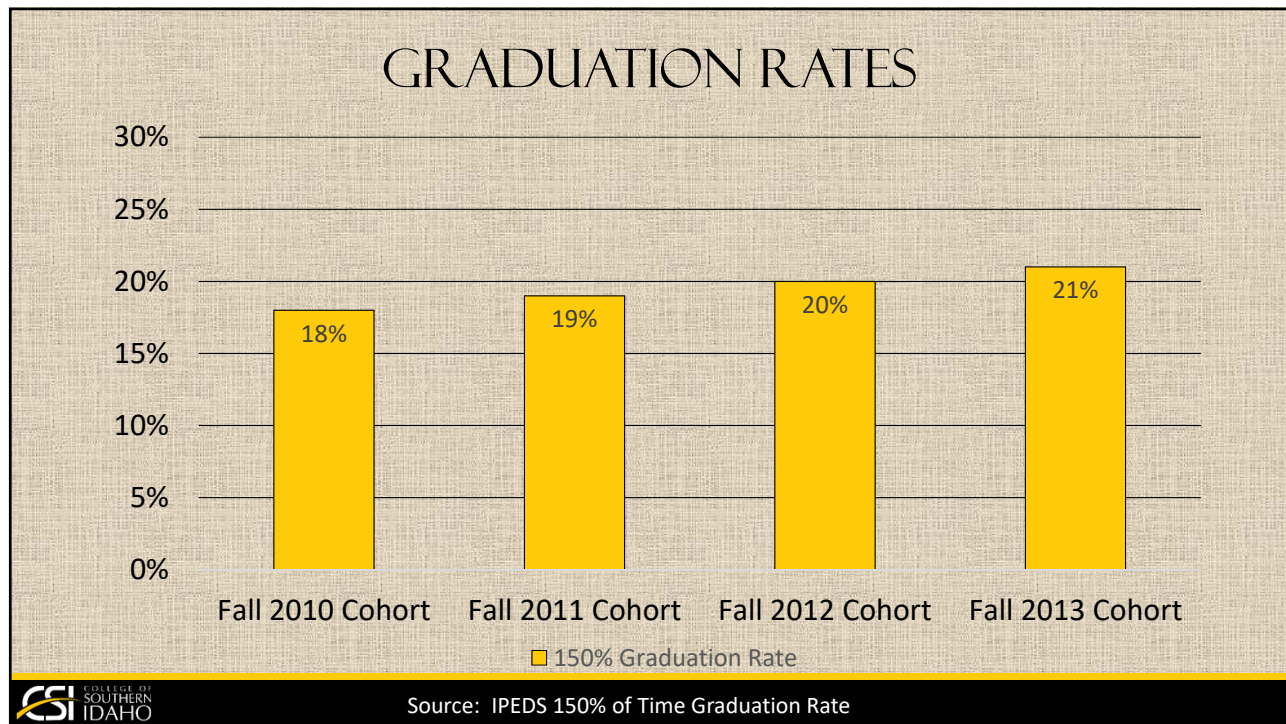
Objective E: Offer opportunities for student engagement that go beyond the classroom



FALL-TO-FALL RETENTION RATES



Source: IPEDS Fall-to-Fall Retention



Goal 3: Institutional Stability

Objective A: Provide employees with a work environment that values employee success and satisfaction

Objective B: Ensure that the college maintains the financial resources necessary to meet its mission

Objective C: Maintain a strong relationship with the CSI Foundation

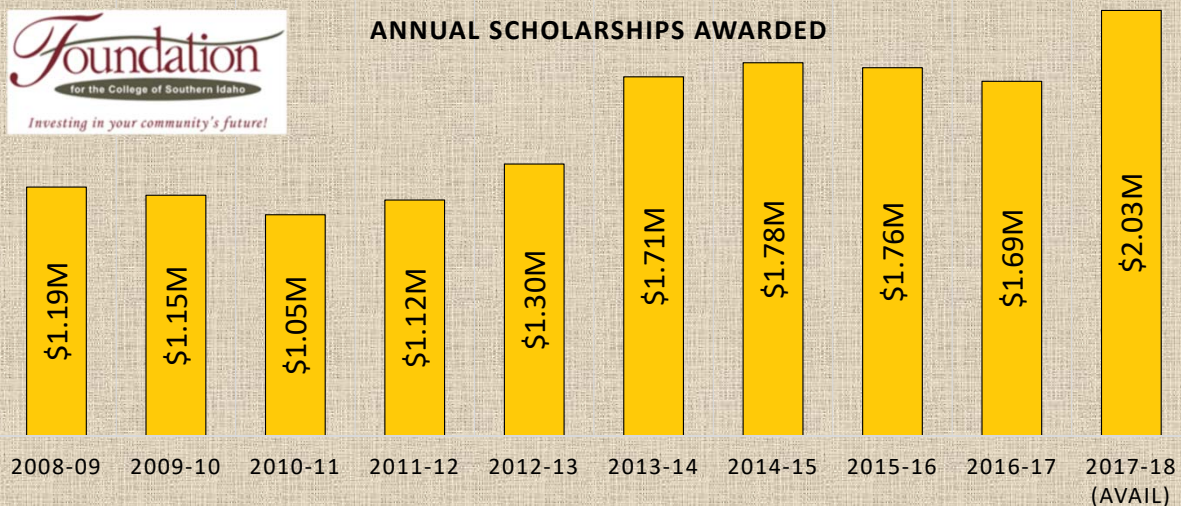
Objective D: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities



CSI FOUNDATION



ANNUAL SCHOLARSHIPS AWARDED



Source: CSI Foundation and Council for Aid to Education VSE Report



**The Board of Trustees, students, faculty
and staff thank you for all you do in
support of the College of Southern Idaho
and an educated Idaho.**



THIS PAGE INTENTIONALLY LEFT BLANK

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

IDAHO DIVISION OF VOCATION REHABILITATION

SUBJECT

Idaho Division of Vocational Rehabilitation Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

Jane Donnellan, Administrator of the Division of Vocational Rehabilitation, will provide an overview of IDVR's progress in carrying out the agency's strategic plan.

ATTACHMENTS

Attachment 1 – Idaho Division of Vocational Rehabilitation Presentation Page 3

BOARD ACTION

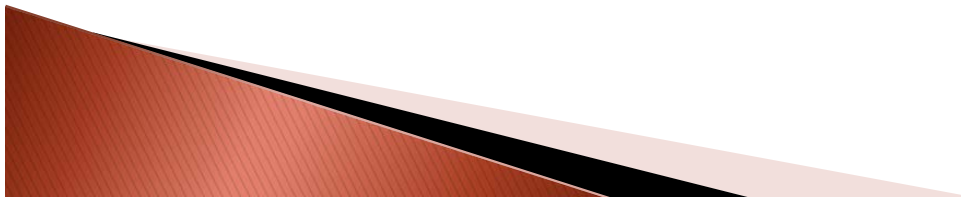
This item is for informational purposes only. Any action will be at the Board's discretion.


THIS PAGE INTENTIONALLY LEFT BLANK

Idaho Division of Vocational Rehabilitation

State Board of Education Presentation

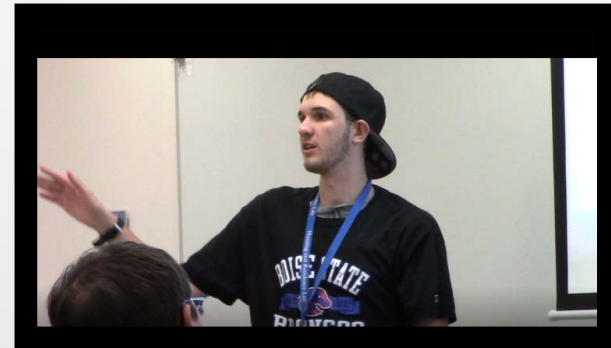
December 2017

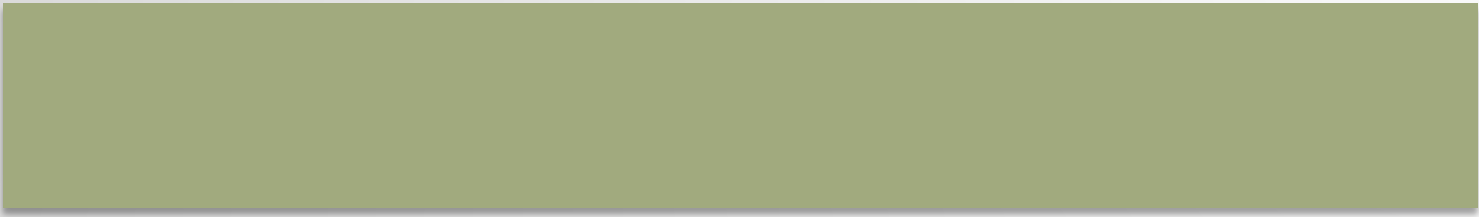


- 
- Vocational Rehabilitation
 - Extended Employment Services
 - Council for the Deaf and Hard of Hearing

VOCATIONAL REHABILITATION

“Preparing individuals with disabilities for employment and community enrichment.”





“Your Success at Work Means Our
Work is a Success”

Organizational Structure

U. S. Department of Education



Office of Special Education and Rehabilitative Services(OSERS)



Rehabilitation Services Administration (RSA)



State Board of Education (SBOE)



Division of Vocational Rehabilitation





Individualized Service



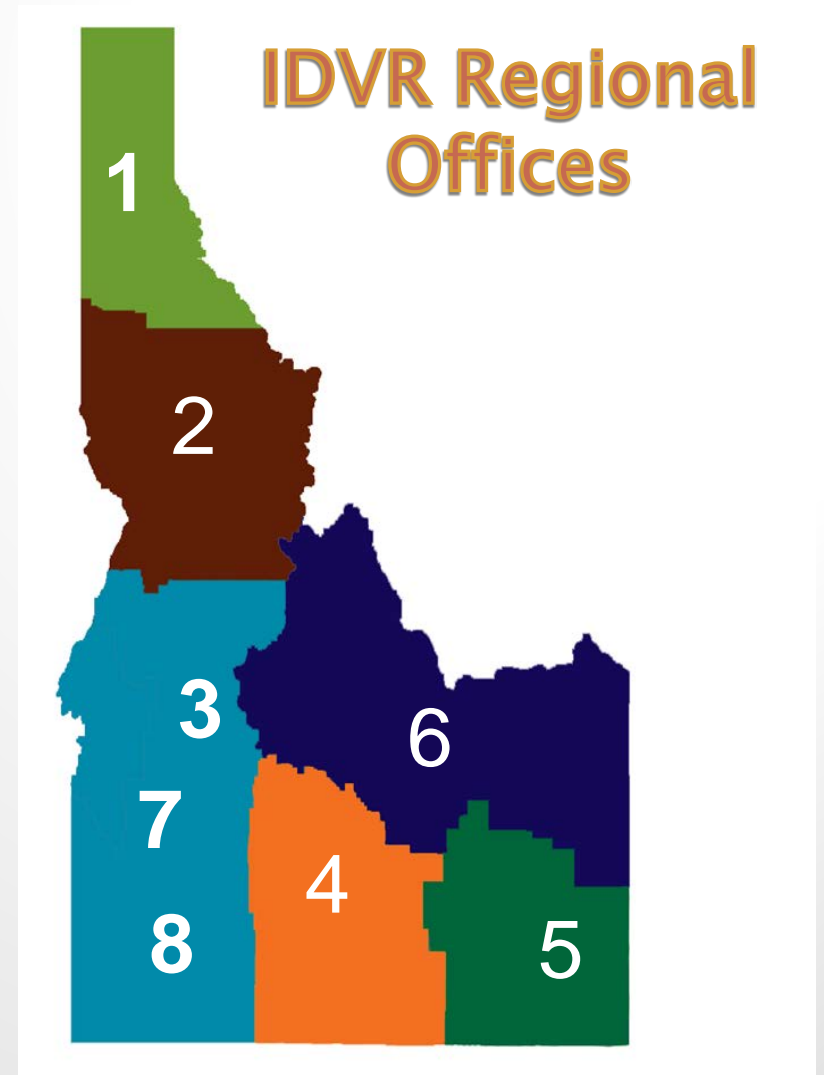
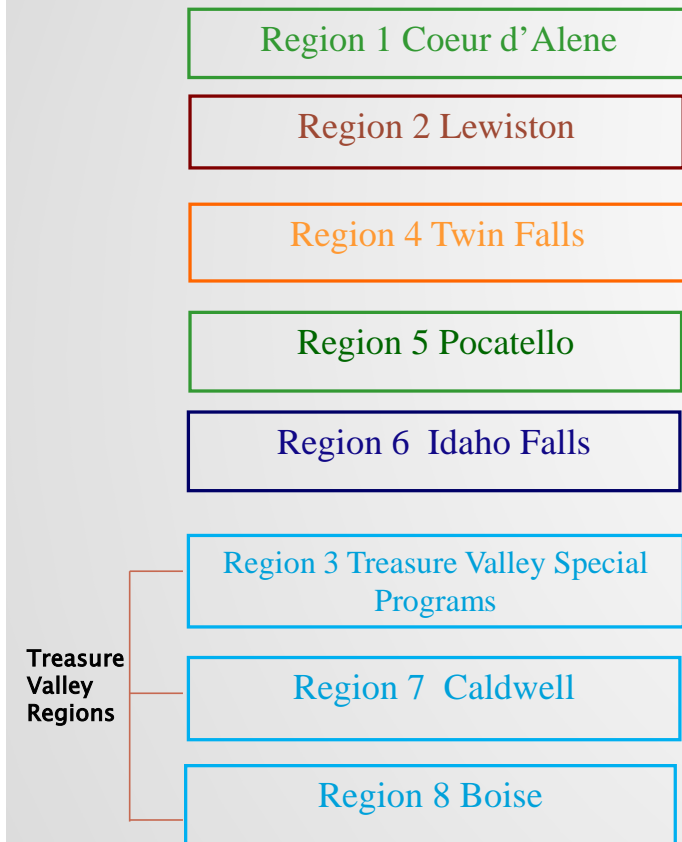
Employer Resource

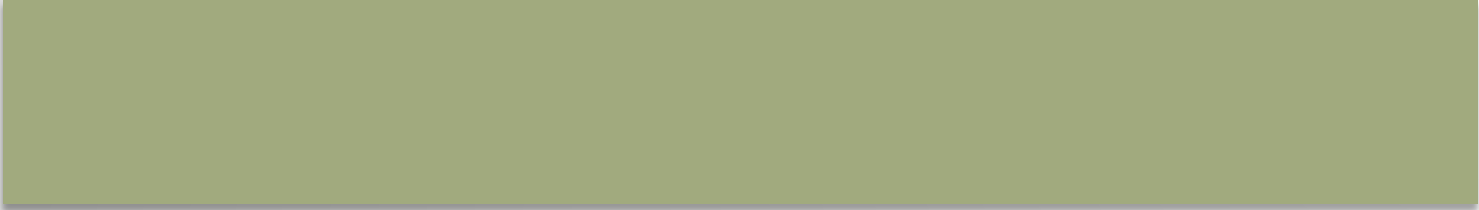


Competitive Applicants



Jobs



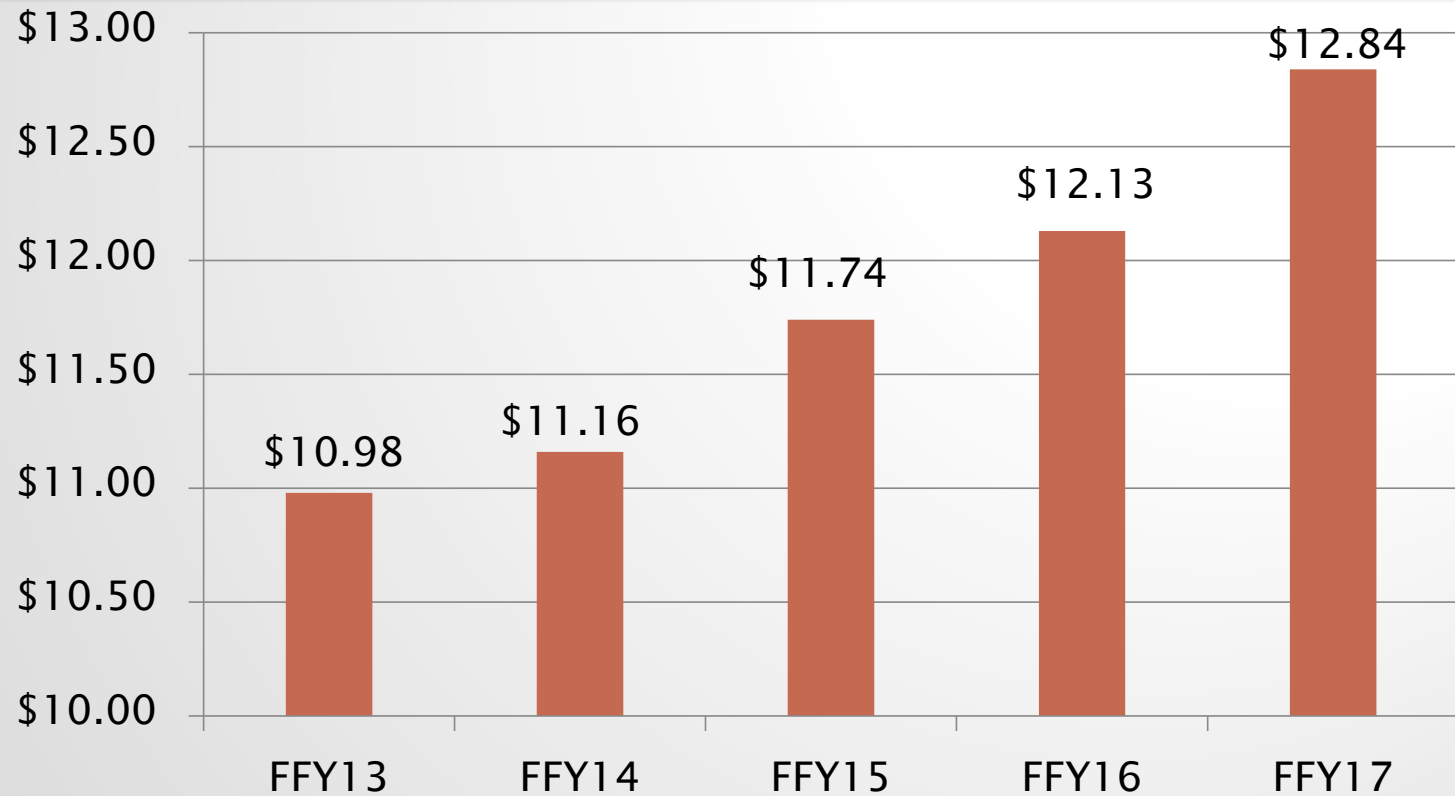
- 
- 1835 Successful Outcomes
 - In 2017 there was a 444% increase in customer wages after receiving IDVR services
 - 82% of VR customers who achieved or maintained employment reported their wages as their primary means of support

Jordan Allen



10

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017



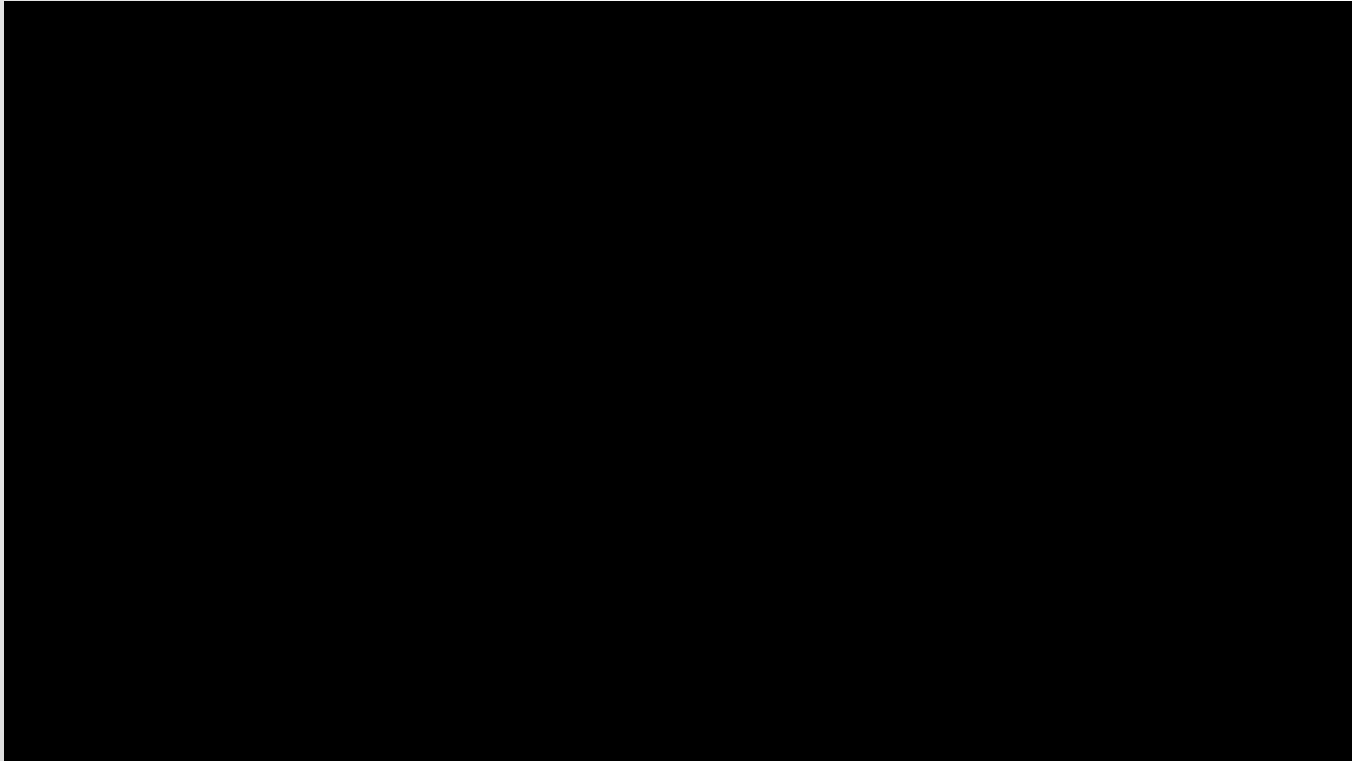
Range of Wages and Occupations

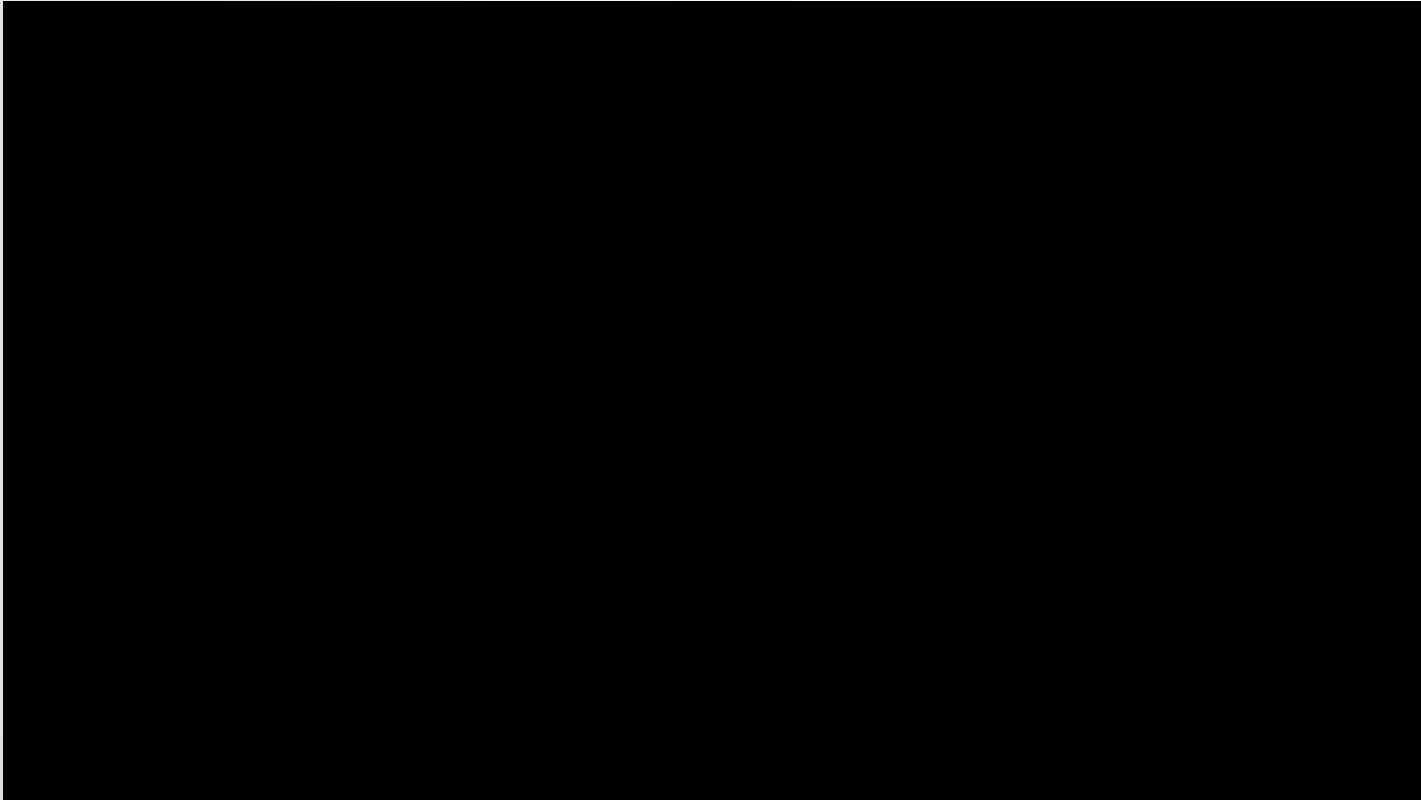
- \$8.50/hour – Ticket Takers, Fast Food Workers, Home Health Aides
- \$11/hour – Customer Service Representatives,
Stock Clerks, Upholsterers, Manicurist
- \$14/hour – Welders and Cutters, Social Workers, Construction
Trades Workers
- \$18/hour – Truck Drivers, Bill and Account Collectors, Special
Education Teachers
- \$22/hour – Licensed Practical Nurses, Postsecondary Teachers,
Police Patrol Officers
- \$28/hour – Respiratory Therapist, Radiologic Technologists,
Medicine and Health Services Managers
- \$35/hour – Veterinarian, Mechanical Engineers
- \$61/hour – Pharmacists

Success in training programs = Success in employment

Post secondary funds were the highest VR expenditures in FFY 2017





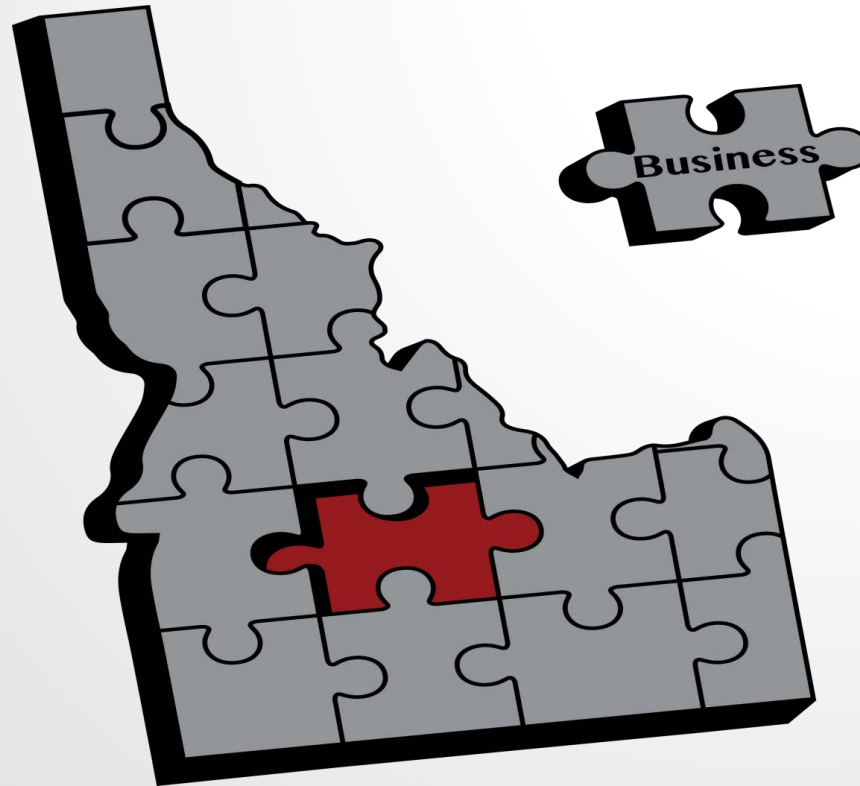
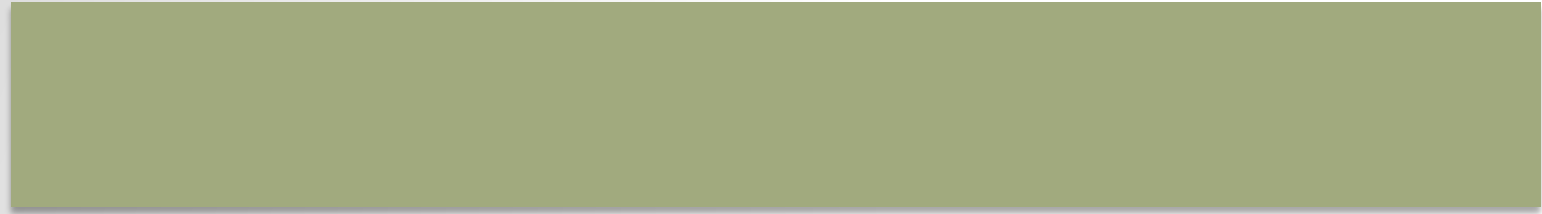




Jenny Hines



- ❖ VR provided counseling and guidance and short term training for work related software
- ❖ Internally promoted to department specialist
- ❖ \$22/hour and employer sponsored benefits





Coming Together

Employing and Retaining Individuals with Disabilities

SFY 2018 BUDGET REQUESTS

QUESTIONS?

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

IDAHO WORKFORCE DEVELOPMENT COUNCIL

SUBJECT

Workforce Development Council Update

REFERENCE

October 2017

Board received Workforce Development Council update (agenda material only – no presentation)

APPLICABLE STATUTE, RULE, OR POLICY

Executive Order 2017-12

BACKGROUND/DISCUSSION

Governor Otter updated the Executive Order establishing the Workforce Development Council on October 26, 2017. Trent Clark, Chair of the WDC, and Wendi Secrist, Executive Director, will provide an update on the transition, the responsibilities of the reconstituted Council and Idaho's participation in the National Governors Association Work-Based Learning Policy Academy.

Idaho is one of six states selected by the National Governors Association to participate in a policy academy focused on scaling high-quality work-based learning.

Work-based learning blends work experience and applied learning to develop youth and young adults' foundational and technical skills to expand their education, career and employment opportunities.

Funded by the Siemens Foundation, the policy academy will help states create and expand work-based learning opportunities that will connect youth and young adults ages 16 to 29 with career opportunities in STEM-intensive industries (those in the science, technology, engineering and math areas) such as advanced manufacturing, health care, information technology and energy. Through the policy academy, states will share best practices, develop plans to identify and scale high-quality programs and develop policies to support and sustain work-based learning initiatives.

IMPACT

Cross-agency collaboration.

ATTACHMENTS

Attachment 1 – Workforce Development Council Transition Update

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

Workforce Development Council Status Update

- Executive Order 2017-12 shifts WDC from advisory to the Department of Labor to the Executive Office of the Governor
- Executive Director appointed
- Additional council members appointed:
 - 17 representing industry
 - 7 representing the workforce (2 labor union, 2 registered apprenticeship, 1 community-based organization for veterans, one community-based organization for the disabled and one community-based organization for out-of-school youth)
 - 9 representing government (IDOL, SBOE, ICTE, IDVR, IDHW, Commerce, elected city official, elected county official, and community college representative)
 - 1 member from each chamber of the Idaho Legislature
 - The Governor or his designee

Workforce Development Council Responsibilities

Develop and implement a comprehensive
workforce development strategy

Increase public
awareness of and
access to career
education & training
opportunities

Improve the
effectiveness, quality
and coordination of
programs and services
designed to maintain a
highly skilled workforce

Helps provide for the
most efficient use of
federal, state and local
workforce development
resources

The Workforce Development Function



Training and Education



Outreach – Two-way line-of-sight between jobseekers and employers



Jobseekers

National Governors Association Work-Based Learning Policy Academy

- Develop strategies to scale work-based learning opportunities that connect youth and young adults ages 16-29 (“young adults”) with middle-skills career opportunities that require knowledge in science, technology, engineering, and math (STEM) in STEM-intensive industries including advanced manufacturing, health care, energy, and information technology.
- Focus Areas
 - Vision & Communication
 - Data & Measurement
 - Resources & Policy
- Cross Agency Collaboration
 - WDC, OSBE, SDE, ICTE, Commerce, IDOL, STEM Action Center, IDVR, IDHW

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

BOISE STATE UNIVERSITY

SUBJECT

Boise State University – Alcohol Service Request – Double R Ranch Club Room
– Basketball

REFERENCE

October 2017	Board amended second reading of Board Policy I.J. allowing institutions to request permission to provide alcohol service in designated venues for specified NCAA athletic events.
--------------	---

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University requests Board approval to provide alcohol service in the Double R Ranch Club Room of Taco Bell Arena as a “Permitted Event” as outlined in Board Policy I.J, prior to each home men’s basketball game for the 2017-2018 season.

The University is seeking permission to provide alcohol service in the Double R Ranch Club Room to create a gathering place for Taco Bell Arena Hardwood Club members prior to men’s home basketball games. The Double R Ranch Club Room will serve as a restaurant-style, pre-game gathering place for patrons who are members of the Hardwood Club and invited guests. In the secure area, Hardwood Club members and invited guests will also be provided light hors d’oeuvres and non-alcoholic beverages. This space will become part of the Bronco Gameday experience. It will add value to those attending Bronco basketball games by offering unique food and drink options in a lighted, temperature-controlled environment. Alcohol service will be discontinued at tip-off, but invited guests may return to the Club Room up until the end of half-time to enjoy additional food and non-alcoholic beverages.

IMPACT

Approval will allow Boise State University to add to the men’s basketball games experience by improving the overall game day experience and adding value to those attending basketball games.

ATTACHMENTS

Attachment 1 – Double R Ranch Club Room Security Plan

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

At the October 2017 regular Board meeting the Board approved changes to Board Policy I.J. Use of Institutional Facilities. As part of those amendments the

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

institution may now bring forward requests to the Board to provide alcohol service in specified venues for specific NCAA sporting events. The amended policy retained the provision that all requests must come to the Board at the June regular Board meeting each year. Due to the time of the policy amendments, there was not an opportunity for the institutions to bring forward a request for alcohol service for the 2017-2018 Basketball season in compliance with the deadlines specified in the policy. Due to these timing issues Boise State University is bringing forward a request to provide alcohol service in the Double R Ranch Club Room in conjunction with men's home basketball games. This request is in compliance with the provisions set forth in Board Policy I.J. in that the venue and the sport are specified in the policy, however, the request does not comply with the requirement that these requests only be brought forward in June. To facilitate this request the Board is also being asked to waive the requirement in Board Policy I.J.2.c. regarding the June requirement, all other provision of this section would still be required to be met.

BOARD ACTION

I move to approve the request by Boise State University to waive the requirement in Board Policy I.J.2.c that all requests for alcohol service in conjunction with NCAA athletic events be made at the regularly scheduled June Board meeting for the 2017-2018 basketball season.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University for approval of In-suite/Club Room alcohol service in compliance with Board Policy I.J. in the Double R Ranch Club Room of the Taco Bell Arena for men's home basketball competitions.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Boise State University
2017/2018 Men's Basketball Season - Double R Ranch Club Room
Security Plan
Taco Bell Arena**

The University is seeking permission to provide alcohol service in the Double R Ranch Club Room for the purpose of creating a gathering place for Hardwood Club members at Taco Bell Arena prior to home men's basketball games. In the secure area, Hardwood Club members and invited guests will be provided light hors d'oeuvres and non-alcoholic beverages. Guests may purchase or be provided alcoholic beverages from the University's official food service provider.

The Double R Ranch Club Room will serve as a restaurant-style, pre-game gathering place for Hardwood Club members and invited guests. This space will become part of the Bronco Gameday experience. It will add value to those attending Bronco basketball games by offering unique food and drink options in a lighted, temperature-controlled environment.

As with the past years for similar events in the Stueckle Sky Center, Boise State University will provide all the control measures and follow all requirements of Board Policy regarding alcohol service. In addition, the University will conduct the pre-game activities under the following additional conditions:

1. All patrons must be Hardwood Club members or be on the guest list to enter the Double R Ranch Club Room.
2. Event begins 90 minutes prior to tip off and alcohol sales will end at the start of the game. The University may choose to have the Club Room open again during half time for guests to enjoy food and non-alcoholic beverages only.
3. The Double R Ranch Club Room will be secured to control access to and from the area. Security personnel will check for valid game tickets and Hardwood Club membership of all patrons entering the room at each entrance. Members and invited guests may enter from the exterior entrance of the Club Room or by the entrance located inside the arena.
5. An ID station will be provided, located inside the facility, where ID's will be checked and special colored wristbands will be issued to identify attendees over the age of 21.
6. There will be a queuing line for beer and wine sales. Only those patrons with wristbands will be allowed to enter the queuing line for alcohol purchases.
7. Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

8. No alcohol making or distributing companies will be allowed to sponsor the event.
9. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
10. The SBOE alcohol policy will be posted at the entrance of Double R Ranch Club Room on game days. This notice will state that the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
11. All Hardwood Club members will receive the SBOE alcohol policy via email or other communication method as deemed appropriate.

Double R Ranch Club Room

The Double R Ranch Club Room is used by the Taco Bell Arena for VIP events prior to concerts and other commercial events. As such, the Arena operations has experience using the room for secure alcohol service as a pre-event venue. The University will create a secure area in the Double R Ranch Club Room similar to the Stueckle Sky Center where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for Boise State basketball game patrons, as with the previous years in other venues. Boise State University will provide all the control measures and follow all requirements of Board Policy regarding alcohol service. Also, the University will conduct the pre-game activities under the following conditions:

Double R Ranch Club Room Game Day Staffing

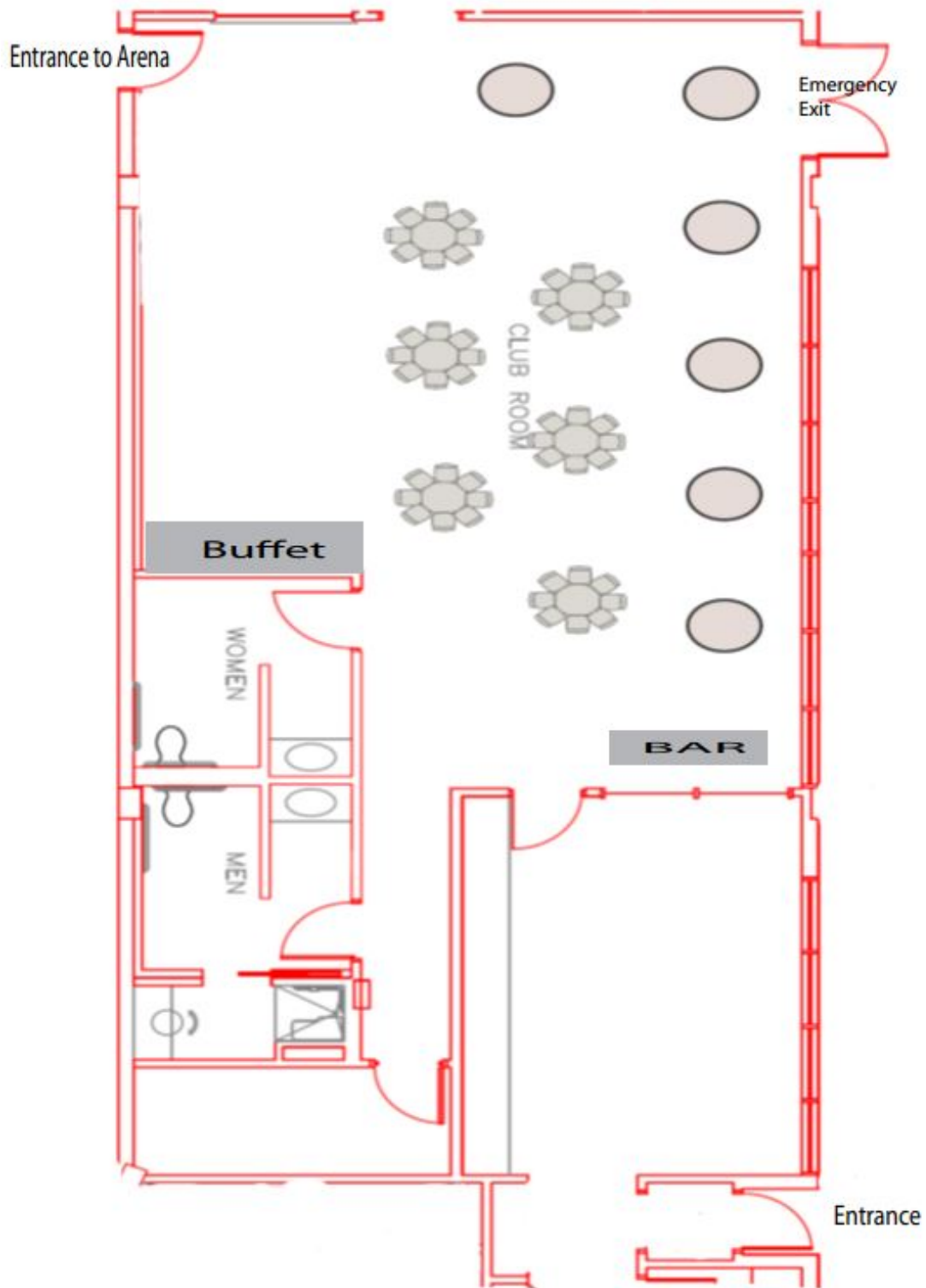
- One Crowd Manager at the exterior entrance checking individual passes to all that enter. Only Hardwood Club members or invited guests will be allowed to enter the facility.
- One Crowd Manager at the interior entrance checking individual passes to all that enter. Only Hardwood Club members or invited guests will be allowed to enter the facility.
- One Aramark employee (TIPS trained) will check ID's and issue special colored wristbands to attendees over the age of 21 at an ID station.
- Another Crowd Manager will be assigned to roam the entire area checking for special colored wristbands and patron behavior.
- One Boise State Athletics employee will roam throughout facility identifying any problems that may occur and will notify security personnel when necessary.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

- One Boise State University BAA employee will roam throughout facility identifying any problems that may occur and will notify security personnel when necessary. Also, this employee will assist with the responsibility of checking entrances to secure building ensuring that no one is present without proper credentials.

Policies for Facility

- All who enter the Double R Ranch Club Room must be a Hardwood Club member or on the guest list.
- The event begins 90 minutes prior to tip off and ends at the end of half time. Alcohol will only be provided or sold until the game begins.
- The Double R Ranch Club Room will be secured to control access to and from the area.
- Both entry points into the Double R Ranch Club Room will be manned by security personnel who will check for a valid invitation of all patrons entering the facility.
- One ID station will be provided, located inside the facility, where ID's will be checked and special colored wristbands will be issued to identify attendees over the age of 21.
- Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages. Only the exterior and interior entrances will be used during the event. Other exits will not be used except as an emergency egress.
- The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- No alcohol making or distributing companies may be allowed to sponsor the event.
- The SBOE alcohol policy as it relates to the Double R Ranch Club Room will be communicated to all Hardwood Club members and will be posted in the Club Room on game days. Boise State will abide by all terms and conditions of the Board's existing alcohol policy.
- Attached is the map of the facility in the Double R Ranch Club Room and how it will be configured for the game day events.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

SUBJECT

Educator Pipeline Report

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 recommendation 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.
October 2017	Board reviewed and approved the first recommendation of the teacher pipeline 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.

The initial meeting of the workgroup was held on February 8, 2017, followed by three subgroups convening from April 27 through May 3, 2017. The group then formalized early recommendations sent to the Board on April 20, 2017. Areas considered by the workgroup included attracting and retaining candidates in teacher preparation programs; recruiting individuals into the profession through traditional, non-traditional, and alternate pathways, incentivizing and attracting educators to teach in our rural and underserved areas, and recruiting and retaining educators for hard-to-fill subject areas such as special education. On June 6, 2017, and then again on October 12, 2017, the full committee reconvened to further define recommendations identified as critical to developing Idaho's Educator Pipeline.

1. **Develop an *Idaho Teacher Supply and Demand Report* consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho**

2. Begin developing a coherent policy dialogue

3. Further explore workgroup proposals outlined below:

- a. **Attract/Recruit:** Openly promote teaching as a profession to boost public perception; continue to support higher salaries and compensation packages
- b. **Prepare/Certify:** Expand options in preparation and certification to include mastery-based preparation programs that account for experiential credit; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching
- c. **Retain:** Development and support for teachers including induction programs and greater teacher-leader opportunities; emphasize evaluation for the purpose of professional growth and measurable outcomes that are teacher driven

The report that follows provides baseline data on the supply and demand of instructional staff across Idaho, and suggests ways to utilize this information to ensure consistency and efficacy in addressing Idaho's teacher pipeline issues over time. At the conclusion of this report, ten total workforce recommendations are presented for consideration, with seven prioritized for immediate action.

IMPACT

The attached report will help inform future initiatives of the Idaho State Board of Education related to addressing teacher shortages across the state.

ATTACHMENTS

Attachment 1 – Idaho State Board of Education 2017 Teacher Pipeline Report	Page 5
Attachment 2 – Idaho Pipeline Report Detail and District Classification	Page 22
Attachment 3 – Idaho State Board of Education District Survey Results	Page 51
Attachment 4 – Definitions and District Examples	Page 61

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the Board's interest, there has been a great deal of interest from other state policymakers to find solutions to Idaho's apparent teacher shortage. While there has been a general understanding that school districts and charter schools struggle for a variety of reasons commonly found across the nation, the 2017 Teacher Pipeline Report and the resulting recommendations from the Educator Pipeline Workgroup is the first comprehensive effort to investigate and provide recommendations for pipeline issues specific to Idaho.

Initial findings can begin to inform policy and define next steps based upon the workgroup's final recommendations.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

BOARD ACTION

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

THIS PAGE INTENTIONALLY LEFT BLANK

Idaho State Board of Education 2017 Teacher Pipeline Report

Christina Linder
Educator Effectiveness Program Manager
Idaho State Board of Education

Cathleen M. McHugh, Ph.D.
Principal Research Analyst
Idaho State Board of Education

Introduction

As part of the Governor's Task Force for Improving Education (2013) and the subsequent work done by the State Board of Education (Board) in implementing the recommendations regarding tiered certification and a teacher pay "Career Ladder", some discrepancies were revealed regarding certain certification requirements. At the August 2015 Board meeting the Board discussed possible solutions for these issues and heard reports from school districts regarding the difficulty to fill certain positions. The Board reviewed data and reports on educator supply and demand in December of 2015 and then again in August 2016. As a result, Board staff were directed to bring together a broad group of education stakeholders to make recommendations on ways to increase and strengthen the educator pipeline.

The initial meeting of the workgroup was held on February 8, 2017, followed by three subgroup convenings from April 27 through May 3, 2017. The group then formalized early recommendations sent to the Board on April 20, 2017. Areas considered by the workgroup included attracting and retaining candidates in teacher preparation programs, recruiting individuals into the profession through traditional, non-traditional, and alternate pathways, incentivizing and attracting educators to teach in our rural and underserved areas, and recruiting and retaining educators for hard-to-fill subject areas such as special education. On June 6, 2017, and then again on October 12, 2017, the full committee reconvened to further define recommendations identified as critical to developing Idaho's Educator Pipeline. Final recommendations at the conclusion of this report fall into the following three categories:

- 1. Develop an *Idaho Teacher Supply and Demand Report* consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho**
- 2. Begin developing a coherent policy dialogue**
- 3. Further explore workgroup proposals outlined below:**
 - a. **Attract/Recruit:** Openly promote teaching as a profession to boost public perception ; Continue to support higher salaries and compensation packages
 - b. **Prepare/Certify:** Expand options in preparation and certification to include mastery-based preparation programs that account for experiential credit; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching
 - c. **Retain:** Development and support for teachers including induction programs and greater teacher-leader opportunities; emphasize evaluation for the purpose of professional growth and measurable outcomes that are teacher driven

Discussion

Producing an Idaho Teacher Supply and Demand Report that consists of multiple data points is critical to discovering trends over time and creating a cohesive, statewide dialogue about teacher shortages. The goal for this initial report was to collect baseline data from multiple sources to: 1) begin building consensus around the most meaningful and relevant indicators of supply and demand for Idaho; 2) precisely characterize each of the indicators; 3) define what we expect to learn from the indicators and how they will guide policy, and; 4) determine measurable goals. What follows is an overview of the information the workgroup agreed would be a most useful to begin defining and annual supply and demand report:

- What patterns exist in teacher staffing over the last three years? What are the areas of shortage and surplus in teacher certification? Do these patterns vary by region of the state?
- Are there differences in the teacher shortage areas in charter schools, rural schools, and urban schools?
- What K–12 public school enrollment trends are expected for the next three to five years?
- How do district leaders perceive teacher shortage areas in their own districts?

Regarding the final bullet in this list, Pipeline Workgroup members had access to, and approved, replication of the district leader perception survey utilized in the Minnesota Teacher Supply and Demand Report. At the final meeting held in October 2017, however, a vocal segment of the members indicated concern about the instrument and consequently, the results. For that reason, the perceptions of district leaders regarding teacher shortages in their schools are not officially included in the body of this report. The survey instrument will be revised for future use, and a summary overview of the data originally intended for this report appears as Attachment 3.

Final sources of data used to compile this report include the Teacher Certification Database, School Staffing Reports, Title II Reports and information supplied by the Idaho Department of Labor. Due to multiple adjustments over time affecting the consistency of the Teacher Certification Database, no information collected prior to FY14 was analyzed for inclusion in this report.

All of the information that follows is based upon instructional staff certifications, including CTE, and excluding certificates with **only** Administrator or Pupil Personnel Services endorsements. See Appendix I located in *Attachment 2- Idaho Pipeline Report Detail* for a list of endorsements included, and how they were classified for the purpose of this report. Additionally, to distinguish between urban and rural districts, the NCES Urban-Centric Locale Definitions were used throughout. Those definitions and the classification for each Idaho district is included here as Attachment 4.

Findings

The primary task of the teacher pipeline workgroup was identify to what degree Idaho is experiencing a teaching shortage, drawing upon all available information; anecdotal evidence, survey data, and state reports. As noted in “A Coming Crisis in Teaching?” (Sutcher, Darling-Hammond,& Carver-Thomas, 2016), the term “teacher shortage” is often narrowly defined as an insufficient production of new teachers in light of the size of student enrollments and teacher retirements. However, “teacher staffing problems are driven by a myriad of factors, including not only production of new teachers in various fields, but also teacher turnover, changes in educational programs and pupil-teacher ratios, and the attractiveness of teaching generally and in specific locations” (Sutcher, et al., 2016, p.10). This report will explore a number of characteristics that contribute to shortages in Idaho, and begin to identify where policy can have the greatest impact. Among the findings in this report:

- Approximately 1,873 Idaho instructional certificates are issued annually; of those certificated individuals, approximately 33% do not serve in an Idaho public school
- The attrition rate for Idaho teachers remains at a steady 10% annually, compared to approximately 8% nationally
- Approximately 76% of Idaho’s attrition rate is made up of teachers leaving the teaching workforce before reaching retirement age, compared to 66% of teachers nationally

The following report will provide a foundation for understanding the issues facing Idaho’s teacher pipeline, and attempt to align the workgroup’s recommendations for Board consideration.

Part One: Teacher Supply in Idaho

This section of the report will explore the number of teachers being produced by Idaho’s universities and colleges that may be eligible for certification, and provide an overview of Idaho’s existing supply of teachers and their content area endorsements.

Detail on candidates *enrolled* in Idaho’s educator preparation programs and information on the content area emphasis in which they are being prepared has been inconsistent, and therefore is not included in this report. Definitions of enrollment and content area have now been defined for use by all institutions, and this data will be collected for the 2016-17 academic year and beyond. Title II information on those *completing* Idaho’s programs is consistent and reliable only for the two years included below.

Table 1: Potential new teachers (Completers) produced by traditional Idaho educator preparation programs

Year	Completers by Program							Totals
	Boise State	BYU Idaho	Idaho State	College of Idaho	LCSC	NNU	U of Idaho	
2014-15	196	320	83	12	48	54	108	821
2015-16	172	384	92	20	49	56	99	872

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

In summary, while we do not have enough accurate data to determine a trend, in the last two years Idaho institutions of higher education have annually produced approximately 846 completers who are generally eligible for certification. Beginning with data from FY17, the content areas in which these candidates are being prepared will be closely followed. Some of Idaho's institutions have made concerted efforts to increase the number of candidates qualified for certification in Special Education and STEM fields.

The following is a breakdown of the approximately 15,000 active instructional staff by content area endorsement. Total certificates issued include teachers receiving full certification as well as interim certification. Interim certification is temporary, and can only be utilized for a maximum of three years while a candidate is meeting the state's requirements for full certification (with the exception of the Provisional and Alternate Authorization to Endorsement). Interim certification that is renewable for up to three years encompasses all Board-approved alternative pathways. Alternative pathways include American Board Certified Teachers of Excellence (ABCTE), Teach for America (TFA), Content-Specialist Alternative Authorization, and Teacher to New Certificate. Alternative Authorization to Endorsement and Provisional certificate routes are valid for a period of one year.

Table 2: Number receiving Idaho certifications issued with Special Education endorsement

Year	Total SpEd certificates issued
2013-2014	260
2014-2015	237
2015-2016	282
2016-2017	292

Note: A teacher that received more than one certification would only appear once in this tally.

Table 3: Number receiving Idaho certifications issued with Career Technical endorsement

Year	Total CTE certificates issued
2013-2014	33
2014-2015	51
2015-2016	61
2016-2017	56

Note: A teacher that received more than one certification would only appear once in this tally.

Table 4: Idaho certifications issued for content endorsements, by area of assignment

STEM Content Areas			
	Mathematics	Life and Physical Science	Computer and Informational Systems
2013-2014	187	142	19
2014-2015	150	138	21
2015-2016	172	171	19
2016-2017	207	184	14

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Languages and Humanities

	English Language and Literature	World Language	Humanities
2013-2014	436	74	568
2014-2015	380	68	500
2015-2016	407	48	485
2016-2017	416	63	488

Other

	Social Science	Fine and Performing Arts	Physical, Health, and Safety
2013-2014	213	247	97
2014-2015	192	194	75
2015-2016	168	200	75
2016-2017	187	173	86

Note: Area of assignment was determined by using the crosswalk between endorsements and assignments provided by SDE in the 2016-17 Assignment Credential Manual. See appendix found in Attachment A for a list of which endorsements are counted in each category. A teacher that received more than one endorsement would appear more than once in these tables; duplicated across content areas but not within.

In general, while the number of teachers certified to teach STEM courses has increased, the number of teachers certified to teach other subjects has decreased.

The following table illustrates the total number of individuals issued an initial certificate to teach in Idaho, including the percentages of those who were issued a certificate but did not choose to teach in an Idaho public school.

Table 5: Number receiving new Idaho certifications (non-duplicated), with instructional endorsements

Certification period is from Sept 1-August 31	Total certificates issued	Certificates issued to those who were employed in Idaho				Share not employed as instructional staff in an Idaho Public School
		Academic Certificates			CTE Certificates	
		Total	State of first certification			
			Idaho	Other state		
2013-2014	1,932	1,249	828	421	33	35%
2014-2015	1,720	1,180	782	398	51	31%
2015-2016	1,889	1,298	909	389	61	31%
2016-2017	1,952	1,234	821	413	56	37%

Notes: Certification period is from Sept 1-August 31. Excludes certifications with only Administration or Pupil Personnel Services endorsements. A teacher that received more than one certification would only appear once in this tally. Total certificates issued includes certificates issued to teachers who never had a teaching assignment in Idaho. State of first certification is not available for these teachers. CTE Certificates are those certificates with only CTE endorsements. Teachers with both academic and CTE endorsements would be included in the Academic certificates group

It is significant to note that approximately *one third* of the teachers who become certified in Idaho each year are not employed in Idaho as teachers. This critical finding must be further studied. Are these potential Idaho teachers using their teaching certificates in border states? Are they choosing other professions within the state? Are these potential educators choosing to stay home with their families rather than teach and, if so, could they be enticed into the classroom with part-time opportunities and job sharing? Or, are these teachers unable to find jobs in the content area in which they were prepared, or the geographic locations they desire?

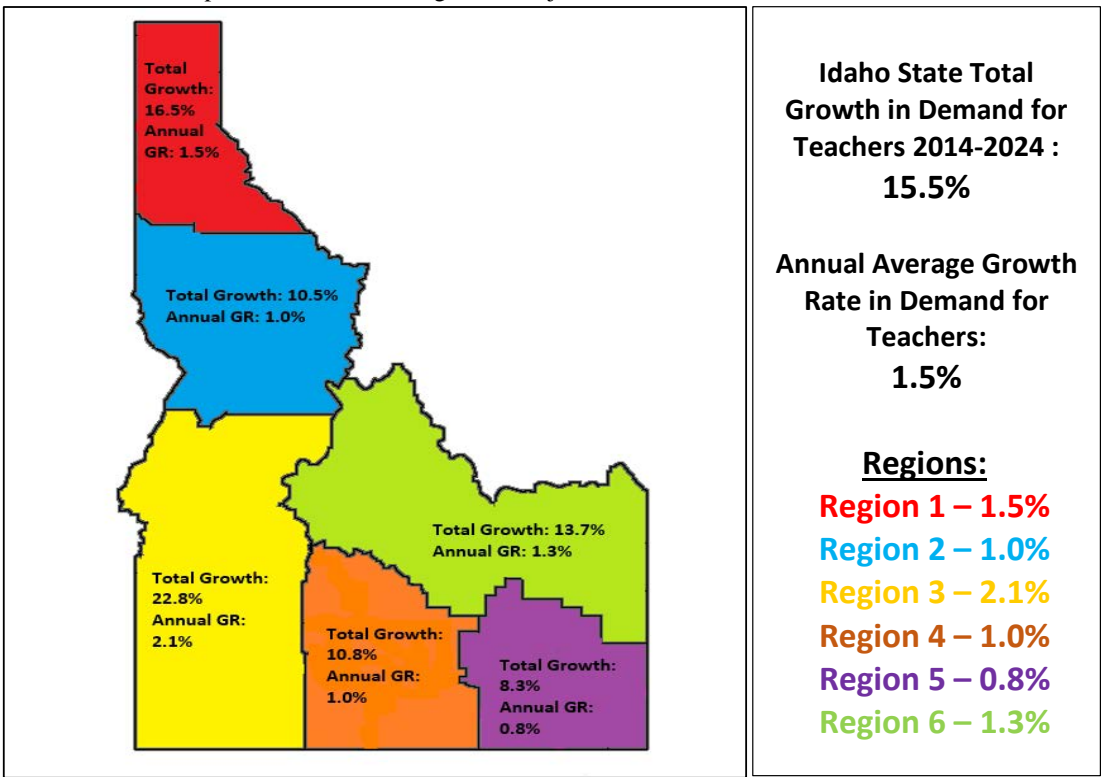
Future reports will track the subject areas held by this pool of teachers to further understand the population. If it can be determined why approximately 700 new teachers choose not to (or are unable to) teach in Idaho public schools every year, state policymakers would have critical information to shape future education policy.

Part Two: Teacher Demand in Idaho

Growth Projections

The Idaho Department of Labor projects the average increase in demand for teachers to average 1.5% annually over time.

Figure 1. Teacher Demand Projections 2014-2024
Idaho Department of Labor Long Term Projections



The number of instructional staff working in Idaho’s public schools averages 15,530 each year. After accounting for Idaho’s steady attrition rate that results in the loss of approximately 1,553

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

teachers annually, an additional 233 must be hired in various districts across the state to counter growth of student populations. The following tables illustrate attrition patterns of teachers with instructional teaching assignments.

Attrition of Idaho Teachers Statewide

According to national statistics, teacher attrition compared to other professions is high, and averages 8% annually (Sutcher, et al., 2016,). In the following table, Idaho's attrition rates are examined according to a number of factors; age, years of experience, by cohort, and by region. A teacher is counted as leaving if that teacher had an instructional assignment in one year and did not have an instructional assignment in the next year.

Table 6: Number of teachers with instructional assignments who have instructional assignments in the next school year

	Number with instructional assignment	Number with instructional assignment in next year	Attrition Rate	Number without instructional assignment but with Administrative assignment	Share who leave to become only Administrators
2013-2014	15,322	13,814	10%	108	1%
2014-2015	15,507	13,922	10%	98	1%
2015-2016	15,767	14,116	10%	114	1%

In summary, approximately ten percent of teachers with instructional assignments in one year do not have instructional assignments in the next year. Of those, only one percent left to become full-time administrators.

Table 7: Number of teachers with instructional assignments who do not have instructional assignments in the next school year, by age

	Attrition Rate - Share with an assignment in base year but without assignment in next year		
	2013-2014	2014-2015	2015-2016
Age 24 or younger	16%	18%	18%
Age 25 to 29	11%	13%	14%
Age 30 to 34	10%	9%	11%
Age 35 to 39	7%	8%	7%
Age 40 to 44	7%	6%	6%
Age 45 to 49	5%	6%	7%
Age 50 to 54	6%	7%	6%
Age 55 to 59	13%	13%	14%
Age 60 to 64	23%	28%	24%
Age 65 and older	31%	35%	36%
Overall	10%	11%	10%

Note: Age is measured as of base year. Rates higher than the overall rate are highlighted.

In summary, attrition rates in the Idaho teaching population are highest for those under the age of 35 and those over the age of 54. Of the 10% who leave the profession annually, those teachers aged 55 years or older account for 24% of Idaho's annual attrition on average, with 76% clearly leaving for reasons other than retirement. Nationally, pre-retirement attrition accounts for 66% of overall teacher attrition (Sutcher, et al., 2016, p. 3). Considering that Idaho's average annual rate of attrition is equal to approximately 1,500 teachers lost, it can be estimated that 360 retire *with 1,140 leaving teaching each year due to other compelling factors*. It is clear that Idaho is losing teachers for reasons other than retirement at a rate that is higher than the national average. This is an area that demands further research.

Table 8: Number of teachers with instructional assignments who do not have instructional assignments in the next school year, by years of experience

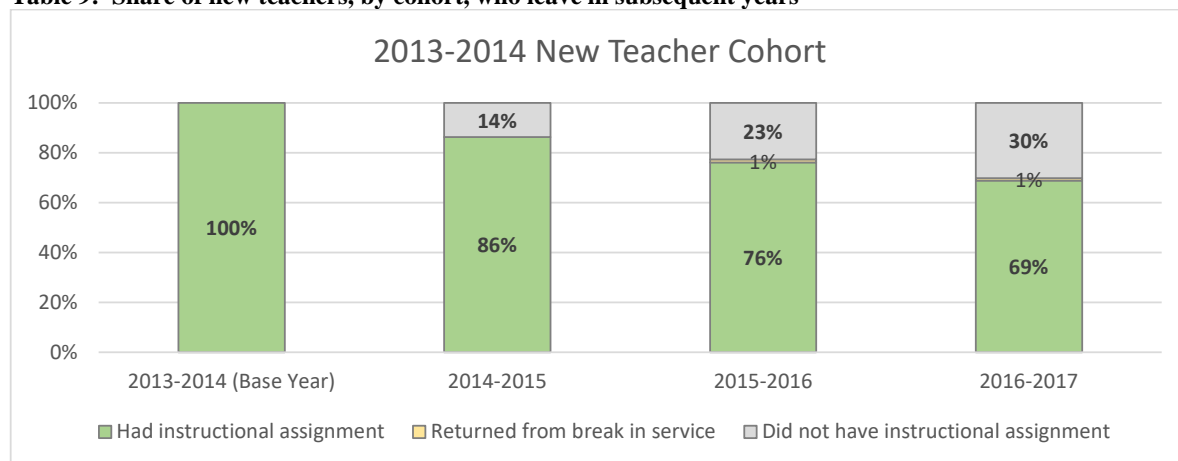
	Attrition Rate - Share with an assignment in base year but without assignment in next year		
	2013-2014	2014-2015	2015-2016
No prior experience	14%	17%	15%
0.1 to 3.9 years of experience	10%	12%	11%
4.0 to 7.9 years of experience	10%	9%	11%
8 to 10 years of experience	7%	8%	8%
More than 10 years of experience	10%	10%	10%
Overall	10%	11%	10%

Note: Experience is measured as of base year. Attrition rates higher than the overall rate are highlighted. Years of experience only includes years of teaching K-12 in Idaho.

Approximately 15 percent of new teachers leave after the first year of teaching. This is also an important statistic for further research. Do the bulk of those leaving hold interim certificates or full certificates? Are they exiting voluntarily or not?

What about beyond the first year? National estimates have suggested that “new teachers leave at rates of somewhere between 19% and 30% over their first five years of teaching” (Sutcher, et al., 2016, p.7). Using available data to follow two cohorts of new Idaho teachers, similar patterns are revealed.

Table 9: Share of new teachers, by cohort, who leave in subsequent years



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

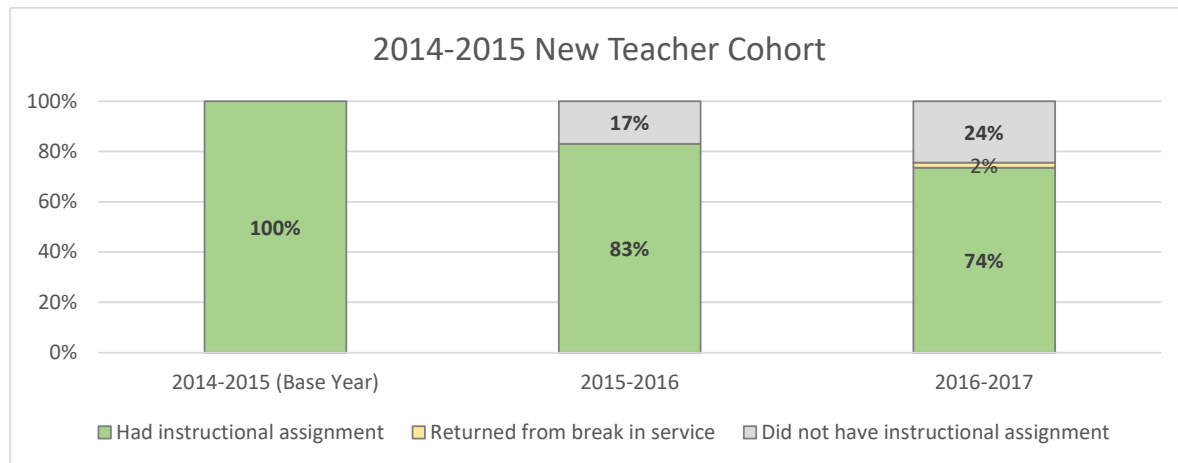


Table 9 Detail	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017
Had instructional assignment	1,399	1,207	1,065	963
Returned from break in service			17	14
Did not have instructional assignment		192	317	422
	2014-2015 (Base Year)	2015-2016	2016-2017	
Had instructional assignment	1,363	1,131	1,002	
Returned from break in service			28	
Did not have instructional assignment		232	333	

Note: This only includes teachers with 0 years of teaching experience in the base year.

In summary, approximately thirty percent of teachers who started teaching in 2013-2014 exited from teaching in an Idaho public school by 2016-2017. The trends look similar for teachers who started teaching in 2014-2015.

To give greater context to these statistics, it should be noted that one way to characterize the first three years of a teacher's experience is based upon the type of contract issued by the employing district:

- Category I Contract – 1 year contract – Non-renewable and generally signed *after August 1st*
- Category II Contract – 1st or 2nd year contract – Renewable and generally signed before August 1st
- Category III Contract – 3rd year of employment *or staff who have not been recommended for professional endorsement/status*
- Renewable Contract – 4th year and beyond – met professional endorsement/status

In the first three years of certification, dismissing a teacher can be done easily at the discretion of the district. Recently, evaluation reviews of teacher performance conducted through the State Board of Education have provided evidence that districts are diligently working to either

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

remediate or release teachers who are not proficient prior to issuing a renewable contract in the fourth year.

As noted earlier, it will be critical to understand the percentage of teachers exiting the profession voluntarily compared to those being dismissed within each new teaching cohort. In either scenario, voluntary or not, a strong case can be made for induction programs and mentor support. Countless studies have concluded that a robust induction program with well-trained, effective mentors will decrease the attrition of new teachers. “Each time a teacher leaves a district, it not only increases demand but also imposes replacement costs on districts. A decade ago, replacement costs for teachers were estimated to range from around \$4,400 in a small rural district to nearly \$18,000 in a large urban district for every teacher who leaves” (Sutcher, et al., 2016, p.5).

Referring to Table 9 below, an average of 1,553 teachers leave Idaho public schools each year. Using the lowest replacement cost estimate of \$4,400 per teacher (*from a decade ago*), we can conclude that Idaho districts spend \$6,833,200.00 every year replacing teachers lost to attrition. The actual cost is likely two to three times higher.

Statewide, between attrition (which includes retiring teachers) and student population growth, nearly 2,000 teachers are needed each year to meet the demands of Idaho school districts:

Table 10: Number of instructional staff hires needed annually to address attrition and growth

	Number with instructional assignment	Number of hires needed to account for 10% attrition annually	Number of hires needed to account for projected growth annually	TOTAL ANNUAL HIRES OF INSTRUCTIONAL STAFF NEEDED TO STAFF IDAHO SCHOOLS
2013-2014	15,322	1,532	230	1,762
2014-2015	15,507	1,551	233	1,784
2015-2016	15,767	1,577	236	1,813

If we were to use the narrow definition of “teacher shortage”, characterized by a demand comprised only of replacements for retiring teachers and new teachers needed to cover growth in enrollments, Idaho should not have an issue. With Idaho’s traditional educator preparation programs steadily producing an average of 846 teachers annually, and almost 400 teachers from out of state becoming certificated in Idaho (Table 5) there should be more than enough newly certified teachers annually to replace the average 360 teachers who retire each year and the 233 needed annually to address student population growth. In fact, there would be a surplus of teachers certificated every year. However, statewide data from multiple sources indicates steady, preretirement age attrition to be the greatest contributor to Idaho’s teacher shortage; and a critical issue we must further explore to define the specific causes.

Attrition of Idaho Teachers by District Type and Region

This section of the report examines attrition patterns of teachers with instructional teaching assignments by district type and region. As in previous tables, a teacher is counted as leaving if that teacher had an instructional assignment in one year in a district and did not have an instructional assignment in the next

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

year in that same district. Therefore, this measures attrition both from the profession as well as from the individual district.

The number of teachers with a teaching assignment in each group is tabulated, as well as the number of teachers from that group who left the district. Some teachers appear in more than one district. For instance, in the 2013-2014 school year, 906 teachers appeared in more than one district. Of those, 861 were in 2 districts, 33 were in 3 districts, 2 were in 4 districts, 1 was in 5 districts, and 9 were in 6 districts. Therefore the total teachers in each school year will not match the total teachers in earlier graphs and figures.

Table 11: District-level attrition rates by locale

	2013-2014		2014-2015		2015-2016	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
Urban	12,732	13%	12,981	14%	13,047	13%
Rural, Fringe & Distant	2,059	17%	2,026	18%	2,057	16%
Rural, Remote	1,079	16%	1,070	15%	1,075	16%
Virtual	412	12%	453	10%	484	11%

Note: Locale was determined using categories defined by the National Center for Education Statistics (NCES).

In summary, districts in rural locales have more turnover than districts in urban locales.

Table 12: District-level attrition rates by region

Region	2013-2014		2014-2015		2015-2016	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
1	1,736	12%	1,764	13%	1,779	13%
2	977	11%	927	11%	940	13%
3	6,867	14%	6,964	14%	7,058	13%
4	2,268	14%	2,307	17%	2,310	15%
5	1,438	8%	1,480	17%	1,438	13%
6	2,584	16%	2,635	16%	2,654	16%
Virtual	412	12%	453	10%	484	11%

In summary, Regions 4 and 6 consistently have among the highest district-level attrition rates although there is not a lot of variation between regions.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Table 13: One-year district-level attrition for first-year teachers

	2013-2014		2014-2015		2015-2016	
	Number of first-year teachers with instructional assignments	District-level Attrition Rate	Number of first-year teachers with instructional assignments	District-level Attrition Rate	Number of first-year teachers with instructional assignments	District-level Attrition Rate
Urban	1,090	22%	1,120	24%	1,232	19%
Rural, Fringe & Distant	223	21%	207	20%	181	33%
Rural, Remote	124	27%	90	23%	89	20%
Virtual	58	14%	27	26%	31	19%

Note: This measures attrition following the first-year of teaching for teachers with instructional assignments.

In summary, there is not a clear pattern of differences in district-level attrition for first-year teachers by locale.

Prevalence of Alternative Pathways to Certification

This section of the report examines the number of instructional staff working on interim certificates while pursuing full state certification. Pathways represented below encompass both traditional and non-traditional preparation programs.

It is important to note that pathways to certification recorded below are based upon information supplied by the Teacher Certification Database through FY16, but do not reflect current practice. Effective March 25, 2016, the *Teacher to New* designation was split into two markedly different routes in order to align with changes made in IDAPA 08.02.02.021.02 and 08.02.02.042.01. Rule now defines a clear distinction between a fully certified teacher pursuing another certificate type (either pupil personnel or administrative) and a fully certified teacher pursuing another area of endorsement. The *Teacher to New* alternative pathway to a new certificate may be granted for a maximum of three years. The *Alternative Authorization to Endorsement* is only valid for one year, but provides three different options by which to pursue the endorsement.

Because it appears that at this point the Teacher Certification Database has not yet been updated to provide data that represents the above changes, effective FY17, Board staff will work closely with the department to ensure future data is captured in detail to reflect this important distinction.

Table 14: Types and Numbers of Alternative Pathways to Certification, by Region

2013-2014	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of teachers
Region 1			5	4	16	2%
Region 2			3	4	29	4%
Region 3	38		14	57	79	3%
Region 4	19		11	17	42	4%
Region 5	17		3	22	29	5%
Region 6	25		3	43	27	4%

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Charter schools	15	3	16	20		6%
Total	114	42	163	242		
2014-2015	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of teachers
Region 1			1	6	24	2%
Region 2	1		5	3	16	3%
Region 3	28		23	41	84	3%
Region 4	9		10	35	37	4%
Region 5	4		9	15	21	4%
Region 6	12		7	36	32	4%
Charter schools	11		5	23	30	7%
Total	65		60	159	244	
2015-2016	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of teachers
Region 1	2		22		29	3%
Region 2			16		22	5%
Region 3	41		106		72	4%
Region 4	26		102		38	8%
Region 5	7		50		24	6%
Region 6	30		57		34	5%
Charter schools	13		46		23	8%
Total	119		399	0	242	14

Table 15: Types and Numbers of Alternative Pathways to Certification, by District Type

2013-2014	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
Urban	85	31	108	136		3%
Rural, Fringe & Distant	7	5	16	42		4%
Rural, Remote	7	3	23	44		8%
Total	114	42	163	242		
2014-2015	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
Urban	41	43	102	135		3%
Rural, Fringe & Distant	7	5	21	48		5%
Rural, Remote	6	7	13	31		6%
Total	65	60	159	244		
2015-2016	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
Urban	88	251		129	14	4%

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Rural, Fringe & Distant	11	57		54		7%
Rural, Remote	7	45		36		9%
Total	119	399	0	242	14	

Note: Information on teaching pathways was included only for assignments in public schools. All Public Charter School Commission-authorized charter schools should have been identified. However, district-authorized charter schools may or may not have been identified depending on how the district name was entered in the report.

Though alternative pathways to certification (alternative authorizations) are sometimes used to bring in teachers with unique skill sets for particular types of programs, these authorizations generally denote a district trying to meet a hard-to-fill position due to either a scarcity of teachers in a particular content area or difficulty in drawing candidates to a geographic location. From the above tables, it is clear that the percentage of teachers on some form of interim certificate has increased in every region over the last two years, but particularly in Region 4 where the number of alternative authorizations doubled in 2015-16. It also appears that the gap between fully certified staff vs. interim staff is widening between urban districts and all types of rural districts; fringe, distant, and remote. Not surprisingly, Rural Remote districts consistently struggle with staffing issues.

While the precise data from last year was not yet available to incorporate into this report, according to the Department of Education the trend continues. The number of approvals for alternative authorizations granted in FY17 was 931, a 17% increase over FY16, which signifies that nearly 5% of Idaho's teacher population is not fully certificated. To put this in context, in one out of every twenty Idaho classrooms, a teacher who has not fully met the state's minimal certification requirements is responsible for our students' learning.

Recommendations

The following recommendations to the Board are consistent with the early recommendations presented at the April 2017 Board Meeting,

- 1. Establish a format for a standardized Teacher Supply and Demand Report for the purpose of gauging measurable goals.** Using the information collected for this report as a starting point, develop a format for all future Teacher Supply and Demand reports. Begin building consensus around the most meaningful and relevant indicators of supply and demand for Idaho and precisely characterize each. Partnership with the State Department of Education is essential to ensure that indicators are well-defined, and that data can be consistently captured without further burdening school districts with additional reporting requirements. It is recommended a small committee convenes to further define what we expect to learn from the indicators, how those indicators might inform current and future policy, and set measurable goals to alleviate holes in the teacher pipeline.
- 2. Establish a process to ensure alignment between policy recommendations and critical teacher pipeline data.** Using this report to begin developing a consistent policy dialogue, only Pipeline Workgroup recommendations supported by current data will be prioritized for action. A process for vetting teacher pipeline data against proposed policy should be developed to ensure consistency and efficacy in addressing Idaho's teacher pipeline issues over time.

- 3. In the coming year, begin to implement workgroup recommendations that are supported by the data provided regarding Idaho's teacher pipeline.** The following are the specific, actionable recommendations created by the Pipeline Workgroup over the course of the last ten months. At the October 12, 2017 meeting, workgroup members voted on ten specific recommendations. Twenty-three of the thirty-seven members participated. All of the recommendations were unanimously supported with the exception of six "no" votes regarding the establishment of a mastery-based pathway to certification. Once it was agreed that Idaho's colleges and universities would work together to quickly establish a single mastery pathway before seeking outside providers, the recommendation received full support.

Each recommendation is listed below. Though work group members had access to preliminary data, the information presented in this report was not yet available at the October meeting. From the first convening in February 2017, the intention of the workgroup was to propose action items grounded in fact and best practices. Of the ten initial recommendations, only those supported by current data are being proposed for immediate action. All others are categorized as items for future consideration. Additionally, if a recommendation has been cited as a "top idea" by the Education Policy Center of the American Institutes for Research (AIR), it is noted here with references to which other states are engaged in similar work.

a) Attract/Recruit: Attracting talent and creating incentives to teach

According to information drawn from the Department of Education's Teacher Certification Database, maintaining our current teaching workforce must be Idaho's highest priority, not necessarily attracting new talent and incentivizing teaching; the exception being districts designated within the rural categories. Incentives to teacher should be targeted to support rural districts, but statewide the priority must be focused on retaining the current teacher workforce. For these reasons the following two action items are recommended for immediate action:

- i. Explore incentives to teach in rural districts: Loan forgiveness, housing options, hiring bonuses, and scholarships for candidates committing to district the district for a specified period of time**
- ii. Continue to support higher salaries and compensation packages / Fund the third rung of the Career Ladder** (Cited by AIR referencing work being done in Nevada, Arizona, Minnesota, New Mexico, Tennessee, and Louisiana)

Recommendations for future consideration include:

- iii. Develop a public service announcement campaign uniquely focused on the Idaho lifestyle and Idaho schools to attract new teachers
- iv. Explore statewide incentives to pursue teaching
- v. Create opportunities for scholarships to support full-time student teachers

b) **Prepare/Certify: Alternate routes and “Grow Your Own” strategies**

Based upon the increasing number of Alternative Authorizations being issued, both recommendations in this category are being prioritized. In November 2017, the Board acted proactively in approving a mastery-based route to teaching that will embrace the same rigor and utilize the same performance assessments as traditional routes to teacher preparation, but be noticeably more affordable than current routes. The length of time it generally takes to get a teacher fully certified through the current pathways is also significantly decreased in this mastery-based model. While policymakers strive to address the issues at the core of our “leaking” teacher pipeline, vacancies throughout the state must be filled with competent candidates that will be well-supported, and more likely to remain in those teaching positions for the long run. Additionally, a dual credit program must be developed to assist interested high school students in pursuing teaching. This is especially critical for districts located in rural remote areas to grow their own teaching force. The program must be affordable and expedient.

vi. **Develop a Mastery-based Content Specialist program to supplement the current alternative authorizations**

vii. **Closer alignment between secondary and postsecondary education courses and increase specific dual credit opportunities to expedite preparation for high school students interested in teaching**

c) **Retain: Development and support for all teachers, including induction programs, evaluation feedback, and teacher leadership opportunities**

It is clear that this area, retaining Idaho’s teachers, must be the area of greatest focus and immediate attention. Further research is critical to determine the key issues that are compelling Idaho teachers to leave the classroom. In the meantime, however, work group recommendations mirror best practices in teacher retention nationally.

viii. **Support mentor program standards and explore a variety of innovative mentoring models, training supports, resources** (Cited by AIR referencing work being done to develop robust induction programs and mentoring in Arizona, New Mexico, Louisiana, Michigan, Colorado, Connecticut, Delaware, New Jersey, Oregon, and Massachusetts)

ix. **Emphasize evaluation practices that balance accountability and teacher driven professional growth with measurable outcomes** (Cited by AIR referencing evaluation measures that encourage professional growth implemented in Kentucky, Washington, and New York)

x. **Explore option for a “Teacher Backpack” through reallocation of a percentage of PD money to support teachers in individualizing their professional growth opportunities and pursuing leadership roles according to their Individualized Professional Learning Plan** (Cited by AIR referencing work being done to develop professional learning opportunities resulting in greater leadership roles for teachers in New

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Mexico, Louisiana, Michigan, Delaware, Oregon, New Mexico, North Dakota, Minnesota, Tennessee, and Nevada)

Conclusion

Retention is clearly the primary issue facing Idaho's supply of highly effective teachers. Because 76% of the 1,550 teachers who leave the profession every year exit prior to retirement age, Idaho's rate of preretirement teacher attrition is 10% higher than the national average. Idaho's traditional educator preparation programs are steadily producing an average of 846 teachers annually and Idaho issues approximately 400 certificates to teachers from other states; this should be more than enough newly certified teachers to replace the average 360 teachers who retire and the 233 needed annually to address student population growth. Until Idaho's leaky pipeline is addressed, however, teacher shortages will have a constant presence in our education landscape.

Idaho policymakers may want to consider creating a research agenda that follows cohorts of teachers from preparation through their first five years of teaching, comparing attrition rates between those who are fully certified versus those utilizing alternate routes, and distinguishing whether they are leaving the classroom voluntarily or not. Another critical area for research would be to understand why 33% of the teachers who receive an initial Idaho teaching certificate choose not to serve in our public schools, perhaps by incorporating a survey as part of the certification application process or upon graduation from Idaho preparation programs. Finally, it is most critical to the health of Idaho education to discover the contributing circumstances that cause over 1,000 teachers to leave teaching every year for reasons other than retirement.

As we strive to better understand the factors that underlie the attrition in our teaching workforce across the state, we will be able to recognize those policy options that are addressing the true challenges in preparing and retaining high quality teachers. However, until we have identified the issues that best characterize the faults in Idaho's teacher pipeline, some major factors influencing national teacher retention have been identified (Sutcher, et al., 2016,) which can be acted upon immediately:

- 1) Compensation that is competitive with other occupations;
- 2) Preparation that focuses on pedagogical training and is affordable;
- 3) Mentoring and induction programs that utilize trained mentors and adequate release time for collaboration.

The Pipeline Workgroup has offered actionable recommendations that touch on each of these categories.

Reference:

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the US. *Learning Policy Institute*.

Attachment 2. Pipeline Report Detail

2017 Teacher Pipeline Report¹

Table 1: IHE Completers

Table 2: Number receiving New Idaho certifications (non-duplicated), instructional endorsements only

Significant fact: About a third of instructional teachers who are certified in Idaho each year are not employed in Idaho. The number of instructional teachers certified and employed in Idaho is relatively constant.

	Total certificates issued	Certificates issued to those who were employed in Idaho				Share not employed in Idaho
		Academic Certificates			CTE Certificates	
		Total	State of first certification			
			Idaho	Other state		
2013-2014	1,932	1,249	828	421	33	35%
2014-2015	1,720	1,180	782	398	51	31%
2015-2016	1,889	1,298	909	389	61	31%
2016-2017	1,952	1,234	821	413	56	37%

Notes: Excludes certifications with only Administration or Pupil Personnel Services endorsements. A teacher that received more than one certification would only appear once in this tally. Total certificates issued includes certificates issued to teachers who never had a teaching assignment in Idaho. State of first certification is not available for these teachers. CTE Certificates are those certificates with only CTE endorsements. Teachers with both academic and CTE endorsements would be included in the Academic certificates group.

Table 3: Idaho certifications issued by school level (duplicated), instructional endorsements only

Significant fact: The number of elementary and secondary certificates issued in 2016-2017 is the same as the number issued in 2013-2014.

	Elementary	Secondary
2013-2014	1,044	831
2014-2015	866	735
2015-2016	1,049	780
2016-2017	1,042	829

Notes: Excludes certifications with only Administration or Pupil Personnel Services endorsements. A teacher that received more than one certification could appear more than once in this tally. Excludes CTE only endorsements as they would be eligible to teach only at the Secondary level. This covers all certificates issued. School level was determined by the endorsements issued. See Appendix I for a list of endorsements and how they were classified. Endorsements could also cover All Grades – these endorsements were not included in this analysis.

¹ Cathleen M. McHugh, Ph.D.
Principal Research Analyst
Idaho State Board of Education
cathleen.mchugh@osbe.idaho.gov

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Table 4: Number receiving Idaho certifications issued with Special Education endorsements

Significant fact: The number of certifications issued with Special Education endorsements is higher in 2016-2017 than in any other year.

	Total certificates issued
2013-2014	260
2014-2015	237
2015-2016	282
2016-2017	292

Notes: A teacher that received more than one certification would only appear once in this tally.

Table 5: Idaho certifications issued for select secondary endorsements, by area of assignment

Significant fact: While the number of teachers certified to teach STEM courses has increased, the number of teachers certified to teach other subjects has decreased.

STEM

	Mathematics	Life and Physical Science	Computer and Informational Systems
2013-2014	187	142	19
2014-2015	150	138	21
2015-2016	172	171	19
2016-2017	207	184	14

Languages and Humanities

	English Language and Literature	World Language	Humanities
2013-2014	436	74	568
2014-2015	380	68	500
2015-2016	407	48	485
2016-2017	416	63	488

Other

	Social Science	Fine and Performing Arts	Physical, Health, and Safety
2013-2014	213	247	97
2014-2015	192	194	75
2015-2016	168	200	75
2016-2017	187	173	86

Note: Area of assignment was determined by using the crosswalk between endorsements and assignments provided by SDE in the 2016-17 Assignment Credential Manual. See appendix for a list of which endorsements are counted in each category. Special education endorsements were not included. A teacher would appear only once in each subject category but may appear in more than one subject category.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

DECEMBER 21, 2017

What are the demographic characteristics of teachers?

This section of the report examines characteristics of teachers who had instructional teaching assignments. Teachers with only summer school teaching assignments were excluded. Assignments were only included if they were instructional. An assignment was categorized as being instructional if it fell into one of the following subject matter areas:

- 00: Elementary Education
- 01 & 51: English Language and Literature
- 02 & 52: Mathematics
- 03 & 53: Life and Physical Science
- 04 & 54: Social Science
- 05 & 55: Fine and Performing Arts
- 06 & 56: World Language
- 07 & 57: Humanities
- 08 & 58: Physical, Health, and Safety Education
- 09 & 59: Military Science
- 10 & 60: Computer and Information Systems
- 11 & 61: Communications and Audio/Visual Technology
- 12 & 62: Business and Marketing
- 13 & 63: Manufacturing
- 14: Health Care Sciences - CTE
- 15: Public, Protective, and Governmental Services – CTE
- 16: Hospitality and Tourism – CTE
- 17 & 67: Architecture and Construction
- 18 & 68: Agriculture, Food, and Natural Resources
- 19 & 69: Human Services
- 20 & 70: Transportation, Distribution, and Logistics
- 21 & 71: Engineering and Technology
- 23 & 73: Special Education Services

Assignments were categorized as not being instructional if they fell into one of the following subject matter areas:

- 22 & 72: Miscellaneous/Elective Course Only
- 31: Teacher Support – Certified
- 32: Pupil Personnel Services - Certified
- 33: Education Media – Certified
- 4X: Administration – Certified
- 86: Early Graduation

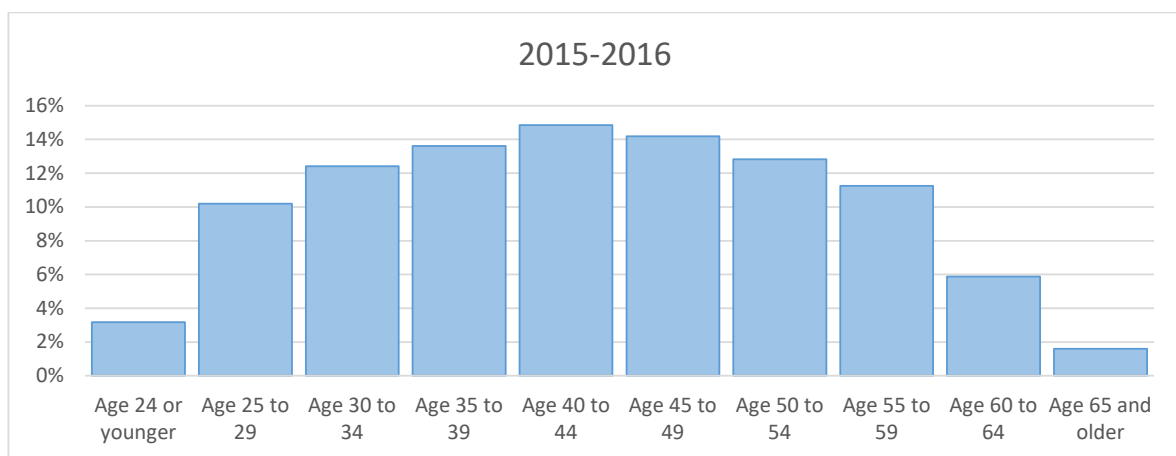
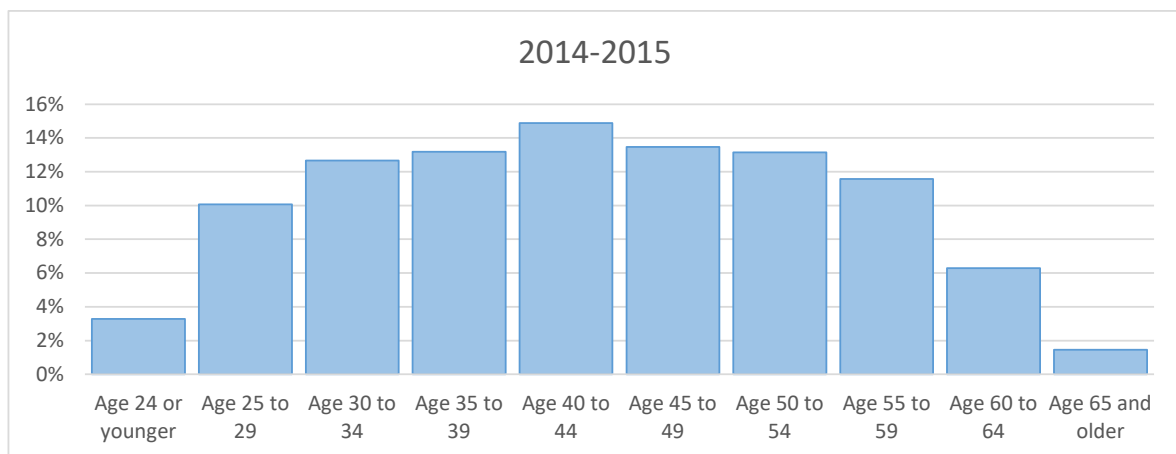
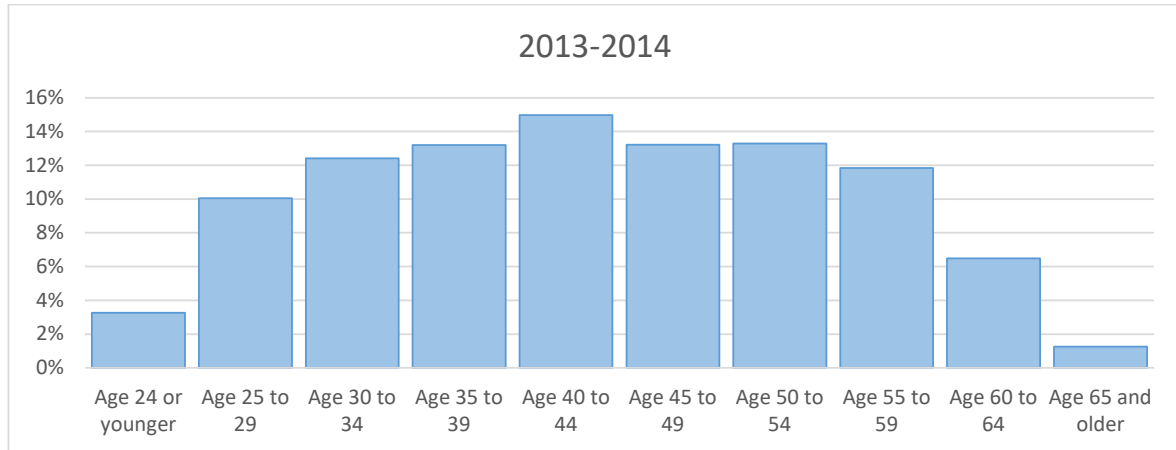
Assignments that were restricted or only served Pre-Kindergarten were also excluded.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

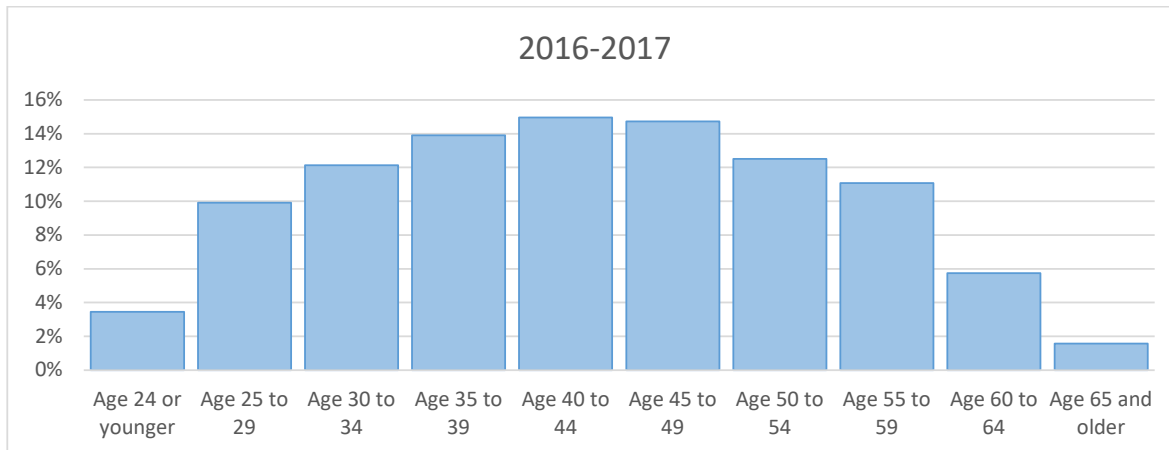
DECEMBER 21, 2017

Table 6: Age

Significant fact: Teachers with instructional assignments are fairly evenly distributed across the different age groups.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

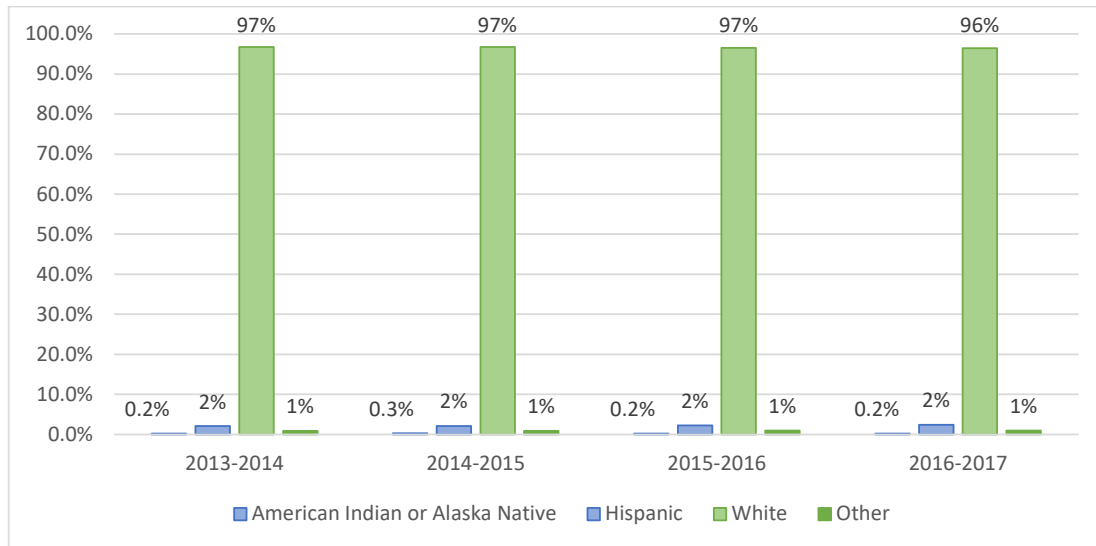


	2013-2014	2014-2015	2015-2016	2016-2017
Age 24 or younger	3% 499	3% 508	3% 501	3% 552
Age 25 to 29	10% 1,540	10% 1,561	10% 1,606	10% 1,590
Age 30 to 34	12% 1,902	13% 1,963	12% 1,957	12% 1,946
Age 35 to 39	13% 2,022	13% 2,044	14% 2,145	14% 2,230
Age 40 to 44	15% 2,295	15% 2,309	15% 2,340	15% 2,398
Age 45 to 49	13% 2,025	13% 2,090	14% 2,236	15% 2,362
Age 50 to 54	13% 2,036	13% 2,039	13% 2,020	13% 2,007
Age 55 to 59	12% 1,813	12% 1,793	11% 1,771	11% 1,775
Age 60 to 64	6% 995	6% 974	6% 926	6% 921
Age 65 and older	1% 194	1% 225	2% 252	2% 253

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Table 8: Race/ethnicity

Significant fact: There has been an increase in the number of Hispanic teachers with instructional assignments. However, the vast majority of teachers with instructional assignments are White.



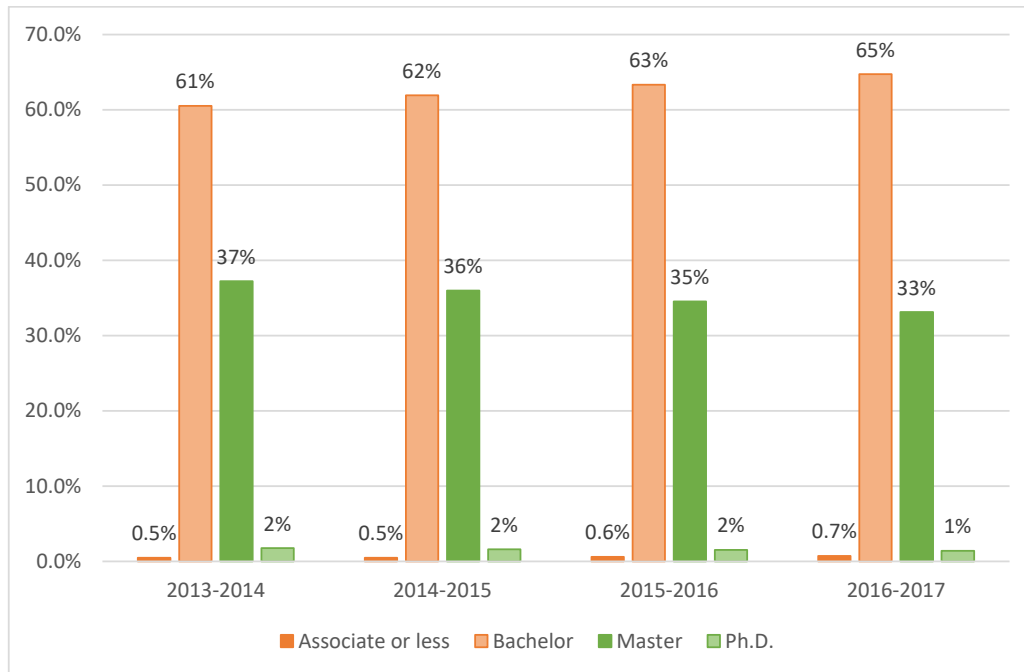
	2013-2014	2014-2015	2015-2016	2016-2017
American Indian or Alaska Native	0.2% 35	0.3% 41	0.2% 37	0.2% 35
Hispanic	2% 315	2% 323	2% 347	2% 376
White	97% 14,831	97% 15,003	97% 15,224	96% 15,463
Other	1% 141	1% 140	1% 159	1% 161

Note: Other race includes those identified as Asian, Native Hawaiian or other Pacific Islander, Black or African American, Two or more races, and those missing data on race/ethnicity.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Table 9: Highest Degree Earned

Significant fact: The vast majority of teachers with instructional assignments have either a Bachelor or a Master degree. Over the past four years, there has been a steady decrease in the share with a Master degree and a corresponding increase in the share with a Bachelor degree.



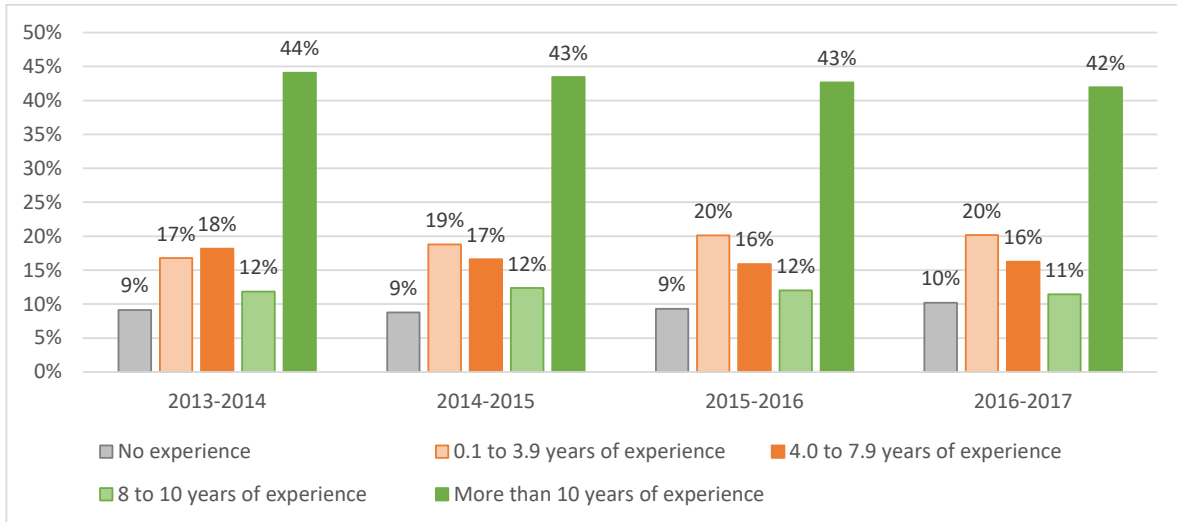
	2013-2014	2014-2015	2015-2016	2016-2017
Associate or less	0.5%	0.5%	0.6%	0.7%
	72	77	93	118
Bachelor	61%	62%	63%	65%
	9,274	9,604	9,985	10,378
Master	37%	36%	35%	33%
	5,704	5,578	5,449	5,312
Ph.D.	2%	2%	2%	1%
	272	248	240	226

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

DECEMBER 21, 2017

Table 10: Year of K-12 teaching experience in Idaho

Significant fact: A little over 40 percent of teachers with instructional assignments have over ten years of K-12 Idaho teaching experience. Approximately 10 percent of teachers with instructional assignments have no prior teaching experience.



	2013-2014	2014-2015	2015-2016	2016-2017
No experience	9% 1,399	9% 1,363	9% 1,469	10% 1,637
0.1 to 3.9 years of experience	17% 2,570	19% 2,914	20% 3,167	20% 3,233
4.0 to 7.9 years of experience	18% 2,786	17% 2,577	16% 2,506	16% 2,604
8 to 10 years of experience	12% 1,811	12% 1,916	12% 1,894	11% 1,838
More than 10 years of experience	44% 6,755	43% 6,736	43% 6,718	42% 6,722

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Patterns of teacher attrition

This section of the report examines attrition patterns of teachers with instructional teaching assignments. The same definitions applied in the last section were applied in this section. A teacher is counted as leaving if that teacher had an instructional assignment in one year and did not have an instructional assignment in the next year.²

Table 11: Number of teachers with instructional assignments who have instructional assignments in the next school year

Significant fact: Approximately ten percent of teachers with instructional assignments in one year do not have instructional assignments the next year. Only 1 percent of those left to become only administrators.

	Number with instructional assignment	Number with instructional assignment in next year	Attrition Rate	Number without instructional assignment but with Administrative assignment	Share who leave to become only Administrators
2013-2014	15,322	13,814	10%	108	1%
2014-2015	15,507	13,922	10%	98	1%
2015-2016	15,767	14,116	10%	114	1%

² One district did not properly enter data for the 2014-2015 school year. The data they entered indicated that all of their teachers left that year. For this section, I coded that district's teachers as being present in 2014-2015 if that teacher was present in the district in 2013-2014 and also present in 2015-2016.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Table 12: Number of teachers with instructional assignments who have instructional assignments in the next school year, by age

Significant fact: Attrition rates are highest for those under the age of 35 and those over the age of 54.

	Attrition Rate - Share with an assignment in base year but without assignment in next year		
	2013-2014	2014-2015	2015-2016
Age 24 or younger	16%	18%	18%
Age 25 to 29	11%	13%	14%
Age 30 to 34	10%	9%	11%
Age 35 to 39	7%	8%	7%
Age 40 to 44	7%	6%	6%
Age 45 to 49	5%	6%	7%
Age 50 to 54	6%	7%	6%
Age 55 to 59	13%	13%	14%
Age 60 to 64	23%	28%	24%
Age 65 and older	31%	35%	36%
Overall	10%	11%	10%

Note: Age is measured as of base year. Rates lower than the overall rate are highlighted.

Table 13: Number of teachers with instructional assignments who have instructional assignments in the next school year, by years of experience

Significant fact: Approximately 15 percent of new teachers leave after the first year.

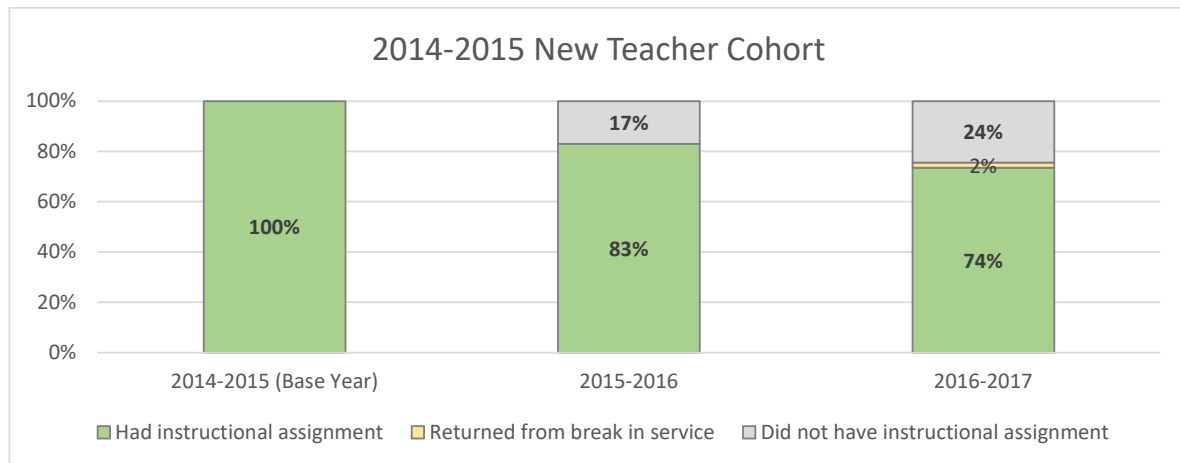
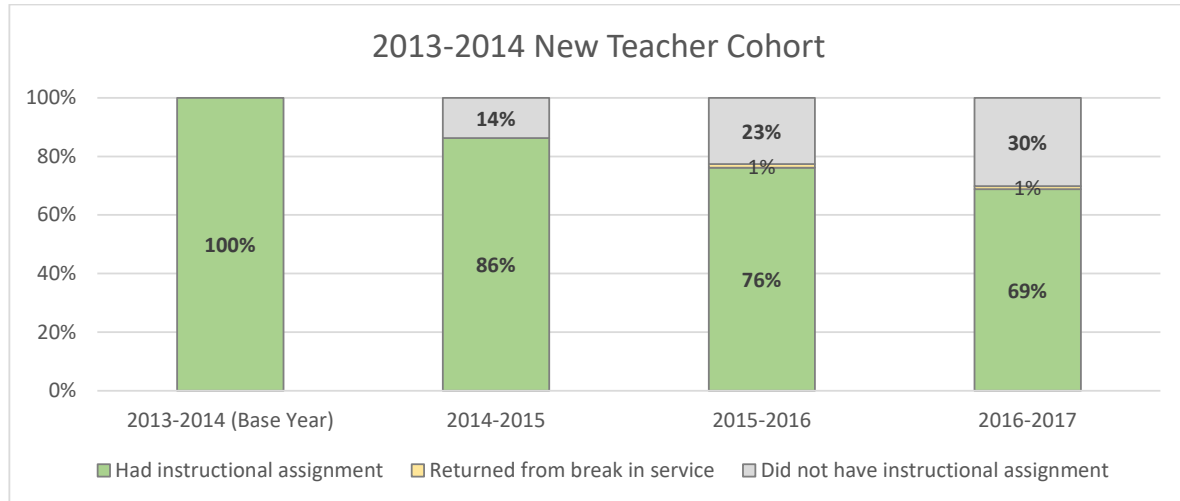
	Attrition Rate - Share with an assignment in base year but without assignment in next year		
	2013-2014	2014-2015	2015-2016
No prior experience	14%	17%	15%
0.1 to 3.9 years of experience	10%	12%	11%
4.0 to 7.9 years of experience	10%	9%	11%
8 to 10 years of experience	7%	8%	8%
More than 10 years of experience	10%	10%	10%
Overall	10%	11%	10%

Note: Experience is measured as of base year. Attrition rates higher than the overall rate are highlighted. Years of experience only includes years of teaching K-12 in Idaho.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

Table 14: Share of new teacher cohort who leave in subsequent years

Significant fact: Approximately 70 percent of teachers who started teaching in 2013-2014 were still teaching in 2016-2017. The trends look similar for teachers who started teaching in 2014-2015.



	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017
Had instructional assignment	1,399	1,207	1,065	963
Returned from break in service			17	14
Did not have instructional assignment		192	317	422
	2014-2015 (Base Year)	2015-2016	2016-2017	
Had instructional assignment	1,363	1,131	1,002	
Returned from break in service			28	
Did not have instructional assignment		232	333	

Note: This only includes teachers with 0 years of teaching experience in the base year.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

This section of the report examines attrition patterns of teachers with instructional teaching assignments by district. Most of the same definitions applied in the last section were applied in this section. A teacher is counted as leaving if that teacher had an instructional assignment in one year in a district and did not have an instructional assignment in the next year in that same district. Therefore, this measures attrition both from the teaching profession as well as from the individual district.

The number of teachers with teaching assignment in each group is tabulated as well as the number of teachers from that group who left the district. Some teachers appear in more than one district. For instance, in the 2013-2014 school year, 906 teachers appeared in more than one district. Of those, 861 were in 2 districts, 33 were in 3 districts, 2 were in 4 districts, 1 was in 5 districts, and 9 were in 6 districts. Therefore the total teachers in each school year will not match the total teachers in earlier graphs and figures.

Table 15: District-level attrition rates by locale

Significant fact: Districts in rural locales have more turnover than districts in urban locales.

	2013-2014		2014-2015		2015-2016	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
Urban	12,732	13%	12,981	14%	13,047	13%
Rural, Fringe & Distant	2,059	17%	2,026	18%	2,057	16%
Rural, Remote	1,079	16%	1,070	15%	1,075	16%
Virtual	412	12%	453	10%	484	11%

Note: Locale was determined using categories defined by the National Center for Education Statistics (NCES).

Table 16: District-level attrition rates by region

Significant fact: Regions 4 and 6 consistently have among the highest district-level attrition rates although there is not a lot of variation between regions.

Region	2013-2014		2014-2015		2015-2016	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
1	1,736	12%	1,764	13%	1,779	13%
2	977	11%	927	11%	940	13%
3	6,867	14%	6,964	14%	7,058	13%
4	2,268	14%	2,307	17%	2,310	15%
5	1,438	8%	1,480	17%	1,438	13%
6	2,584	16%	2,635	16%	2,654	16%
Virtual	412	12%	453	10%	484	11%

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Table 17: One-year district-level attrition for first-year teachers

Significant fact: There is not a clear pattern of differences in district-level attrition for first-year teachers by locale.

	2013-2014		2014-2015		2015-2016	
	Number of first-year teachers with instructional assignments	District- level Attrition Rate	Number of first-year teachers with instructional assignments	District- level Attrition Rate	Number of first-year teachers with instructional assignments	District- level Attrition Rate
Urban	1,090	22%	1,120	24%	1,232	19%
Rural, Fringe & Distant	223	21%	207	20%	181	33%
Rural, Remote	124	27%	90	23%	89	20%
Virtual	58	14%	27	26%	31	19%

Note: This measures attrition following the first-year of teaching for teachers with instructional assignments.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

How prevalent are the use of alternative paths?

Districts were only included if they were public. All PCSC-authorized charter schools should have been identified. However, district-authorized charter schools may or may not have been identified depending on how the district name was entered in the report.

2013-2014		ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of teachers
	1			5	4	16	2%
	2			3	4	29	4%
	3	38		14	57	79	3%
	4	19		11	17	42	4%
	5	17		3	22	29	5%
	6	25		3	43	27	4%
Charter schools		15		3	16	20	6%
Total		114		42	163	242	
2014-2015		ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
	1			1	6	24	2%
	2	1		5	3	16	3%
	3	28		23	41	84	3%
	4	9		10	35	37	4%
	5	4		9	15	21	4%
	6	12		7	36	32	4%
Charter schools		11		5	23	30	7%
Total		65		60	159	244	
2015-2016		ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
	1	2		22		29	3%
	2			16		22	5%
	3	41		106		72	4%
	4	26		102		38	8%
	5	7		50		24	6%
	6	30		57		34	5%
Charter schools		13		46		23	8%
Total		119		399	0	242	14

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

2013-2014	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
Urban	85	31	108	136		3%
Rural, Fringe & Distant	7	5	16	42		4%
Rural, Remote	7	3	23	44		8%
Total	114	42	163	242		
2014-2015	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
Urban	41	43	102	135		3%
Rural, Fringe & Distant	7	5	21	48		5%
Rural, Remote	6	7	13	31		6%
Total	65	60	159	244		
2015-2016	ABCTE	Content Specialist	Prov Auth	Teacher to New	TFA	Share of instructional teachers
Urban	88	251		129	14	4%
Rural, Fringe & Distant	11	57		54		7%
Rural, Remote	7	45		36		9%
Total	119	399	0	242	14	

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Appendix I: Classification of endorsements

Classification of endorsements to assignment areas

Mathematics	
7300	Mathematics (6-12)
7320	Mathematics - Basic (6-12)
7400	Computer Science (6-12)
7990	Engineering (6-12)
8300	Mathematics (5-9)
8320	Mathematics - Basic (5-9)

Life and Physical Science	
7400	Computer Science (6-12)
7420	Natural Science (6-12)
7421	Biological Science (6-12)
7430	Physical Science (6-12)
7440	Chemistry (6-12)
7450	Physics (6-12)
7451	Earth and Space Science (6-12)
7452	Geology (6-12)
7990	Engineering (6-12)
8420	Natural Science (5-9)
8421	Biological Science (5-9)
8430	Physical Science (5-9)
8440	Chemistry (5-9)
8450	Physics (5-9)
8451	Earth and Space Science (5-9)
8452	Geology (5-9)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Computer and Informational Systems	
7092	Marketing Technology Education (6-12)
7093	Business Technology Education (6-12)
7400	Computer Science (6-12)
7981	Technology Education (6-12)
8092	Marketing Technology Education (5-9)
8093	Business Technology Education (5-9)
8400	Computer Science (5-9)
8981	Technology Education (5-9)

English Language and Literature	
7038	Bilingual Education (K-12)
7120	English (6-12)
7126	English as a New Language (ENL) (K-12)
7139	Literacy (K-12)
7144	Communication (6-12)
8120	English (5-9)
8144	Communication (5-9)

Physical, Health, and Safety Education	
7511	Physical Education (PE) (K-12)
7512	Physical Education (PE) (6-12)
7520	Health (6-12)
7521	Health (K-12)
8510	Physical Education (PE) (5-9)
8520	Health (5-9)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

World Language	
7700	World Language (6-12)
7701	World Language - American Sign Language (K-12)
7702	World Language - American Sign Language (6-12)
7710	World Language (K-12)
7711	World Language - Spanish (K-12)
7712	World Language - French (K-12)
7713	World Language - German (K-12)
7714	World Language - Russian (K-12)
7715	World Language - Chinese (K-12)
7720	World Language - Spanish (6-12)
7730	World Language - French (6-12)
7740	World Language - German (6-12)
7750	World Language - Latin (K-12)
7760	World Language - Russian (6-12)
7770	American Indian Language (6-12)
7779	World Language - Greek (6-12)
7780	World Language - Greek (K-12)
7781	World Language - Arabic (6-12)
7782	World Language - Arabic (K-12)
7789	World Language - Persian (6-12)
7790	World Language - Persian (K-12)
7791	World Language - Portuguese (K-12)
7792	World Language - Japanese (K-12)
7793	World Language - Italian (K-12)
7794	World Language - Hebrew (K-12)
7795	World Language - Korean (K-12)
7796	World Language - Chinese (6-12)
7797	World Language - Slovak (K-12)
7798	World Language - Czech (K-12)
8700	World Language (5-9)
8702	World Language - American Sign Language (5-9)
8720	World Language - Spanish (5-9)
8740	World Language - German (5-9)
8760	World Language - Russian (5-9)
8781	World Language - Arabic (5-9)
8790	World Language - Persian (5-9)
8796	World Language - Chinese (5-9)
8830	World Language - French (5-9)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Humanities			
7120	English (6-12)	7851	Visual Arts (K-12)
7133	Humanities (6-12)	7852	Visual Arts (6-12)
7200	Social Studies (6-12)	8120	English (5-9)
7221	History (6-12)	8133	Humanities (5-9)
7229	Sociology (6-12)	8229	Sociology (5-9)
7231	Psychology (6-12)	8231	Psychology (5-9)
7236	Sociology/Anthropology (6-12)	8700	World Language (5-9)
7700	World Language (6-12)	8720	World Language - Spanish (5-9)
7710	World Language (K-12)	8740	World Language - German (5-9)
7711	World Language - Spanish (K-12)	8760	World Language - Russian (5-9)
7712	World Language - French (K-12)	8781	World Language - Arabic (5-9)
7713	World Language - German (K-12)	8790	World Language - Persian (5-9)
7714	World Language - Russian (K-12)	8796	World Language - Chinese (5-9)
7715	World Language - Chinese (K-12)	8830	World Language - French (5-9)
7720	World Language - Spanish (6-12)	8852	Visual Arts (5-9)
7730	World Language - French (6-12)		
7740	World Language - German (6-12)		
7750	World Language - Latin (K-12)		
7760	World Language - Russian (6-12)		
7779	World Language - Greek (6-12)		
7780	World Language - Greek (K-12)		
7781	World Language - Arabic (6-12)		
7782	World Language - Arabic (K-12)		
7789	World Language - Persian (6-12)		
7790	World Language - Persian (K-12)		
7791	World Language - Portuguese (K-12)		
7792	World Language - Japanese (K-12)		
7793	World Language - Italian (K-12)		
7794	World Language - Hebrew (K-12)		
7795	World Language - Korean (K-12)		
7796	World Language - Chinese (6-12)		
7797	World Language - Slovak (K-12)		
7798	World Language - Czech (K-12)		
7810	Music (K-12)		
7820	Music (6-12)		

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Social Science	
7200	Social Studies (6-12)
7221	History (6-12)
7222	American Government/Political Science (6-12)
7226	Geography (6-12)
7228	Economics (6-12)
7229	Sociology (6-12)
7231	Psychology (6-12)
7236	Sociology/Anthropology (6-12)
8200	Social Studies (5-9)
8221	History (5-9)
8222	American Government/Political Science (5-9)
8226	Geography (5-9)
8228	Economics (5-9)
8229	Sociology (5-9)
8231	Psychology (5-9)
8236	Sociology/Anthropology (5-9)

Fine and Performing Arts	
7134	Journalism (6-12)
7137	Theater Arts (6-12)
7511	Physical Education (PE) (K-12)
7512	Physical Education (PE) (6-12)
7810	Music (K-12)
7820	Music (6-12)
7851	Visual Arts (K-12)
7852	Visual Arts (6-12)
8134	Journalism (5-9)
8137	Theater Arts (5-9)
8510	Physical Education (PE) (5-9)
8820	Music (5-9)
8852	Visual Arts (5-9)

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Classification of endorsements: CTE, Special Education, Grade Range

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
1010: Marketing	X	-	Secondary
108: Animal Health & Veterinary Sci	X	-	Secondary
1080: Sales	X	-	Secondary
1085: Hospitality	X	-	Secondary
109: Agriculture Business & Mgm	X	-	Secondary
110: Agriculture Production	X	-	Secondary
114: Farm & Ranch Management	X	-	Secondary
130: Agricultural Power Machinery	X	-	Secondary
150: Horticulture	X	-	Secondary
161: Aquaculture	X	-	Secondary
170: Forestry	X	-	Secondary
174: Natural Resource Management	X	-	Secondary
2000: Orientation Health Occupations	X	-	Secondary
2011: Dental Assisting	X	-	Secondary
2013: Dental Laboratory Technology	X	-	Secondary
2015: Dental Hygiene	X	-	Secondary
2030: Dietitian	X	-	Secondary
2032: Practical Nursing	X	-	Secondary
2033: Nursing Assistant	X	-	Secondary
2035: Surgical Technology	X	-	Secondary
2050: Rehab/Therapeutic Services	X	-	Secondary
2060: Radiology Technology	X	-	Secondary
2080: Mental Health Technology	X	-	Secondary
2085: Emergency Medical Technician	X	-	Secondary
2093: Respiratory Therapy	X	-	Secondary
2094: Medical Assisting	X	-	Secondary
2095: Pharmacy Assisting	X	-	Secondary
2096: Medical Administrative Assisting	X	-	Secondary
2097: Health Informatics	X	-	Secondary
2098: Sports Medicine/Athletic Train	X	-	Secondary
2099: Personal Trainer	X	-	Secondary
3020: Child Dev Care & Guidance	X	-	Secondary
3023: Food Service	X	-	Secondary
3025: Culinary Arts	X	-	Secondary
3030: Fashion and Interiors 6/12	X	-	Secondary
4010: Bookkeeping	X	-	Secondary

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
4015: Business Management/Finance	X	-	Secondary
4020: Microcomputer Applications	X	-	Secondary
4021: Computer Graphic Communication	X	-	Secondary
4023: Business Data Processing	X	-	Secondary
4024: Information/Communication Tech	X	-	Secondary
4025: Word Processing Technology	X	-	Secondary
4026: Network Support Technician	X	-	Secondary
4030: General Office Clerical	X	-	Secondary
4060: Medical Professional Assistant	X	-	Secondary
4070: General Office Secretarial	X	-	Secondary
4075: Accounting	X	-	Secondary
4080: Paralegal/Legal Assisting	X	-	Secondary
5014: General Engineering (PLW)	X	-	Secondary
5015: Principles of Engineering	X	-	Secondary
5016: Civil Engineering Technology	X	-	Secondary
5017: Surveying Technology	X	-	Secondary
5018: Electronic Technology	X	-	Secondary
5019: Electromechanical Technology	X	-	Secondary
5020: Laser Electro-Optics	X	-	Secondary
5022: Manufacturing Technology	X	-	Secondary
5023: Computer Assisted Production	X	-	Secondary
5025: Semiconductor Technology	X	-	Secondary
5030: Electrical Technology	X	-	Secondary
5112: Instrumentation Technology	X	-	Secondary
5992: Water/Waste Water Technology	X	-	Secondary
6010: Heating/Air Conditioning & Ref	X	-	Secondary
6015: Plumbing	X	-	Secondary
6020: Major Appliance Repair	X	-	Secondary
6031: Automotive Body Repair	X	-	Secondary
6032: Automotive Technology	X	-	Secondary
6035: Marine Mechanic	X	-	Secondary
6041: Aircraft Mech/Airframe & Power	X	-	Secondary
6045: Aviation and Airway Science	X	-	Secondary
6060: Business Systems/Computer Tech	X	-	Secondary
6101: Carpentry	X	-	Secondary
6102: Electrician	X	-	Secondary

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
6103: Masons & Tile Setters	X	-	Secondary
6105: Cabinetmaking & Millwork	X	-	Secondary
6108: Building Trades Construction	X	-	Secondary
6109: Indust Maintenance Mechanics	X	-	Secondary
6110: Paint&Wallcover/Building Maint	X	-	Secondary
6112: Digital Home Technology	X	-	Secondary
6120: Diesel Engine Mechanics	X	-	Secondary
6130: Drafting	X	-	Secondary
6131: Architectural Drafting Tech	X	-	Secondary
6132: Mechanical Drafting Tech	X	-	Secondary
6142: Lineworker	X	-	Secondary
6145: Environmental Control Tech	X	-	Secondary
6148: Alternative Energy Technology	X	-	Secondary
6151: Communications Technology	X	-	Secondary
6152: Industrial Electronics	X	-	Secondary
6153: Networking Technologies	X	-	Secondary
6155: Computer Science/Information Techn	X	-	Secondary
6157: Computer Science PLTW 6/12	X	-	Secondary
6180: Graphic Arts/Journalism	X	-	Secondary
6190: Graphic/Printing Communication	X	-	Secondary
6192: Photography	X	-	Secondary
6195: Television Prod/Broadcasting	X	-	Secondary
6200: Nuclear Power & Radiation Tech	X	-	Secondary
6203: Chemical Technology	X	-	Secondary
6204: Environmental & Pollution Con	X	-	Secondary
6232: Machining Technologist	X	-	Secondary
6236: Welding	X	-	Secondary
6241: Quality Control Technology	X	-	Secondary
6262: Cosmetology	X	-	Secondary
6280: Fire Control/Safety Technology	X	-	Secondary
6282: Law Enforcement	X	-	Secondary
6283: Security	X	-	Secondary
6310: Small Engine Repair	X	-	Secondary
6350: Upholstering	X	-	Secondary
6506: Meat Cutter	X	-	Secondary
6898: Truck and Bus Driving	X	-	Secondary

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7009: All Subjects K/3	-	-	Elementary
7010: All Subjects (K-8)	-	-	Elementary
7011: All Subjects 1/8	-	-	Elementary
7014: Blended Elementary Ed/Elementary Special Ed (4-6)	-	X	Elementary
7019: Early Childhood Special Education	-	X	Elementary
7020: Teacher Librarian (K-12)	-	-	All grades
7021: Early Childhood PreK/3	-	-	Elementary
7028: Gifted and Talented (K-12)	-	-	All grades
7029: Exceptional Child Generalist (K-12)	-	X	Elementary
7030: Deaf/Hard of Hearing (K-12)	-	X	All grades
7031: Serious/Emotion Disturbed K/12	-	X	All grades
7032: Severe Retardation K/12	-	X	All grades
7033: Multiple Impairment K/12	-	X	All grades
7034: Physical Impairment K/12	-	X	All grades
7035: Visually Impairment (K-12)	-	X	All grades
7036: Exceptional Child Generalist (K-8)	-	X	Elementary
7037: Exceptional Child Generalist (6-12)	-	X	Secondary
7038: Bilingual Education (K-12)	-	-	All grades
7039: Sec Bilingual Ed 6/12	-	-	Secondary
7040: Applied Music	-	-	Secondary
7041: Bible Instruction	-	-	Secondary
7045: Special Education Consulting Teach	-	X	All grades
7061: Arts Proficiency 6/8	-	-	Secondary
7062: Drama Proficiency 6/8	-	-	Secondary
7063: Economics Proficiency 6/8	-	-	Secondary
7065: English Proficiency 6/8	-	-	Secondary
7066: Foreign Languages Proficiency 6/8	-	-	Secondary
7067: Geography Proficiency 6/8	-	-	Secondary
7068: History Proficiency 6/8	-	-	Secondary
7069: Math Proficiency 6/8	-	-	Secondary
7070: Music Proficiency 6/8	-	-	Secondary
7071: Political Science/Government Proficiency 6/8	-	-	Secondary
7072: Science Proficiency 6/8	-	-	Secondary
7073: Social Studies Proficiency 6/8	-	-	Secondary
7080: Junior ROTC (6-12)	-	-	Secondary
7083: Blended EC/EC Special Ed (Birth-Gr	-	X	Elementary

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7091: Voc Agriculture 6/12	-	-	Secondary
7092: Marketing Technology Education (6-	-	-	Secondary
7093: Business Technology Education (6-1	-	-	Secondary
7094: Vocational Home Economics 6/12	-	-	Secondary
7095: Voc Office Occup-Clerical 6/12	-	-	Secondary
7096: Multi-Occupations 6/12	-	-	Secondary
7097: Vocational Special Needs	-	X	Secondary
7098: Vocational Industrial Tech	-	-	Secondary
71: Vocational Agriculture 6/12	X	-	Secondary
7120: English (6-12)	-	-	Secondary
7125: English as a New Language 6/12	-	-	Secondary
7126: English as a New Language (ENL) (K	-	-	All grades
7133: Humanities (6-12)	-	-	Secondary
7134: Journalism (6-12)	-	-	Secondary
7135: Debate 6/12	-	-	Secondary
7136: Speech 6/12	-	-	Secondary
7137: Theater Arts (6-12)	-	-	Secondary
7138: Literacy 6/12	-	-	Secondary
7139: Literacy (K-12)	-	-	All grades
7141: Communication/Drama 6/12	-	-	Secondary
7144: Communication (6-12)	-	-	Secondary
7161: Arts Generalist 6/12	-	X	Secondary
7162: Drama Generalist 6/12	-	X	Secondary
7163: Economics Generalist 6/12	-	X	Secondary
7165: English Generalist 6/12	-	X	Secondary
7166: Foreign Languages Generalist 6/12	-	X	Secondary
7167: Geography Generalist 6/12	-	X	Secondary
7168: History Generalist 6/12	-	X	Secondary
7169: Math Generalist 6/12	-	X	Secondary
7170: Music Generalist 6/12	-	X	Secondary
7171: Political Science/Government Gener	-	X	Secondary
7172: Science Generalist 6/12	-	X	Secondary
7173: Social Studies Generalist 6/12	-	X	Secondary
72: Vocational Distributive Ed	X	-	Secondary
7200: Social Studies (6-12)	-	-	Secondary
7221: History (6-12)	-	-	Secondary

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7222: American Government/Political Scie	-	-	Secondary
7223: American Government 6/12	-	-	Secondary
7226: Geography (6-12)	-	-	Secondary
7227: Political Science 6/12	-	-	Secondary
7228: Economics (6-12)	-	-	Secondary
7229: Sociology (6-12)	-	-	Secondary
7230: Philosophy 6/12	-	-	Secondary
7231: Psychology (6-12)	-	-	Secondary
7233: American Studies 6/12	-	-	Secondary
7234: Anthropology 6/12	-	-	Secondary
7236: Sociology/Anthropology (6-12)	-	-	Secondary
7288: Economics 6/12	-	-	Secondary
7299: Mathematics Consulting Teacher (K-	-	-	All grades
73: Vocational Office Occupational	X	-	Secondary
7300: Mathematics (6-12)	-	-	Secondary
7320: Mathematics - Basic (6-12)	-	-	Secondary
7321: Computer Applications	-	-	Secondary
74: Family & Consumer Sciences	X	-	Secondary
7400: Computer Science (6-12)	-	-	Secondary
7420: Natural Science (6-12)	-	-	Secondary
7421: Biological Science (6-12)	-	-	Secondary
7422: Environmental Science 6/12	-	-	Secondary
7430: Physical Science (6-12)	-	-	Secondary
7440: Chemistry (6-12)	-	-	Secondary
7450: Physics (6-12)	-	-	Secondary
7451: Earth and Space Science (6-12)	-	-	Secondary
7452: Geology (6-12)	-	-	Secondary
7511: Physical Education (PE) (K-12)	-	-	All grades
7512: Physical Education (PE) (6-12)	-	-	Secondary
7513: P.E. & Health 6/12	-	-	Secondary
7514: Dance 6/12	-	-	Secondary
7515: Drill Team	-	-	Secondary
7520: Health (6-12)	-	-	Secondary
7521: Health (K-12)	-	-	All grades
76: Multi-Occupations 6/12	X	-	Secondary
7700: World Language (6-12)	-	-	Secondary

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7701: World Language - American Sign Lan	-	-	All grades
7702: World Language - American Sign Language (6-12)	-	-	Secondary
7710: World Language (K-12)	-	-	All grades
7711: World Language - Spanish (K-12)	-	-	All grades
7712: World Language - French (K-12)	-	-	All grades
7713: World Language - German (K-12)	-	-	All grades
7714: World Language - Russian (K-12)	-	-	All grades
7715: World Language - Chinese (K-12)	-	-	All grades
7720: World Language - Spanish (6-12)	-	-	Secondary
7730: World Language - French (6-12)	-	-	Secondary
7740: World Language - German (6-12)	-	-	Secondary
7750: World Language - Latin (K-12)	-	-	All grades
7760: World Language - Russian (6-12)	-	-	Secondary
7770: American Indian Language (6-12)	-	-	Secondary
7779: World Language - Greek (6-12)	-	-	Secondary
7780: World Language - Greek (K-12)	-	-	All grades
7781: World Language - Arabic (6-12)	-	-	Secondary
7782: World Language - Arabic (K-12)	-	-	All grades
7789: World Language - Persian (6-12)	-	-	Secondary
7790: World Language - Persian (K-12)	-	-	All grades
7791: World Language - Portuguese (K-12)	-	-	All grades
7792: World Language - Japanese (K-12)	-	-	All grades
7793: World Language - Italian (K-12)	-	-	All grades
7794: World Language - Hebrew (K-12)	-	-	All grades
7795: World Language - Korean (K-12)	-	-	All grades
7796: World Language - Chinese (6-12)	-	-	Secondary
7797: World Language - Slovak (K-12)	-	-	All grades
7798: World Language - Czech (K-12)	-	-	All grades
7810: Music (K-12)	-	-	All grades
7820: Music (6-12)	-	-	Secondary
7823: Vocal Choral Music	-	-	Secondary
7825: Music Specialist K/8	-	-	Elementary
7851: Visual Arts (K-12)	-	-	All grades
7852: Visual Arts (6-12)	-	-	Secondary
7853: Arts & Crafts 6/12	-	-	Secondary
7870: Photography 6/12	-	-	Secondary

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
7920: General Agriculture 6/12	-	-	Secondary
7921: Agricultural Science and Technolog	-	-	Secondary
7924: Driver Education	-	-	Secondary
7930: Business Ed-Office Occupation	-	-	Secondary
7933: Secretarial Science 6/12	-	-	Secondary
7935: Business Education 6/12	-	-	Secondary
7937: Business Ed Accounting	-	-	Secondary
7939: Basic Business 6/12	-	-	Secondary
7950: Consumer Ec 6/12	-	-	Secondary
7960: Marketing Ed 6/12	-	-	Secondary
7970: General Home Economics 6/12	-	-	Secondary
7971: Family and Consumer Sciences (6-12	-	-	Secondary
7972: Family/Consumer Sciences 6/12	-	-	Secondary
7980: Industrial Arts 6/12	-	-	Secondary
7981: Technology Education (6-12)	-	-	Secondary
7982: Industrial Technology 6/12	-	-	Secondary
7985: Electricity/Electronics 6/12	-	-	Secondary
7988: Drafting 6/12	-	-	Secondary
7989: Online Teacher (Pre-K-12)	-	-	All grades
7990: Engineering (6-12)	-	-	Secondary
8092: Marketing Technology Education (5-9)	-	-	Secondary
8093: Business Technology Education (5-9	-	-	Secondary
8120: English (5-9)	-	-	Secondary
8133: Humanities (5-9)	-	-	Secondary
8134: Journalism (5-9)	-	-	Secondary
8136: Speech 6/9	-	-	Secondary
8137: Theater Arts (5-9)	-	-	Secondary
8138: Literacy 6/9	-	-	Secondary
8141: Communication/Drama 6/9	-	-	Secondary
8144: Communication (5-9)	-	-	Secondary
8200: Social Studies (5-9)	-	-	Secondary
8221: History (5-9)	-	-	Secondary
8222: American Government/Political Scie	-	-	Secondary
8223: American Government 6/9	-	-	Secondary
8226: Geography (5-9)	-	-	Secondary
8227: Political Science 6/9	-	-	Secondary
8228: Economics (5-9)	-	-	Secondary

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Endorsement	CTE instructional endorsement	Special Education instructional endorsement	Grade range
8229: Sociology (5-9)	-	-	Secondary
8230: Philosophy 6/9	-	-	Secondary
8231: Psychology (5-9)	-	-	Secondary
8234: Anthropology 6/9	-	-	Secondary
8236: Sociology/Anthropology (5-9)	-	-	Secondary
8244: Motel/Hotel Management	X	-	Secondary
8300: Mathematics (5-9)	-	-	Secondary
8320: Mathematics - Basic (5-9)	-	-	Secondary
8321: Computer App 6/9	-	-	Secondary
8400: Computer Science (5-9)	-	-	Secondary
8420: Natural Science (5-9)	-	-	Secondary
8421: Biological Science (5-9)	-	-	Secondary
8430: Physical Science (5-9)	-	-	Secondary
8440: Chemistry (5-9)	-	-	Secondary
8450: Physics (5-9)	-	-	Secondary
8451: Earth and Space Science (5-9)	-	-	Secondary
8452: Geology (5-9)	-	-	Secondary
8510: Physical Education (PE) (5-9)	-	-	Secondary
8520: Health (5-9)	-	-	Secondary
8556: Office Procedures	-	-	Secondary
8700: World Language (5-9)	-	-	Secondary
8702: World Language - American Sign Language (5-9)	-	-	Secondary
8720: World Language - Spanish (5-9)	-	-	Secondary
8740: World Language - German (5-9)	-	-	Secondary
8760: World Language - Russian (5-9)	-	-	Secondary
8781: World Language - Arabic (5-9)	-	-	Secondary
8790: World Language - Persian (5-9)	-	-	Secondary
8796: World Language - Chinese (5-9)	-	-	Secondary
8820: Music (5-9)	-	-	Secondary
8830: World Language - French (5-9)	-	-	Secondary
8852: Visual Arts (5-9)	-	-	Secondary
8921: Agricultural Science and Technology (5-9)	-	-	Secondary
8935: Business Ed 6/9	-	-	Secondary
8960: Marketing Ed 6/9	-	-	Secondary
8971: Family and Consumer Sciences (5-9)	-	-	Secondary
8981: Technology Education (5-9)	-	-	Secondary
8990: Engineering (5-9)	-	-	Secondary
98: Related Subjects	X	-	Secondary

Attachment 3. Survey Results

Methodology

Survey Source

The Minnesota Teacher Supply and Demand Survey provided the framework for the current survey.

Survey Content

Survey materials included questions about difficulty filling vacancies by subject area, eliminating specific courses, increasing student-teacher ratios, future staffing needs, difficulty securing substitute teachers, hiring and retention barriers, and open-ended responses.

Distribution

School administrators received a link to a SurveyMonkey survey.

Assigning Rural vs. Urban Status

Using the NCES locale framework, we examined variations in rural and urban responses. The NCES locale framework includes four major types and subtypes under each major type. The major types include: city, rural, suburb, and town. Sub-categories are as follows:

- City & Suburb: Large, Mid-size, Small
- Town & Rural: Distant, Fringe, Remote

City and suburb subtypes are based upon population, while rural subtypes are based on distance. Please reference Attachment A for definitions of each type and subtype.

Descriptive Statistics

Reporting districts

130 districts out of 169 districts responded to the survey. Survey respondents included 28 charter schools authorized by PCSC and eight charter schools authorized through other districts.

Distribution of respondents

Respondent Title	# of Respondents
Administrator	10
Assistant Superintendent	4
Director	15
HR Personnel	6
Superintendent	83

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

DECEMBER 21, 2017

Distribution of Responsive & Unresponsive Districts by Urban-Centric Locale Type

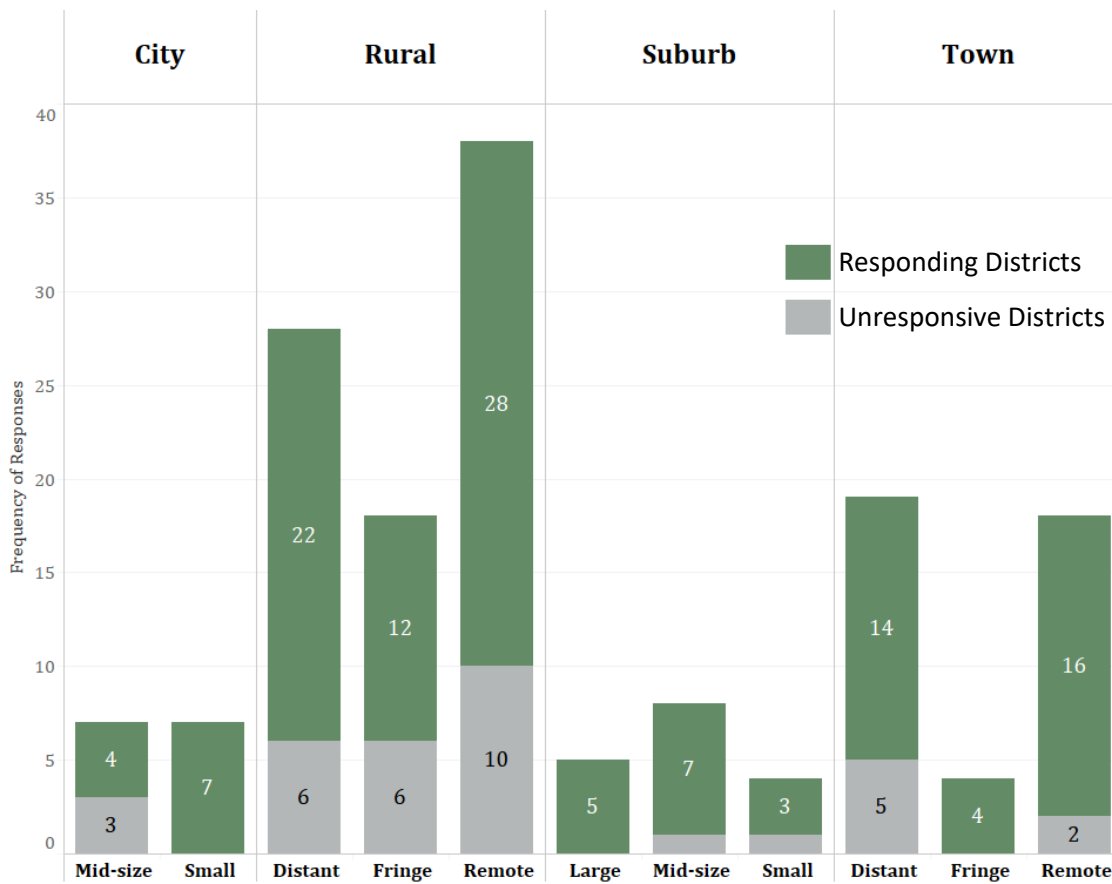


Table 2. Number of districts that did not respond vs. number of districts that did respond, broken down by NCES locale type and subtype. Charters not authorized through PCSC were excluded.

Percentage of Responsive and Unresponsive Districts by Region

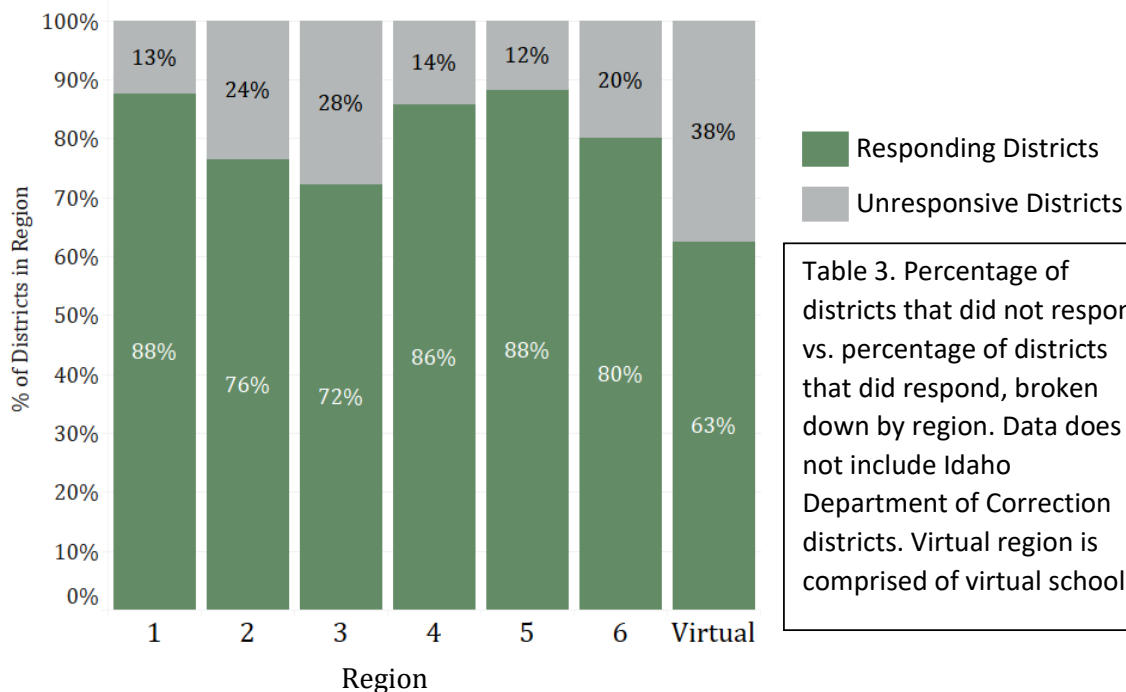


Table 3. Percentage of districts that did not respond vs. percentage of districts that did respond, broken down by region. Data does not include Idaho Department of Correction districts. Virtual region is comprised of virtual schools.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

DECEMBER 21, 2017

Regional Distribution of Responses

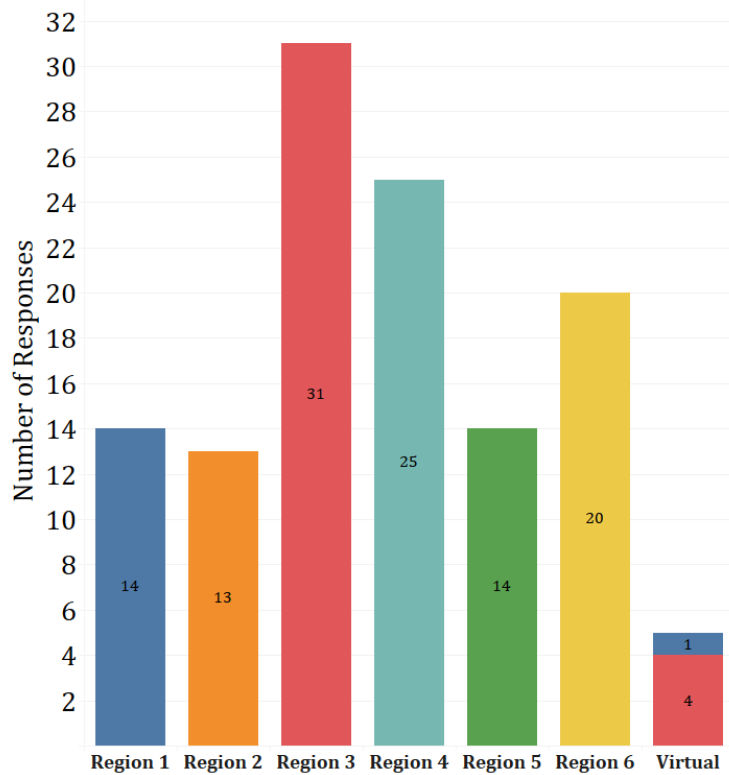


Table 4. Distribution of regional responses for responding districts.

Distribution of Responses by Region & Locale Type

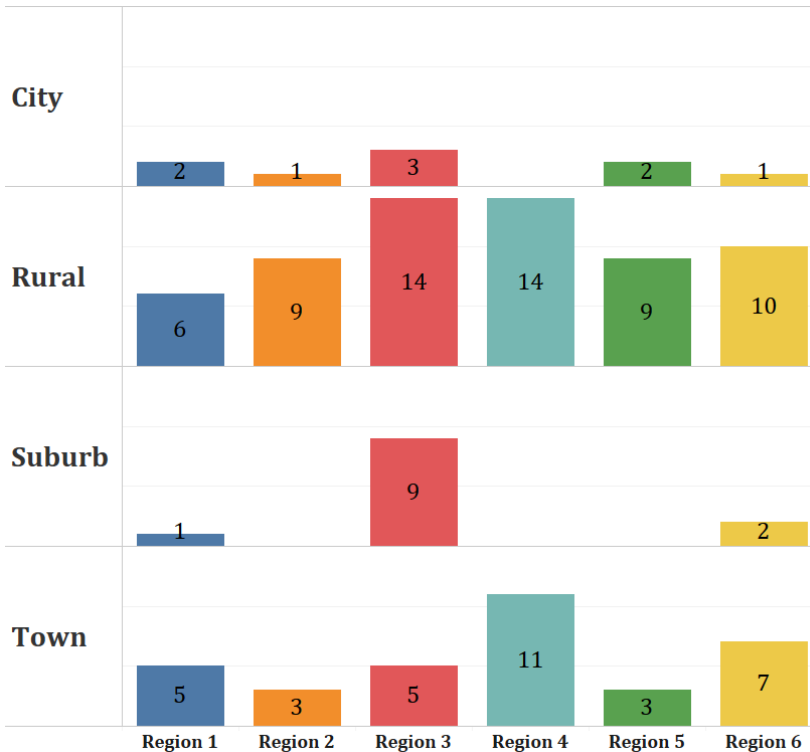


Table 5. Distribution of responding districts by region, broken up by NCES urban-centric locale type. Only responding non-charter and non-virtual charter schools authorized through PCSC are included.

Distribution of Urban-Centric Locale Type Responses

Survey Limitations

Following presentation of preliminary data, several limitations of the survey emerged.

Weaknesses include:

Absence of an “I don’t know” selection.

Without the presence of an “I don’t know” selection for some questions, some answers might have resulted from a lack of options rather than truly reflecting the opinion of the survey taker.

- **Afflicted questions:**

- “How easy or difficult was it to fill vacancies for the 2016–17 and/or 2017–18 school years in each of the following fields?”
- “Next, consider your staffing needs for the next five years. In general, how easy or difficult do you think it will be for you to fill the teacher vacancies in your district with applicants in each of the following fields? For needs other than those listed below, please use the “Other” category and specify any other staffing needs you anticipate.”
 - Answers included: “No need for this position in district/charter,” “Easy,” “Somewhat Difficult,” “Very Difficult,” “Had to/anticipate having to hire non-certificated staff (alternate route or provisional route),” and “Could not fill all vacancies”
 - Without an “I don’t know” option, administrators that were unsure about the difficulty of filling positions might have devalued the “Easy” option.

Results

Responses to “How easy or difficult was it to fill vacancies for the 2016–17 and/or 2017–18 school years in each of the following fields?”

Potential Answers

- No need for this position in district/charter
- Easy
- Somewhat difficult
- Very difficult
- Had to/anticipate having to hire non-certificated staff (alternate route or provisional route)
- Could not fill all vacancies

Distribution of Responses by Region for “How easy or difficult was it to fill vacancies for the 2016-2017 and/or 2017-18 school years in each of the following fields?”

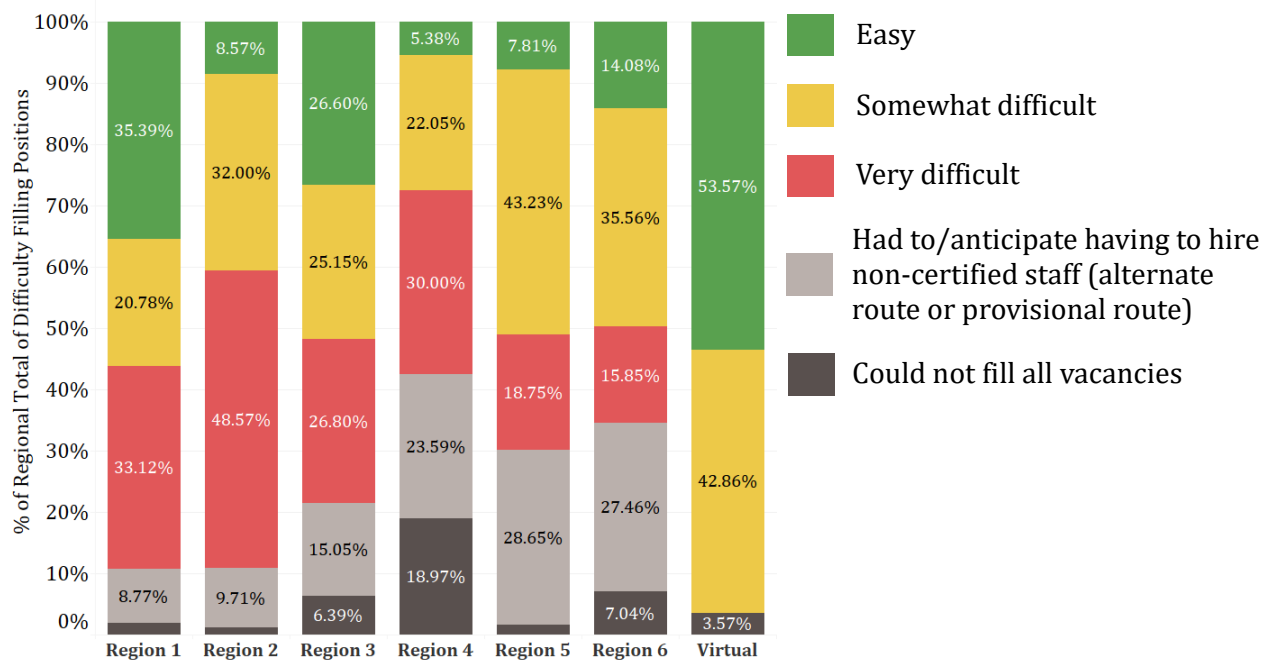
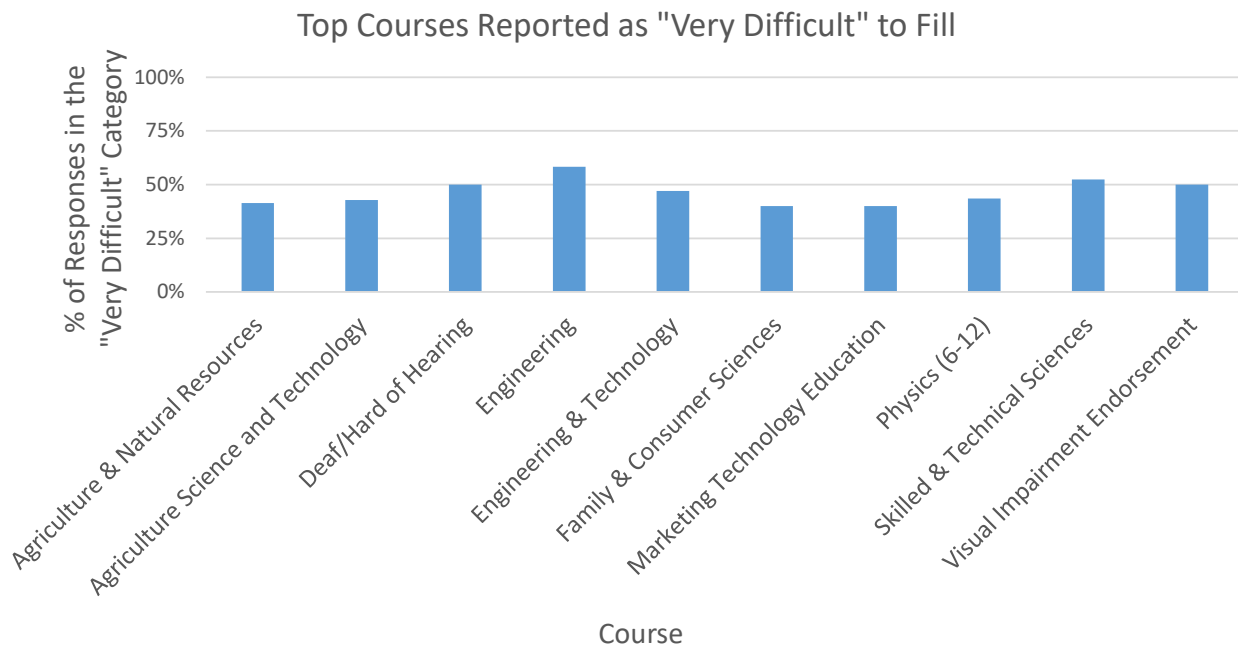
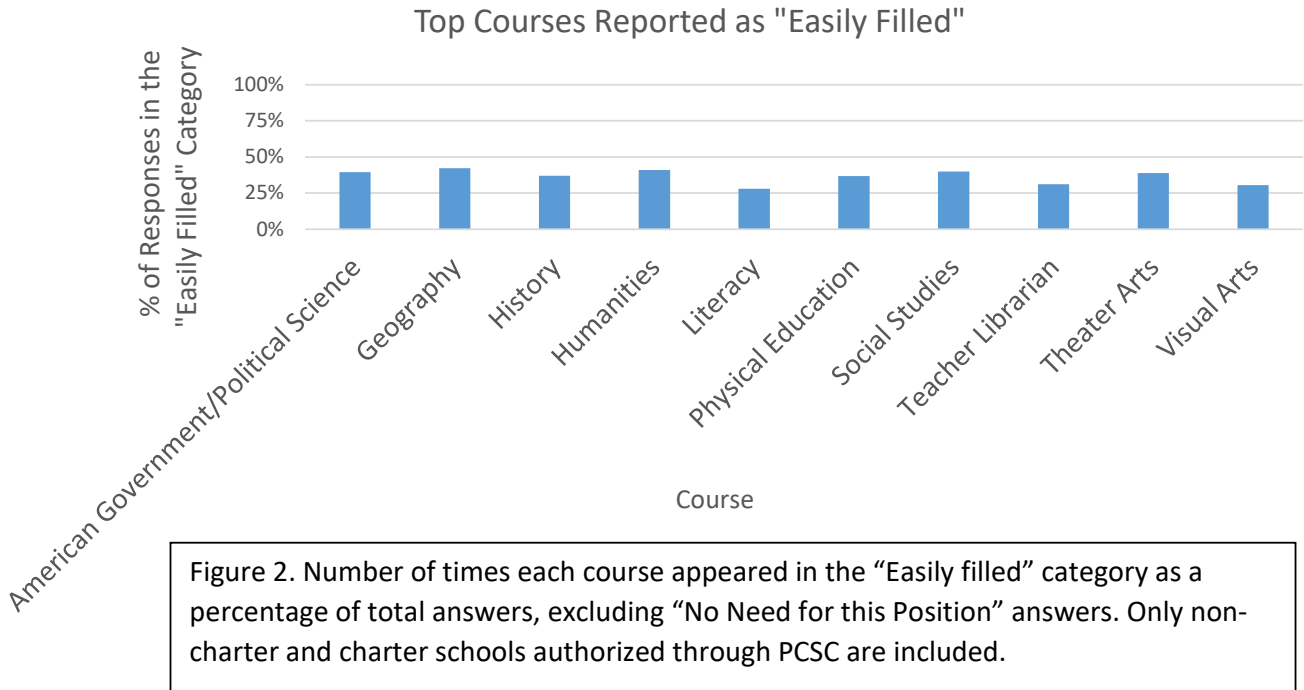


Figure 1. Number of times each answer appeared as a percentage of the entire region. Only non-charter and charter schools authorized through PCSC are included.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

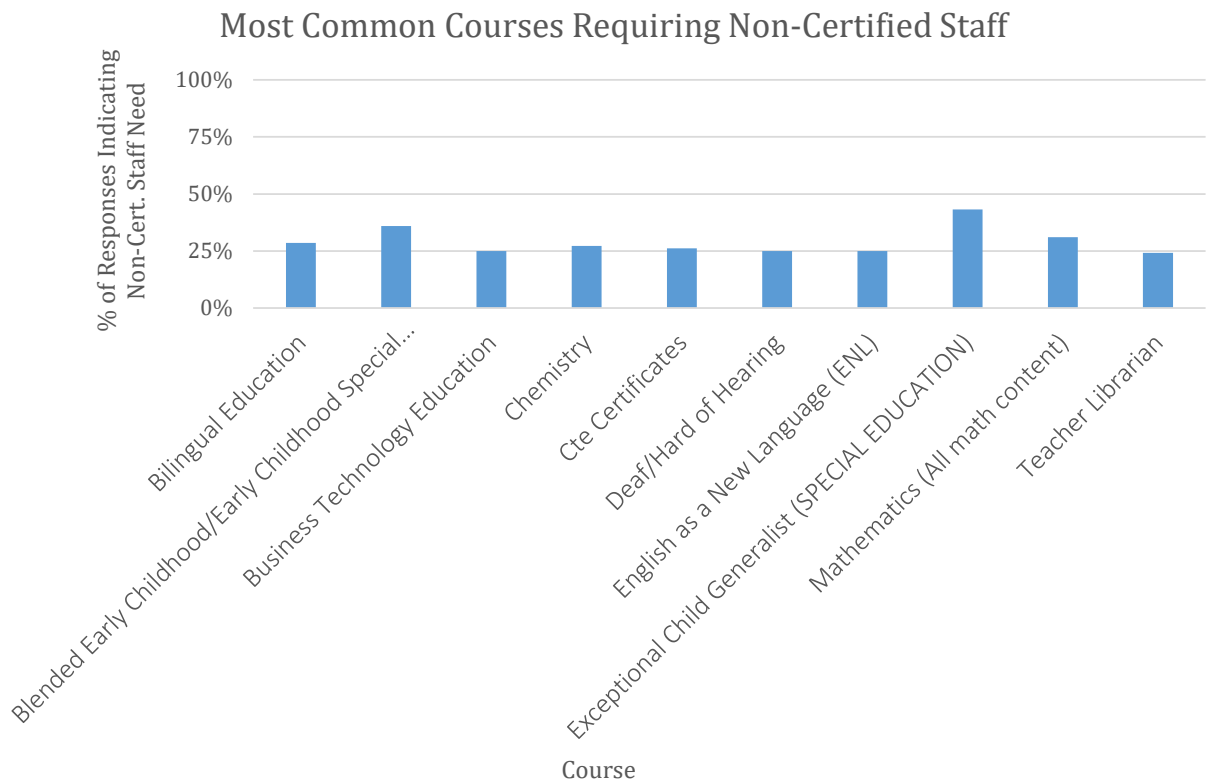


Figure 4. Number of times each course appeared in the “Requiring Non-Certified Staff” category as a percentage of total answers, excluding “No Need for this Position” answers. Only non-charter and charter schools authorized through PCSC are included.

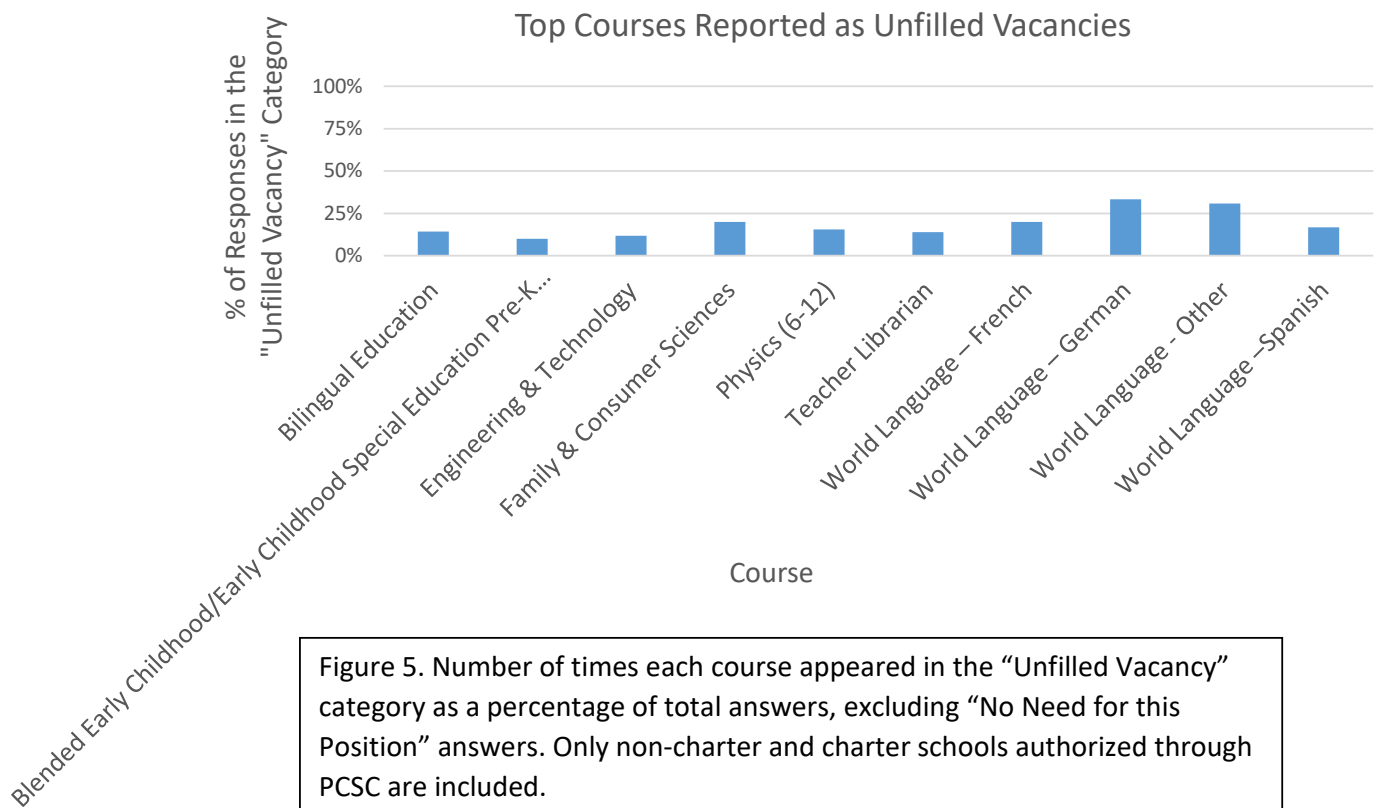
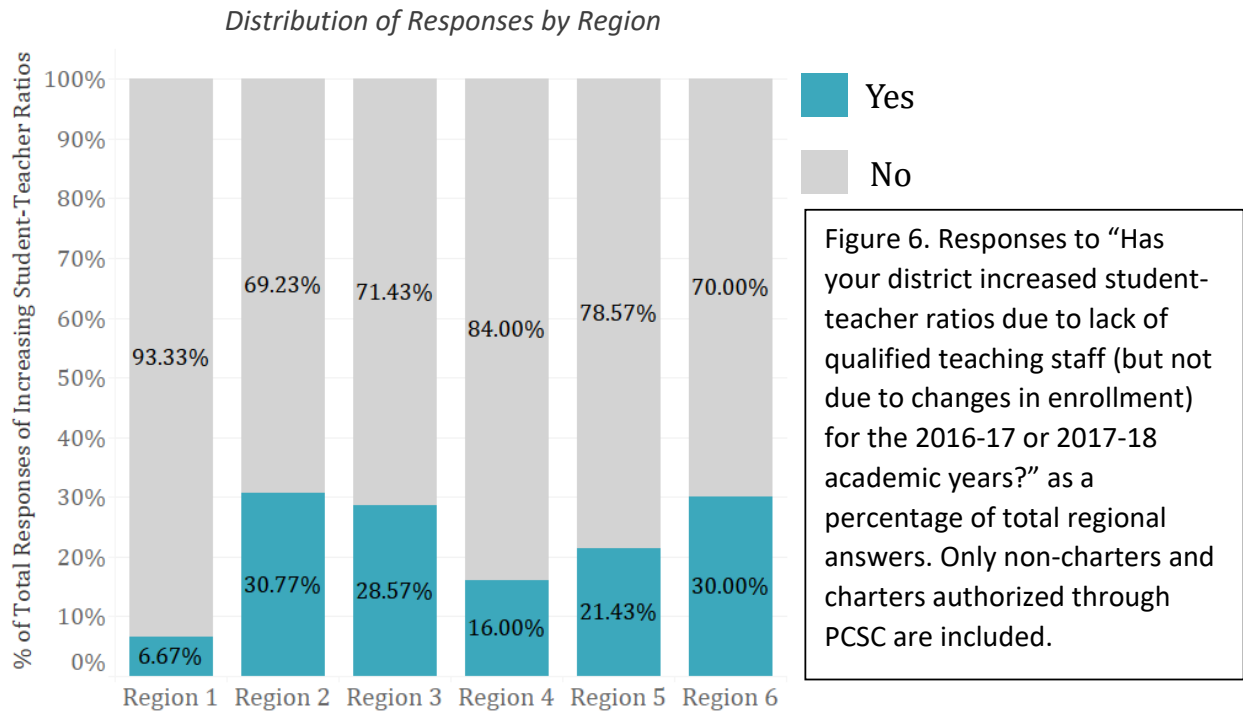


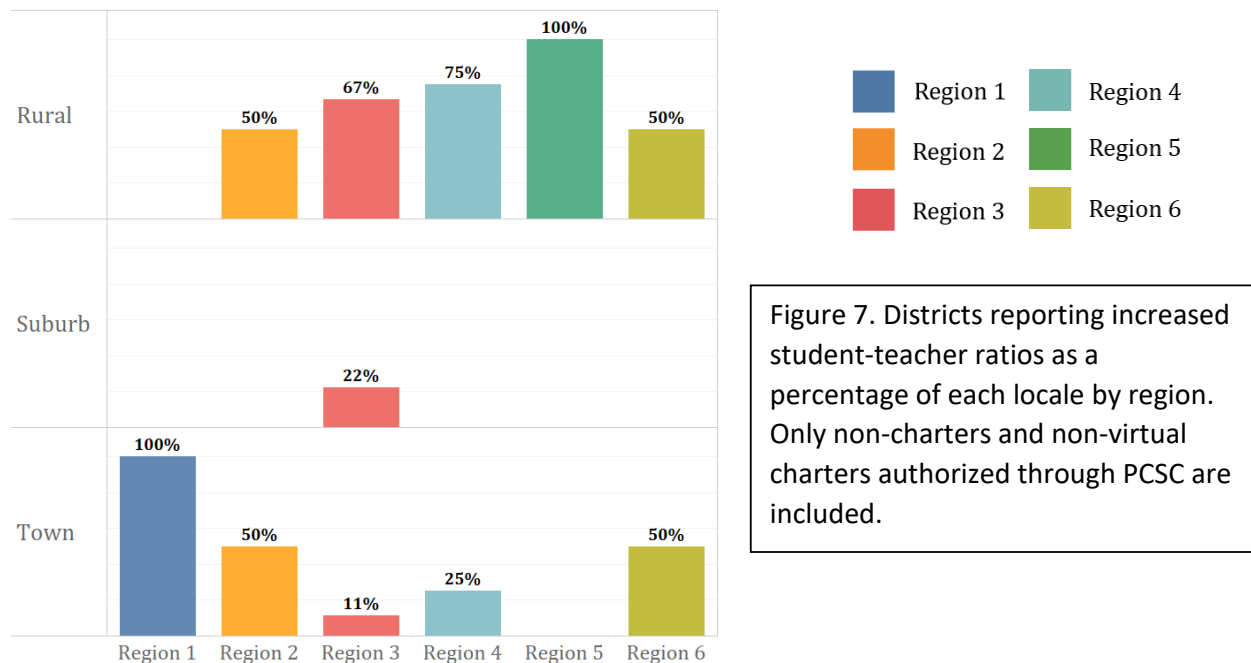
Figure 5. Number of times each course appeared in the “Unfilled Vacancy” category as a percentage of total answers, excluding “No Need for this Position” answers. Only non-charter and charter schools authorized through PCSC are included.

Responses to, “Has your district increased student-teacher ratios due to lack of qualified teaching staff (but not due to changes in enrollment) for the 2016-17 or 2017-18 academic years?”

When excluding responses from charters not authorized through PCSC, 22.95% of all respondents indicated that they had increased student-teacher ratios due to a lack of qualified teaching staff.

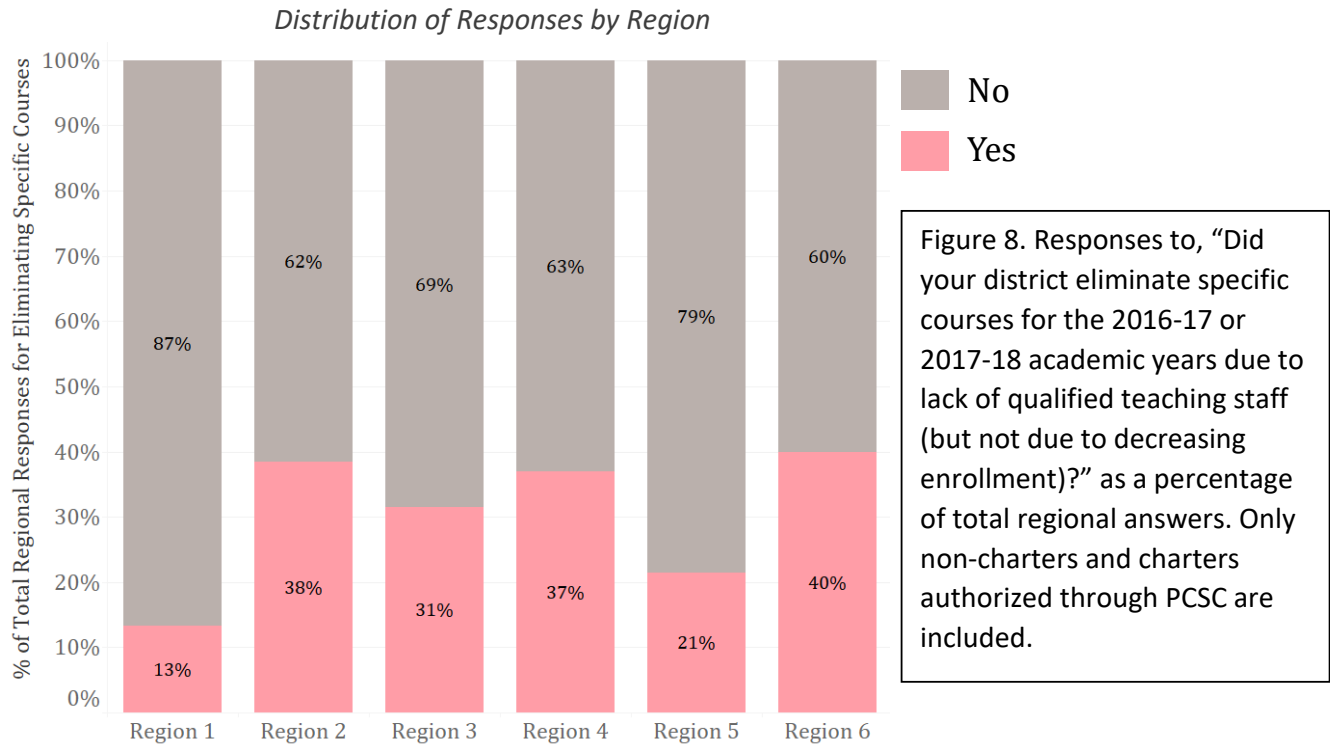


Regional and Urban-Centric Locale Break-Down for Districts Reporting Increased Student-Teacher Ratios due to a Lack of Qualified Teaching Staff

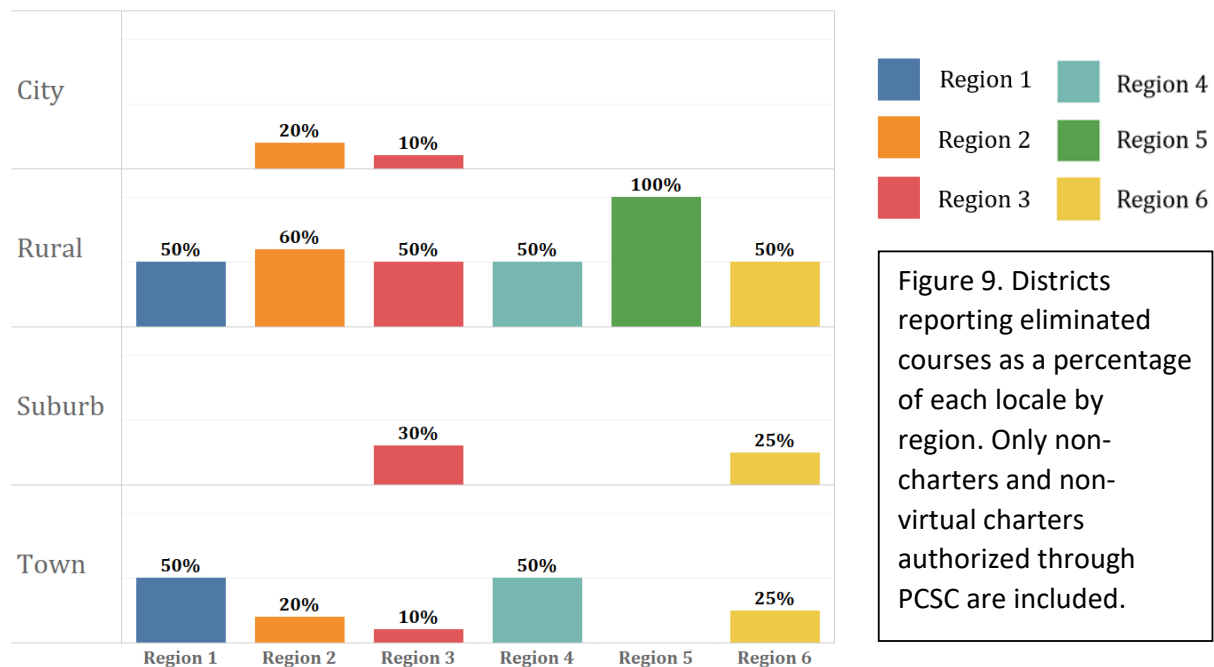


Responses to, “Did your district eliminate specific courses for the 2016-17 or 2017-18 academic years due to lack of qualified teaching staff (but not due to decreasing enrollment)?”

When excluding responses from charters not authorized through PCSC, 30% of all respondents indicated that they had eliminated specific courses due to a lack of qualified teaching staff.



Regional and Urban-Centric Locale Break-Down for Districts Reporting Elimination of Specific Courses Due to a Lack of Qualified Teaching Staff

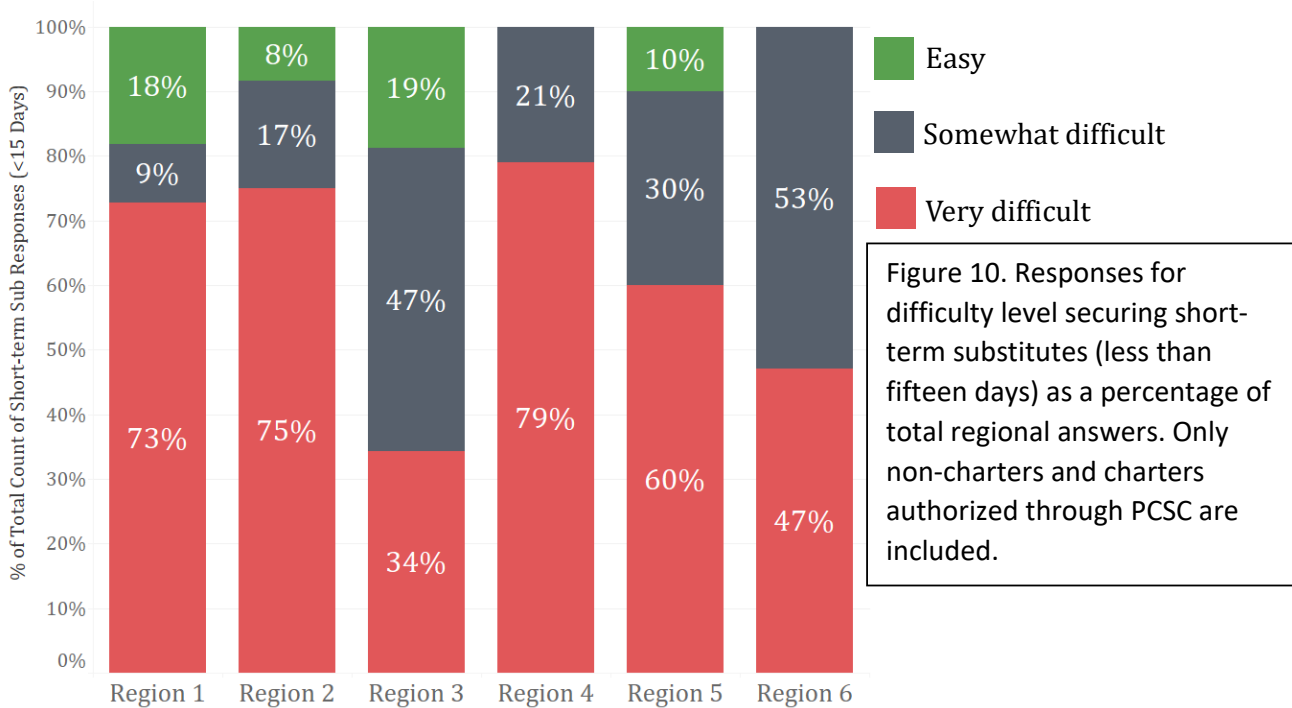


PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

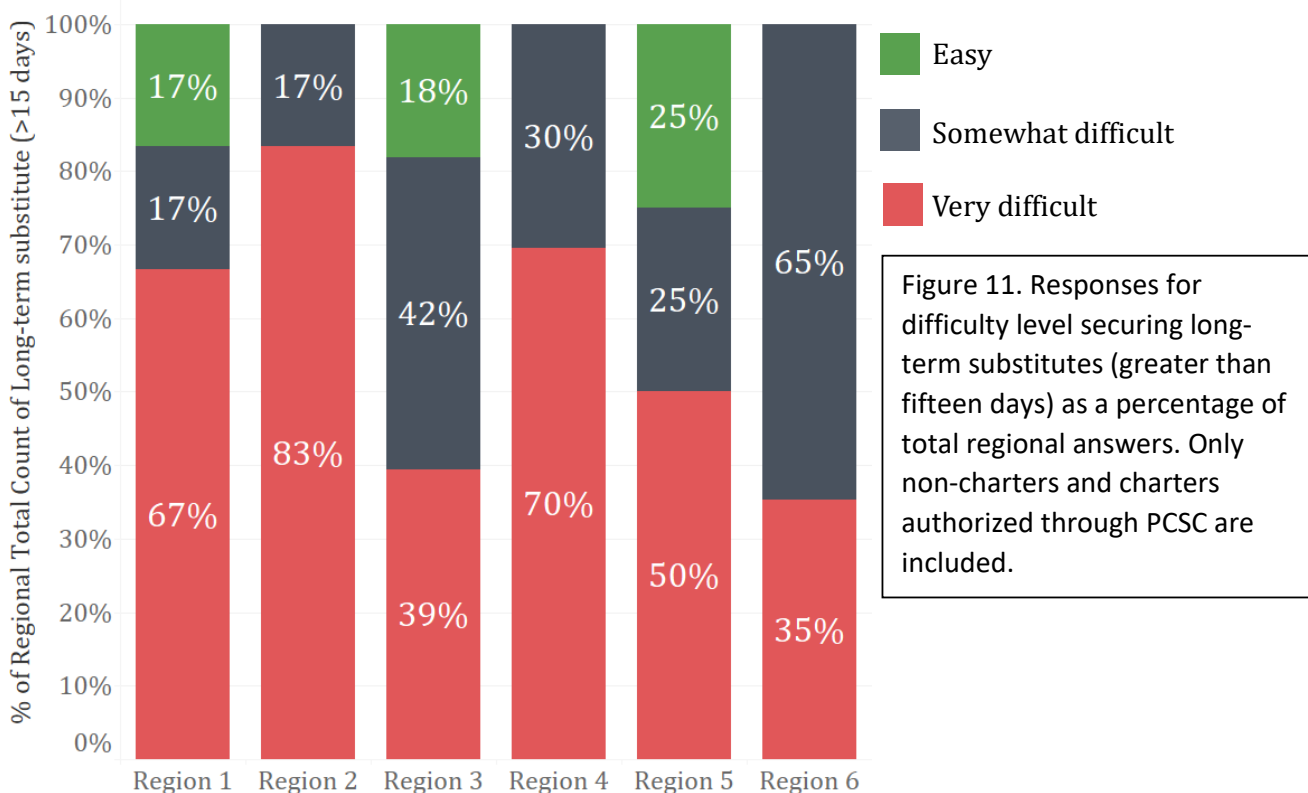
DECEMBER 21, 2017

How much difficulty did your district have during the 2016-17 or 2017-18 academic years in securing substitute teachers?

Difficulty Securing Short-Term Substitutes



Difficulty Securing Long-Term Substitutes



Attachment 4. NCES Urban-Centric Locale Definitions and District Examples

All definitions and data come from the [Locale Boundaries User's Manual](#) or other NCES sources

Urban (Urbanized Areas, Urban Clusters) and Rural

The Census Bureau's urban areas represent densely developed territory, and encompass residential, commercial, and other non-residential urban land uses. The boundaries of this urban footprint have been defined using measures based primarily on population counts and residential population density, but also through criteria that account for non-residential urban land uses, such as commercial, industrial, transportation, and open space that are part of the urban landscape. The Census Bureau delineates urban areas after each decennial census. Since the 1950 Census, the Census Bureau has reviewed and revised the urban criteria, as necessary, for each decennial census. These changes are discussed in Section 6.0 of the [Locale Boundaries User's Manual](#).

Urban area boundaries are constructed from qualifying census tracts and census blocks. To qualify as an urban area, the territory must encompass at least 2,500 people, at least 1,500 of which reside outside institutional group quarters. Urban areas that contain 50,000 or more people are designated as Urbanized Areas (UAs); urban areas that contain at least 2,500 and less than 50,000 people are designated as Urban Clusters (UCs). The term "urban area" refers to both UAs and UCs. The term "rural" encompasses all population, housing, and territory not included within an urban area.

Principal City

Principal Cities are incorporated places with a large population of residents and workers located within a [Core Based Statistical Area \(CBSA\)](#). More specifically, the Principal City (or Cities) of a CBSA include:

- (a) the largest incorporated place with a population of at least 10,000 in the CBSA or, if no incorporated place with at least 10,000 population is present in the CBSA, the largest incorporated place or Census designated place (CDP) in the CBSA;
- (b) any additional incorporated place or CDP with a population of at least 250,000 or in which 100,000 or more persons work;
- (c) any additional incorporated place or CDP with a population of at least 50,000, but less than 250,000, and in which the number of workers working in the place meets or exceeds the number of workers living in the place;
- (d) any additional incorporated place or CDP with a population of at least 10,000, but less than 50,000, and at least one-third the population size of the largest place, and in which the number of workers working in the place meets or exceeds the number of workers living in the place.

NCES Locale Classifications and Criteria

The NCES locale framework is composed of four basic types (City, Suburban, Town, and Rural) that each contains three subtypes. It relies on standard urban and rural definitions developed by the U.S. Census Bureau, and each type of locale is either urban or rural in its entirety. The NCES locales can be fully collapsed into a basic urban–rural dichotomy, or expanded into a more detailed collection of 12 distinct categories. These subtypes are differentiated by size (in the case of City and Suburban assignments) and proximity (in the case of Town and Rural assignments).

City – Large (11): Territory inside an Urbanized Area and inside a Principal City with population of 250,000 or more.

City – Midsize (12): Territory inside an Urbanized Area and inside a Principal City with population less than 250,000 and greater than or equal to 100,000.

City – Small (13): Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.

Suburban – Large (21): Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.

Suburban – Midsize (22): Territory outside a Principal City and inside an Urbanized Area with population less than 250,000 and greater than or equal to 100,000.

Suburban – Small (23): Territory outside a Principal City and inside an Urbanized Area with population less than 100,000.

Town – Fringe (31): Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.

Town – Distant (32): Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.

Town – Remote (33): Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.

Rural – Fringe (41): Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.

Rural – Distant (42): Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.

Rural – Remote (43): Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.

City

The NCES City locale designation is limited to territory located within principal cities of metropolitan areas. It does not include principal cities of micropolitan areas. More specifically, City classifications are limited to the portion of a principal city that is contained within a UA. Therefore, schools located in rural territory are designated as rural, even if they are contained within a principal city boundary. This approach focuses city classifications on large, densely populated areas, and avoids spurious classifications of rural schools resulting from overextended city boundaries primarily intended to accommodate future annexation and growth. The locale framework disaggregates city classifications by size, using 250,000 and 100,000 population thresholds to identify large, midsize, and small areas. Most principal cities of metropolitan areas are classified as small cities.

Mid-Size

Territory inside an Urbanized Area and inside a Principal City with population less than 250,000 and greater than or equal to 100,000.

District Name	LEA #
Boise Independent	001
Idaho Connects Online Charter District	469
Idaho Dept Correction	671
Inspire Virtual Charter	457
iSucceed Virtual High School	466
Sage International School Of Boise	475
The Village Charter School District	473

Small

Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.

District Name	LEA #
Coeur D'Alene	271
Coeur D'Alene Charter Academy	491
Idaho Falls	091
Kootenai Bridge Academy	470
Lewiston	340
Pocatello	025
The Academy	460

Rural

Remote

Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.

District Name	LEA #
Avery	394
Bear Lake	033
Bliss	234
Bruneau-Grand View Joint School District	365
Butte County	111
Camas County	121
Cambridge Joint District	432
Cascade District	422
Challis	181
Clark County	161
Cottonwood	242
Council District	013
Dietrich	314
Garden Valley District	071
Glenns Ferry	192
Kamiah	304
Mackay	182
Mccall-Donnelly Jt. School District	421
Meadows Valley District	011
Midvale District	433
Murtaugh	418
Nezperce	302
North Gem	149
Oneida	351
Pleasant Valley Elem Dist	364
Potlatch	285
Prairie Elem. District	191
Richfield	316
Rockland	382
Salmon River	243
Shoshone	312
South Lemhi	292
Swan Valley	092
Teton County	401
Three Creek	416
Valley	262
West Jefferson	253
Whitepine	288

The NCES rural locale assignments rely on the Census Bureau's designation of non-urban territory as rural. This category accounts for the overwhelming majority of U.S. land area, and it includes a considerable range of settlement patterns and land uses. Some rural areas where school-age children live are extremely remote and difficult to access, while rural areas just outside large urban cores may have relatively easy access to a broad range of specialized goods and services typically associated with suburban and city schools. Metropolitan areas can contain both urban and rural territory. Because counties serve as the building blocks of metropolitan areas, and the extent of some metropolitan counties is quite large, some rural portions of metropolitan areas may be farther from urban cores than rural territory outside metropolitan areas. Therefore, the traditional metropolitan-based urban-suburban-rural framework poses difficulties for rural classifications as well.

The NCES rural locale provides fringe, distant, and remote subtypes that differentiate rural locations based on the distance and size of the nearest urban area. Distance thresholds applied for UCs (2.5 miles and 10 miles) are shorter than the distances used for UAs (5 miles and 25 miles) to reflect potential differences in the functional relationship between rural and urban areas. These criteria assume that families served by a rural school located 10 miles from a town of 10,000 are likely to have different options than families served by a rural school located 10 miles from an urban core with a population of 110,000. Therefore the rural locale criteria take into consideration not only distance, but also distance from which type of urban core.

The basic unit for these distance indicators (2.5 miles) was borrowed from the Census Bureau's criterion for connecting densely settled noncontiguous territory to a qualifying core of an urbanized area (UA) or a UC during the urban delineation process, officially referred to as a "jump." Distances used to define locale subtypes are simple multiples of the basic distance unit (i.e., 1x, 2x, 4x, and 10x for Rural; 4x and 14x for Towns).

Rural

Fringe

Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.

District Name	LEA #
American Heritage Charter	482
Buhl Joint	412
Chief Tahgee	483
Fremont County	215
Gooding	231
Idaho Dept Juvenile Correction	709
Jefferson County	251
Kellogg	391
Ktec - Kootenai Tech Ed Campus	641
Liberty Charter	458
North Idaho Stem Charter Academy	480
North Star Charter	493
Notus District	135
Snake River	052
Taylors Crossing Chrt	461
Victory Charter School	451
Wendell	232
Xavier Charter	462

Distant

Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.

District Name	LEA #
Aberdeen	058
Arbon Elem	383
Basin School District	072
Canyon-Owyhee School Service Agency (Cossa)	555
Castleford	417
Culdesac	342
Firth	059
Genesee	282
Grace	148
Hagerman	233
Hansen	415
Highland	305
Horseshoe Bend School District	073
Kendrick	283
Kootenai	274
Lapwai	341
Marsh Valley	021
Marsing Joint District	363
Melba Joint District	136
Mullan	392
New Plymouth District	372
Parma District	137
Plummer-Worley	044
Ririe	252
Troy	287
West Bonner	083
West Side	202
Wilder District	133

Suburb

Large

Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.

District Name	LEA #
Compass Charter School	455
Idaho College And Career Readiness	489
Idaho Virtual Admy	452
Rolling Hills Charter School	454
West Ada (Meridian)	002

Mid-size

Territory outside a Principal City and inside an Urbanized Area with population less than 250,000 and greater than or equal to 100,000.

District Name	LEA #
Another Choice Virtual Charter District	476
Caldwell District	132
Heritage Community Charter District	481
Legacy Charter School District	478
Middleton District	134
Nampa School District	131
Vallivue School District	139
Vision Charter School	463

Small

Territory outside a Principal City and inside an Urbanized Area with population less than 100,000.

District Name	LEA #
Bonneville	093
Monticello Montessori Chrt	474
Post Falls	273
White Pine Charter	464

The NCES Suburban designation applies to territory inside a Urbanized Area (UA) that is located outside the boundary of a principal city of a metropolitan area. Although most suburban territory is located within metropolitan areas, micropolitan areas may contain suburban territory as well. As with City classifications, suburban subtypes are defined by population size using the same thresholds (250,000 and 100,000) to determine large, midsize, and small areas. Although the geographic extent of suburban territory is restricted to the portion of UAs located outside principal cities, the size designation for suburban locales is based on the population of the entire UA, not just the suburban portion.

The NCES locales are not equivalent to the “urban, suburban, rural” framework often found in social research and discussions of educational conditions. This familiar three-part construct is a blend of the Census Bureau’s metropolitan and urban hierarchies. Unlike NCES, the Census Bureau does not explicitly define suburban areas. All territory is either urban or rural. The suburban classification included in the three-part scheme largely stems from metropolitan area data that the Census Bureau occasionally disaggregates for three types of areas—territory inside a metropolitan area and inside a principal city, territory inside a metropolitan area and outside a principal city, and the balance of territory outside metropolitan areas. Unfortunately, some data users unfamiliar with Census geography mistakenly equate these categories with urban, suburban, and rural, when in fact all three categories may contain both urban and rural territory. The non-city balance of most metropolitan areas contains a wide range of land uses, much of which looks nothing like stereotypical suburban areas envisioned by many users of suburban data. In addition to this overgeneralization, some federal programs designate all non-metropolitan areas as rural territory, while others refer to cities and urban areas interchangeably.

The NCES Suburb locale relies on a clearer and more constrained definition of suburban areas than that offered by the metropolitan-based approach. As a result, it also has limitations. It does not include emerging exurban areas that are too sparsely populated to be included within a UA, and it may leave out well-established bedroom communities that have strong functional ties to a UA but are too distant to be included as part of it. Moreover, because the Census Bureau delineates urban area boundaries only once per decade, the extent of the UA boundary may become less representative of the actual urban fringe later in the decade as population and settlement grow.

Town

Distant

Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.

District Name	LEA #
American Falls	381
Blackfoot	055
Blackfoot Chrt Comm Lrng Cntr	477
Emmett Independent Dist	221
Fruitland District	373
Homedale Joint District	370
Idaho Science & Tech Chrt	468
Idaho Stem Academy Dba Bingham Academy Charter Dis	485
Lake Pend Oreille	084
Madison	321
Moscow	281
Mountain Home District	193
Orofino	171
Palouse Prairie Charter	472
Payette Joint District	371
Preston	201
Richard Mckenna Charter High School	453
St Maries	041
Sugar-Salem	322

The NCES locale framework classifies all Urban Clusters (UCs) as towns. As with the city classification, town locale assignments are based on the extent of the UC boundary rather than the extent of a place boundary (though a UC and place may share the same name). Therefore, schools in rural portions of an incorporated place or CDP are considered rural, while schools located inside a UC are identified as town—regardless of whether the area is contained within an incorporated place or CDP.

Unlike city and suburban subclassifications that are based on population size, town subtypes are identified based on the town's proximity to a UA. UCs located within 10 miles of a UA are identified as fringe, while those more than 10 miles but less than 35 miles away are designated as distant. UCs located more than 35 miles away from a UA are categorized as remote. All proximity thresholds for town and rural classifications are based on geodesic distance between the vertices of the UC and UA polygon boundaries.

Towns are commonly located near UAs, often radiating along major roadways that provide easy access to the larger population core. Although they range in size (from 2,500 to 49,999), most Towns have a population less than 10,000.

NCES town assignments differ considerably from the REAP town locale criteria. Likewise, NCES's use of UCs for town assignments is not the same as that used by the Federal Communication Commission's E-rate program. Although E-rate makes use of Census urban/rural definitions to determine discounts, the program reclassifies UCs with a population less than 25,000 as rural territory.

Town

Fringe

Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.

District Name	LEA #
Falcon Ridge Charter School	456
Kuna Joint District	003
Lakeland	272
Shelley	060

Remote

Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.

District Name	LEA #
Blaine County	061
Boundary	101
Cassia County	151
Filer	413
Heritage Admy.	479
Idaho School For Deaf And Blind	596
Jerome	261
Kimberly	414
Minidoka	331
Mountain View	244
North Valley Academy	465
Salmon	291
Soda Springs	150
Syringa Mountain Charter District	488
Twin Falls	411
Wallace	393
Weiser District	431

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

SUBJECT

Annual Evaluation Review Report

REFERENCE

June 2017

Instructional/Pupil Service Staff Evaluation Review for
the 2015-2016 Academic Year – Final Report
presented to the Board

APPLICABLE STATUTE, RULE, OR POLICY

Section, 33-1004B(14), Idaho Code.

BACKGROUND/DISCUSSION

Pursuant to Section 33-1004B(14), Idaho Code, a review of a sample of teacher evaluations must be conducted annually. This statute specifically states:

- A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, *including each evaluation component as outlined in administrative rule and the rating given for each component.*
- A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed.

As with the 2015-16 Evaluation Review (summarized in the FY2017 Report), the 2016-2017 review was designed to be conducted in two parts, and built upon the finding of the FY2017 report.

The FY2017 report concluded that inconsistent communication from state entities compounded confusion created over time in the wake of multiple changes to Idaho's IDAPA 08.02.02.120. As a result, not all districts were implementing all aspects of evaluation rule with fidelity. To summarize, approximately 60% of the over 600 evaluations reviewed were found to be in compliance with the remaining 30% missing one or more critical elements of the evaluation requirements. To address the areas found to be consistently noncompliant, eight detailed recommendations were put forth in the final report encompassing the following areas:

1. Amend IDAPA 08.02.02.120 to clarify, simplify and better align with code for instructional staff, and redefine evaluation standards for pupil service staff based upon their own professional standards;
2. Make additional guidance and training available to administrators;
3. Create a coalition of representative for Idaho administrator preparation programs to define consistent measures of preparedness, including specific competencies for administrator recertification requirements;
4. Create a clearinghouse of best evaluation practices to be shared across districts; and

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

5. Explore the implementation of a statewide electronic evaluation management system.

Of these five strands, work has begun on all. Changes to Board Administrative rule on evaluation were put into temporary rule in fall 2017, with plans to convene professional groups in each of the pupil service areas to further define consistent practices in evaluation of these professionals. Trainings on evaluation procedures and evidence collection were conducted throughout the state from late September to late October 2017, and an administrator preparation coalition has been established. In 2017, the Legislature provided funding for the development of a clearinghouse and an evaluation management system. A request for proposals will be issued to contract with a vendor to provide this platform.

In May 2017, superintendents were notified of the pending FY2018 review and received detailed information about procedures for uploading evidence collected by administrators selected from their districts. Phase One of the 2016-2017 Evaluation Review commenced on June 8, 2017 with districts beginning to upload evidence for review. The first portion of the annual review, Phase One, focused on the requirements called out in IDAPA 08.02.02.120, including whether or not evaluations meet the fidelity of the state framework which requires an assessment of all 22 components specified in administrative rule.

Phase Two of the review was completed on October 30, 2017, focusing on district evaluation policy, and overall implementation of evaluations including a detailed review of:

- (i) the evidence used in scoring teacher evaluations;
- (ii) documentation of teaching observations;
- (iii) progress in documenting teacher's individual professional learning plans;
- (iv) demonstration of growth in student achievement, and;
- (v) proof of professional practice as shown through parent or student input, or a portfolio of professional work.

Both phases of the review process and the final meeting of reviewers to discuss findings and assist with recommendations to the Board were completed on November 3, 2017. The attached report provides the findings and recommendations from the FY2017 evaluation review process.

IMPACT

Annual evaluation reviews allow state policy makers to verify that the state framework is being implemented with fidelity and to judge the effectiveness of using the evaluation framework in conjunction with student outcomes (measurable student achievement) for determining movement on the Career Ladder. The Board may also use the information in directing changes in our teacher preparation programs to address areas of improvement for both administrators as well as instructional and pupil services staff.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

ATTACHMENTS

Attachment 1 – FY18 Final Report – Evaluation Review of Certificated
Educators

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The FY 2018 Final report includes two recommendations. Recommendations are provided from the group of Idaho Educators who participate in the annual evaluation review process. The first recommendation asks for amendments in Administrative Code (IDAPA 08.02.02) regarding additional definitions, adding the Individualized Professional Learning Plans as a measure of professional practice and clarifying retention of data regarding evidence of professional practice. The first step in clarifying the requirements regarding the retention of evidence and personnel files was taken in the Board's approval of legislation clarifying Section 33-518, Idaho Code, and the current requirement that each "personnel file shall contain any and all material relevant to the evaluation of the employee" includes evidence of meeting the state evaluation requirements. Should this legislation be enacted by the 2018 Legislature the negotiated rulemaking process will be initiated to develop additional specificity in administrative rule. The next action point for this recommendation would take place when the proposed rule is brought to the Board in 2018 for consideration.

The second recommendation is to provide flexibility in differentiating evaluation practice between "proficient" professional staff beyond the current ability school district have to weigh the 22 components and/or four domains based on individualized professional learning plans or other priorities identified by the school district. School districts are still struggling with the implementation of the current state requirements with fidelity so, it is important for school districts and charter schools to have some level of stability in the state requirements if we hope to get to any level of uniformity in implementation of the requirements. The connection between the summative evaluation rating to the state career ladder for the distribution of salary based apportionment to the school districts and charter schools requires a level of uniformity in the application to assure and equitable distribution of available funds.

Clear guidelines for ongoing support for both administrators and teachers are represented in the recommendations that conclude this report. Continued Board support will further shape the fidelity and usefulness of educator evaluations going forward.

BOARD ACTION

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

THIS PAGE INTENTIONALLY LEFT BLANK

FY2018 REPORT TO THE IDAHO STATE BOARD OF EDUCATION

2016 – 2017 EVALUATION REVIEW OF CERTIFICATED EDUCATORS

INTRODUCTION

Pursuant to Idaho Code § 33-1004B(14), a review of a sample of teacher evaluations must be conducted annually. Effective July 1, 2015, the statute specifically requires the following:

- A review of a sample of evaluations completed by administrators shall be conducted annually to verify such evaluations are being conducted with fidelity to the state framework for teaching evaluation, *including each evaluation component as outlined in administrative rule and the rating given for each component.*
- A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed.

The 2016-2017 review was designed to be conducted in two parts, consistent with the 2015-2016 Review. The “desk review” portion of the annual review, Phase One, focused on the requirements called out in IDAPA 08.02.02.120, and whether or not evaluations were compliant in addressing all parts of the state framework specified in administrative rule. On-site visits followed which was Phase Two of the review, and these were completed on October 30, 2017. Phase Two focused on district evaluation policy, and overall implementation of evaluations including a review of:

- (i) the evidence used in scoring teacher evaluations;
- (ii) documentation of teaching observations;
- (iii) progress in documenting teacher’s individual professional learning plans;
- (iv) demonstration of growth in student achievement, and;
- (v) proof of professional practice as shown through parent or student input, or a portfolio of professional work.

The FY2018 report on the findings of the 2016-2017 Evaluation Review of Certificated Educators follows.

Background

In response to the legislative mandate that initiated oversight by Idaho State Board of Education staff in conducting the 2015-16 Evaluation Reviews, samples of teacher evaluations and supporting evidence were collected beginning in January 2017. Phases One and Two of the Evaluation Review were completed in March 2017, and a final report was presented to the Idaho State Board of Education at the June 2017 meeting.

The FY17 report concluded that inconsistent communication from state entities compounded confusion created over time in the wake of multiple changes to Idaho’s evaluation processes. As a result, not all districts were implementing all aspects of evaluation rule with fidelity. To summarize, approximately 60% of the over 600 evaluations reviewed were found to be in compliance with the remaining 30% missing one or more critical elements of the evaluation requirements. To address the areas found to be consistently noncompliant, eight detailed

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

recommendations were put forth in the final report encompassing the following areas:

6. Amend IDAPA 08.02.02.120 to clarify, simplify and better align with code for instructional staff, and redefine evaluation standards for pupil service staff based upon their own professional standards
7. Make additional guidance and training available to administrators
8. Create a coalition of representative for Idaho administrator preparation programs to define consistent measures of preparedness, including specific competencies for administrator recertification requirements
9. Create a clearinghouse of best evaluation practices to be shared across districts
10. Explore the implementation of a statewide electronic evaluation management system

Of these five strands, work has begun on all. Changes to Board Rule on evaluation were put into temporary rule in fall 2017, with plans to convene professional groups in each of the pupil service areas to further define consistent evaluation practices for these professionals. Trainings on evaluation procedures and evidence collection were conducted throughout the state from late September to late October 2017, and an administrator preparation coalition has been established. Both the clearinghouse and an evaluation management system are in the exploratory stages.

In May 2017, superintendents were notified of the FY2018 review and received detailed information about procedures for uploading evidence collected by administrators selected from their districts. Phase One of the 2016-2017 Evaluation Review commenced on June 8, 2017 with districts beginning to upload evidence for review. Both phases of the review process and the final meeting of reviewers were completed on November 3, 2017. Prior to describing the FY2018 Evaluation Review process and results, however, one significant note from last year's evaluation review report should be reiterated:

“Due to the absence of compliance feedback for over two years, the same district protocols found to be deficient in the FY2017 review process were also being used in the 2016-2017 school year. Therefore, while the FY2018 evaluation review may not represent growth in evaluation compliance, it must be emphasized that the lack of growth will not be due to apathy. Feedback and clarification on requirements generated by this year's review came forward late into the school year, *and districts will need 2017-2018 to implement corrective action...* The overarching message that came from the FY2017 Evaluation Review was the need for...clarity, resources, and training support that can make a measurable difference in the consistency and reliability of evaluations.”

As expected, throughout both the desk review and onsite reviews administrators confirmed changes to practice were being implemented, but not all changes could be made quickly enough to be reflected in the evidence collected from the 16-17 school year. As a result, the following FY2018 Evaluation Review Report and findings will appear to be very similar to the FY2017 report.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

METHODS: FY2018 EVALUTION REVIEW

Phase One of the Evaluation Review

The Office of the State Board of Education (OSBE) staff randomly selected 200 administrators who conducted evaluations in the 2016-2017 school year (approximately 20% of all current Idaho administrators) of which 192 were still active in Idaho. For each administrator chosen, the district was required to upload to a secure server at least five evaluations (with relevant supporting documents) completed in 2016-2017 for both teachers and pupil service staff. All evaluation materials were redacted of identifying information, not only to ensure a fully blind review but also confidentiality due to the sensitive nature of the evidence being assessed.

Phase Two of the Evaluation Review

The Office of the State Board of Education (OSBE) staff randomly selected 31 of the 102 LEAs included in Phase One for detailed review. From each of these districts, up to two administrators were also randomly selected from those who had already participated in Phase One. Each administrator taking part in the second phase of the evaluation review (n = 49) was instructed to choose at least two instructional staff evaluations (additional to those reviewed previously and representing a range of performances) for on-site review. Table 1 provides the timeline for data collection and review in both Phase One and Phase Two.

Table 1. Timeline

State Board of Education - 2016-2017 Evaluation Review Timeline Overview and Update	
DATE	DESCRIPTION
5/31/2016	PHASE ONE - Sent out notification to superintendents of randomly selected administrators (102 total LEAs) notifying them which administrators were chosen for evaluation review. Email included sample evidence for districts to model as they prepared their own uploads.
6/8/2017	OSBE secure server opened for districts to upload evidence.
8/16/2017	Server closed and all evaluation materials and completed surveys downloaded and prepared for review and data collection.
9/13-9/15/2017	Desk Review conducted.
9/21/2017	Notifications sent to 31 of the 102 additional districts that they had been randomly selected for further review in Phase Two of the evaluation review process.
9/29/2017	Conducted an Evaluation Review Training in Region III including a mock evaluation review. Open to all education personnel.
10/9-10/11/2017	Regions I and II. Evaluation Review Training and Phase Two reviews conducted. Board staff and volunteer reviewers from Phase One conducted the on-site data collection and interviews.
10/16-10/18/2017	Regions IV. Evaluation Review Training and Phase Two reviews conducted.
10/23/10/27/2017	Regions V and VI. Evaluation Review Training and Phase Two reviews conducted.
10/25-10/27/2017	Region III. Phase Two reviews conducted.
11/2-11/3/2017	Reconvened Phase One reviewers to analyze and discuss data and anecdotal information collected throughout the review process, and to assist in developing recommendations.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Data Sources

For Phase One of the evaluation review, Board staff collected 808 files containing evaluations conducted on certificated staff through the method described above (though five separate evaluations were requested of the administrators, for various reasons the sample size amounted to approximately 4 evaluations per administrator). As with the FY17 review, the sample of administrators chosen for review purposefully represents the distribution of school administrators across the state of Idaho, though this year three administrators from virtual charter schools were also included. See Table 2 below. In addition to collecting up to five evaluations per administrator, each administrator was required to fill out a survey designed to gauge individual perception of preparedness in conducting evaluations, level of desire for additional training in areas related to accurate, growth-producing evaluation practice. Included among the appendices is a full list of districts involved in the review, with districts selected for Phase Two on-site visits denoted in bold font (Appendix A). A copy of the Evaluation Feedback Survey administered during the first phase of the review is also included (Appendix B).

Table 2. Random sample percentages

	Number of Administrators by Region	% of State Total	Administrators Chosen for Review	% of Sample Total
Virtual (0)	5	1%	3	2%
Region 1	103	11%	26	14%
Region 2	66	7%	22	11%
Region 3	368	41%	64	33%
Region 4	138	15%	34	18%
Region 5	77	9%	16	8%
Region 6	145	16%	27	14%
Totals	902		Total Sample	192

Additional staff evaluations were reviewed onsite in Phase Two. The key purpose of the on-site visits was to record qualitative data, as supplied by district office personnel and administrators, regarding implementation of - and fidelity to - the state framework for evaluation. In addition to reviewers' notes, feedback was captured in a survey completed by the teachers evaluated by administrators chosen for Phase Two review. Completion of surveys for teachers was entirely voluntary. This survey instrument for teachers is included in this report as Appendix C.

Review process

A team of 25 experienced educators from across Idaho participated in Phase One of the review, including current superintendents, district leaders, principals, and faculty from educator preparation programs. Of the initial reviewers from the FY17 Evaluation Review, 12 of the original 18 members returned to the team. A list of reviewers is included as Appendix D. The criteria for reviewing the evaluation documents was drawn directly from IDAPA 08.02.02.120 and Idaho Code § 33-1004B(14) for both instructional personnel and pupil service personnel, as applicable.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

The purpose of Phase One, a desk review, was for each reviewer to assess administrator compliance in conducting evaluations in the following areas: completeness in assigning a score for each of the 22 components of the state framework; reported dates of two documented observations; compliance in using at least one other district-selected measure to inform professional practice; and reported measure(s) of student achievement. A graphic of the content and rationale for each aspect reviewed in this part of the process is included as Appendix E. Initiated this year, all evaluations were blind reviewed by two separate reviewers, with discrepancies being resolved by a third reviewer.

For Phase Two visits, a volunteer subset of the 25-member team responsible for conducting the desk reviews participated. The purpose of Phase Two was for each reviewer to not only assess administrator compliance, but also to capture feedback and recommendations from practitioners closest to the evaluation process. Teachers voluntarily participated in surveys to assist reviewers in better understanding the implementation of district evaluation policies. During on-site visits, district leaders were interviewed to better understand strengths and challenges in practice.

Reliability of Reviewers

To ensure accuracy and reliability among raters, all reviewers participating in Phase One were chosen based upon their current knowledge and use of the state's evaluation framework. The team participated in a three-hour training session reviewing the criteria, discussing state requirements, and participating in calibration activities. Five sample evaluations were chosen for review. Each reviewer evaluated the samples independently, then in a small group lead by veteran reviewers. The entire team then discussed the samples and compared ratings. Training included clarifying conversations about current requirements, and opportunities throughout the three-day review to recalibrate, both in small group and full group discussions, as anomalies arose.

Because of their heightened understanding of evaluation requirements developed in Phase One of the review process, volunteers from this team also conducted on-site visits in Phase Two.

Data Analysis

Data presented here regarding compliance in evaluation practice consists of the total number and percentages of compliant elements required for instructional staff evaluations (n=785) as submitted by district administrators. These elements include components of the state framework for evaluation, dates of documented observations, measures of professional practice and student achievement. Findings on the evaluation of pupil service providers are on file (n=66), but not included in this report. Next year's report will include findings on all certificated staff once the new standards for pupil service providers begin emerging in district evaluations.

Data from the Evaluation Feedback Survey (Appendix B) provides an overview of the perceptions of the selected administrators related to their preparedness in conducting evaluations and their desire for additional training.

Data from surveys completed by teachers from Phase Two (Appendix C) is also included for the purpose of exploring teacher understanding of district policy, and perceptions on evaluation as a means for professional growth.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

FINDINGS

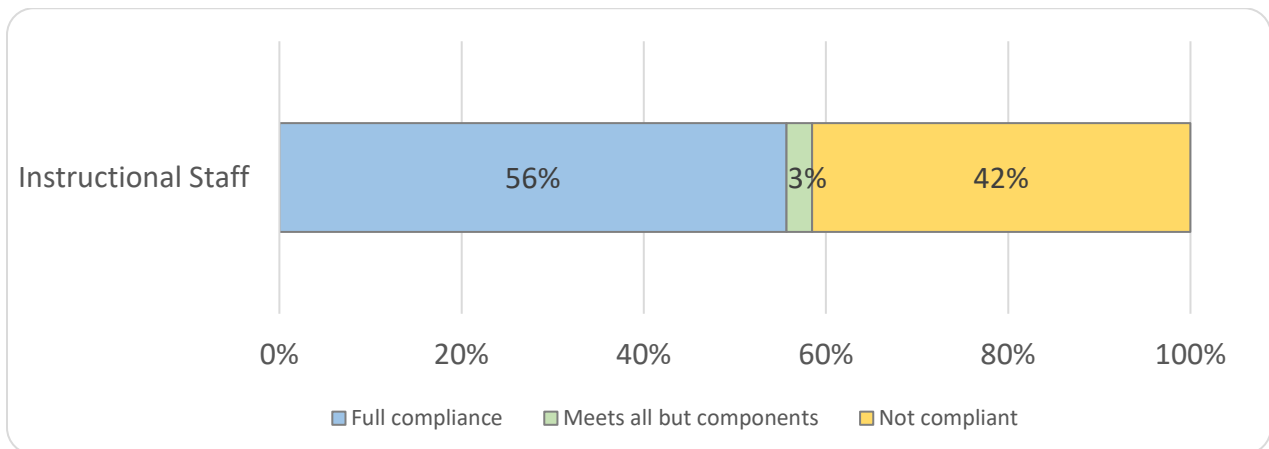
The findings presented here are based upon the criteria for completing evaluations of certificated personnel called out in IDAPA 08.02.02.120 to determine compliance with state mandate. These include:

- Use of the state framework which is comprised of 22 components;
- Two documented observations, the first conducted prior to January 1;
- A measure of professional practice such as portfolio or student/parent feedback, and;
- District/teacher selected measure of student performance.

Data Specific to Compliance with IDAPA 08.02.02.120

Compliance – Evaluations meeting all IDAPA requirements

Figure 1. Evaluations meeting all areas of compliance required by the state, and those meeting all areas of compliance EXCEPT the inclusion of all 22 components, (but not less than four scores representing each of the domains) (n=785)

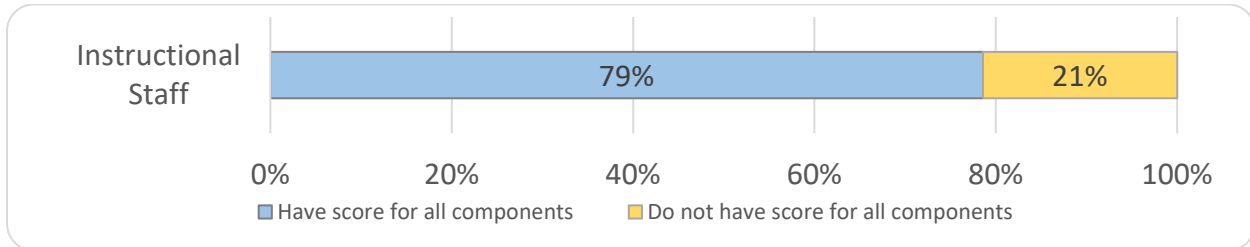


Note: Because it had not yet been clarified as to whether each component needed to be recorded individually, or just considered in the summative evaluation, it is not unreasonable (as with the 2015-16 review) to consider the sum of both sets of evaluations as being compliant, resulting in 59% of evaluations meeting all state requirements.

As expected, overall compliance found in the FY18 Review is similar to the FY17 Review, with a slight increase in “full compliance” up from 51%.

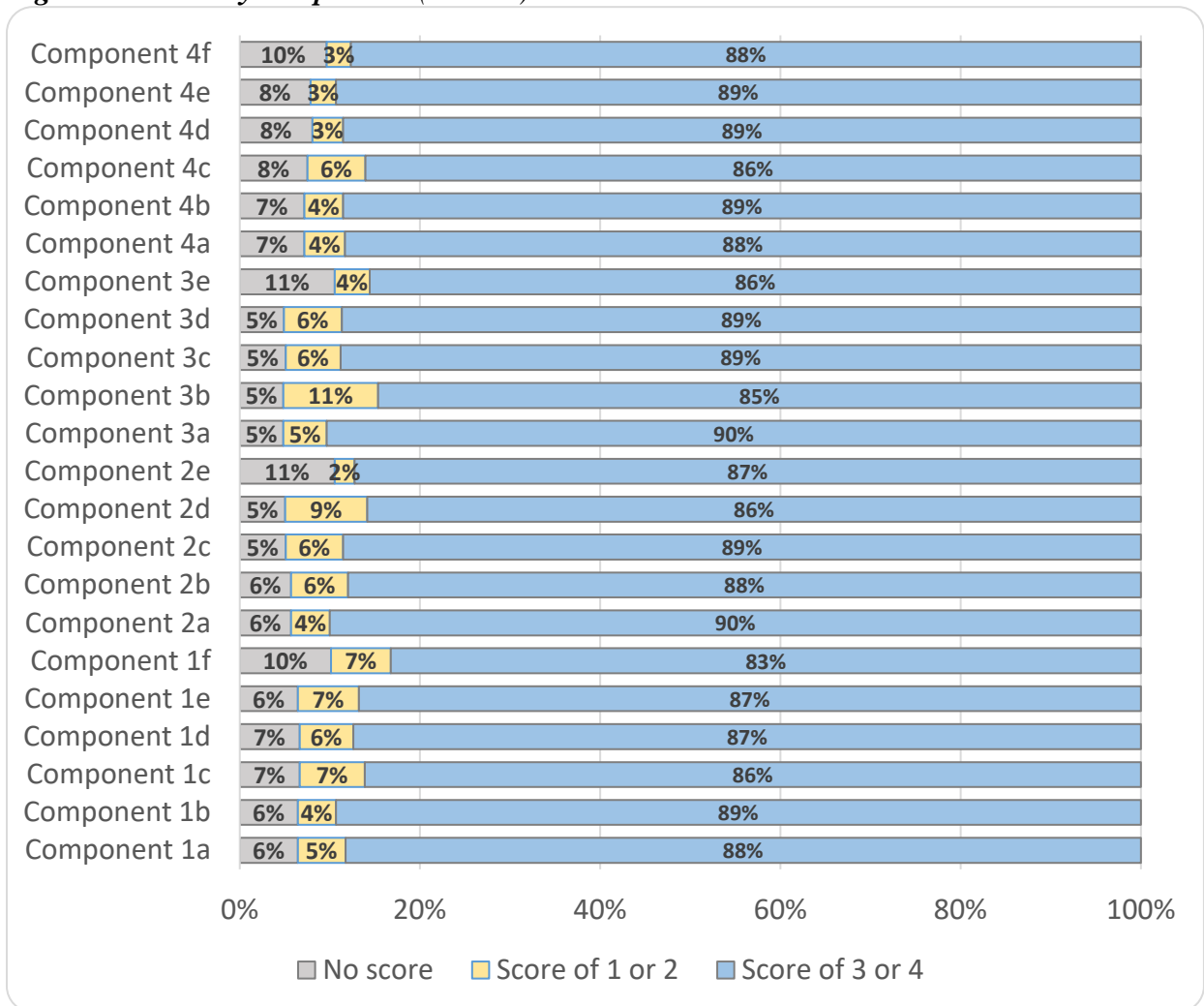
**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Figure 2. Evaluations in which all 22 components of the framework standards were rated (n=785)



Compliance in scoring all components for instructional staff increased from 59% in FY17 to 79% in FY18. This is likely due to the fact that a large number of districts had been documenting scores for all 22 components but, prior to being reviewed in 2017, were only recording scores in the four domains. This increase in compliance likely represents a change in reporting, not a shift in practice.

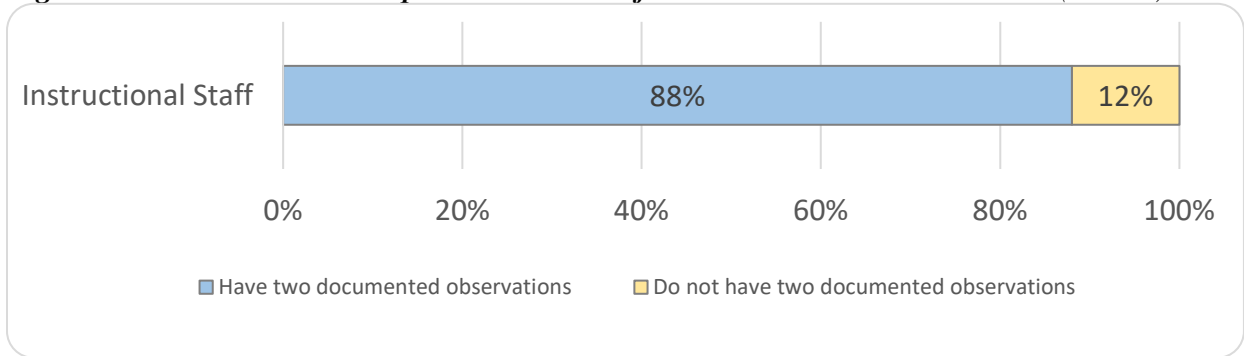
Figure 3. Scores by component (n=785)



Consistent with the FY2017 results, Component 3b-Using Questioning and Discussion Techniques, is the area in which the majority of teachers struggle the most. This certainly can be seen as an area for increased preparation and professional development opportunities.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

Figure 4. Evaluations based upon a minimum of two documented observations (n=785)



The increase in compliance for this requirement, up from 74%, most likely reflects increased awareness that documentation of observations would be collected. By the time the FY17 evaluation review began, many districts had destroyed evaluation evidence from the previous year. Because district leaders were notified of the FY18 Review prior to the end of the school year, those documents were not destroyed.

Figure 5. Evaluations including at least one district selected measure of performance (n=785)

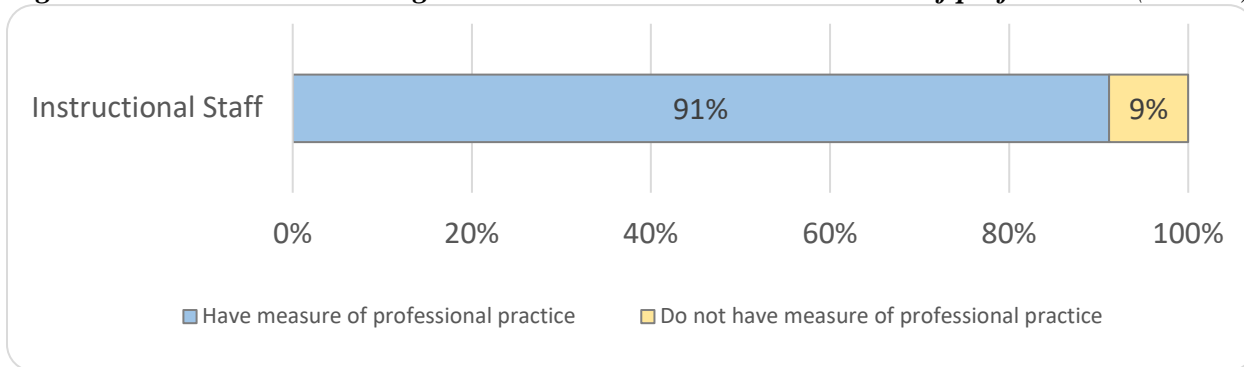
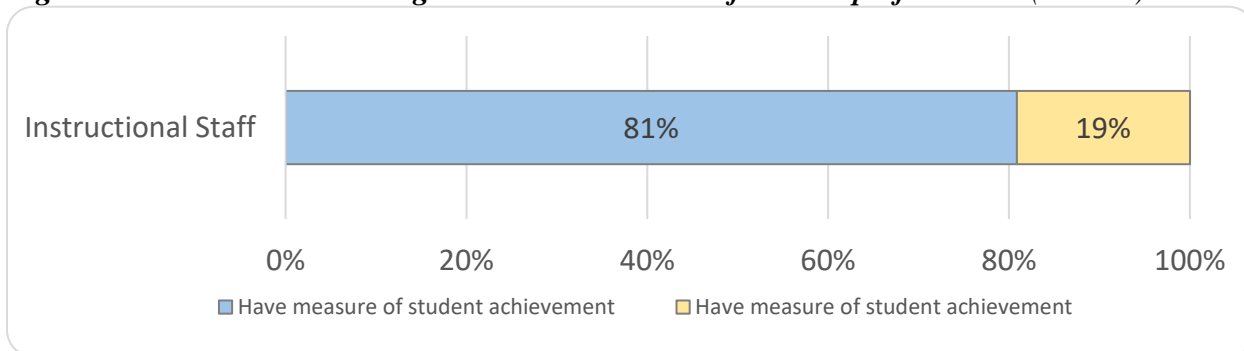


Figure 6. Evaluations including at least one measure of student performance (n=785)



In summary, the slight improvement in overall compliance, represented by a 5% increase from the FY17 to the FY18 Review, likely has more to do with greater awareness in reporting than significant change in practice.

Data Specific to Implementation of Evaluation and Related Professional Learning

Evaluation Feedback Survey (Administrators) - Results

Of the 194 administrators chosen for review, 79% responded to the Evaluation Feedback Survey. Their geographic distribution indicates a representative sample. While the absolute validity of these survey results must be considered in light of potential response bias, administrator feedback collected through the FY2018 survey instrument remained consistent with information collected through last year's survey and two years of onsite visit interviews:

- 54% Agree or Strongly Agree that they would like additional support/training in understanding code/rule around conducting evaluations, up 3% from last year
- 65% indicated a desire for more support and training in the Framework for Teaching (up 4% from last year) even though over 75% of administrators surveyed passed the Teachescape Proficiency training and test and expressed confidence in their evaluation skills
- 91% of administrators indicated that they regularly collected performance evidence to support evaluations, with 61% responding that they would like additional support/training in using evidence to accurately evaluate teachers
- 97% indicated that they regularly engaged in professional conversations about teacher practice stemming from observations/evaluation, with 57% responding that they would like additional support/training in facilitating those conversations (down from 62% reported last year)

Evaluation Feedback Survey (Teachers) - Results

Teachers who were evaluated in 2016-17 by administrators chosen for additional review in Phase Two were sent the Evaluation Feedback survey. Unlike the survey for administrators, teacher surveys were completely anonymous, and participation was voluntary. Respondents provided input on implementation of evaluation practice in their district and provided designated areas for future professional learning in evaluation (n=252). Results were consistent with those in the FY2017 report and are as follows:

- 51% of the teachers returning the survey indicated a desire for more support and training in the Framework for Teaching
- 84% of teachers indicated confidence in their ability to provide evidence to support an accurate evaluation of each of the 22 components, though 53% reported a desire for more training in this area.
- 73% of teachers reported their administrators regularly collected evaluation evidence
- 73% of teachers reported their administrators regularly engaged with them in professional conversations about their practice

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

- 54% of teachers reported they would like more opportunities to receive feedback on their professional practice

In summary, and as stated in the introduction of this report, most of these findings are very similar to those from the FY17 report. Because the 2015-16 Evaluation Review was still being conducted late into Spring 2017, feedback on compliance was not available to all districts until the end of the 2016-17 school year. As a result, the same district protocols found to be deficient in the FY17 report had been used throughout the 2016-2017 school year. Between the dissemination of the final report, presentations given around the state, and trainings conducted statewide this fall around evaluation processes, districts are purposefully implementing corrective actions in the current academic year. Therefore, while the FY2018 evaluation review may not represent dramatically improved practice, a much higher level of compliance is anticipated for FY2019.

RECOMMENDATIONS AND CONCLUSION

The primary recommendation resulting from the FY2018 Evaluation Review is to stay the course, while continuing to implement recommendations brought forward in last year's report.

Action Taken on FY2017 Recommendations

1. **Amend IDAPA 08.02.02.120 to clarify discrepancies with Idaho Code as identified during the review process.**

Action Taken: IDAPA 08.02.02.102.02 was amended to explicitly state that at least one document included in the Professional Practice portion of the evaluation must record a score for each of the 22 components of the Framework for Teaching.

Further Implementation: State agencies will continue to provide clear communication emphasizing that scores for each of the 22 components, drawn from observations and artifacts of teaching, must be included in evaluations to serve as an annual "benchmark" of professional practice. Scores on the Framework should serve as but one of the multiple measures that contribute to the summative evaluation score, with the main purpose of this instrument being to provide information on areas for future professional learning and highlight areas of strength.

2. **Amend IDAPA 08.02.02.120 to define evaluation standards for pupil service staff evaluations that are based upon each group's national professional standards.**

Action Taken: IDAPA 08.02.02.102 was amended regarding the evaluation instrument/standards to be used for pupil service staff: "For pupil service staff, those standards shall be aligned with the profession's national standards."

Further Implementation: Because this change is already in effect due to temporary rule status, work will begin in early spring to bring each of the state's pupil service organizations together to determine a standard instrument for each of the professions.

3. Provide additional guidance and training to administrators on evaluation policy requirements.

Action Taken: Four regional trainings were conducted from September to October 2017, providing specific guidance and mock evaluation review opportunities to help all district personnel better understand Idaho's evaluation requirements.

Further Implementation: Regional trainings will continue annually for administrators, district leaders, and teachers to ensure a consistent understanding of Idaho's evaluation policies and provide opportunities to share best practices. In addition, trained reviewers are available in every region to provide district trainings at no cost.

4. Provide additional training to administrators on conducting meaningful, growth- centered evaluations.

Action Taken: Administrators widely reported they found great value in the calibration effect of continued attendance at the SDE's Danielson Training workshops but expressed the desire to receive targeted training in assessment literacy and developing Individualized Professional Learning Plans. These areas have now been incorporated into current offerings.

Further Implementation: Trainings for both teachers and administrators have been suggested so administrators can gain greater expertise in assessment literacy skills that support teachers, teachers have opportunities to better understand and utilize student learning objectives and other measures of student performance. One option may be to leverage the work of the SDE's Assessment and Accountability department, promoting the use of the Comprehensive Assessment System to use actual student data to design Student Learning Objectives. The existing ISAT assessment system has manipulative reports at every level, and data and resources from this system can be used to drive teacher and student improvement and verify learning in time to adjust and change end-of-year outcomes. The system uses measures that are common across all districts, and already available at no additional cost. Board staff will further explore partnership opportunities with the SDE's Assessment and Accountability department.

5. Create a coalition of representatives from each Idaho administrator preparation program for consistency in administrator preparation and professional learning.

Action Taken: Members for this group have been identified by all administrator preparation programs. Additionally, during the regional evaluation trainings, stakeholders provided input on key competencies for consideration in developing a common summative assessment for administrator candidates seeking Idaho certification.

Further Implementation: Meetings of the coalition will begin this spring.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

6. Amend IDAPA to define competencies required for administrator recertification.

Action Taken: IDAPA 08.02.02.10(d) was amended to include specific, required competencies for administrators to recertify. The State Board website has been populated with resources and a list of current courses that meet the new requirements.

Further Implementation: Continue to work with Idaho's administrator preparation programs to ensure consistency and depth of content in coursework to include:

- Deep understanding of Idaho evaluation requirements and mastery in conducting growth producing observations/evaluations; gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development.
- Deep understanding of Idaho's measurable student achievement and growth measures and how they impact summative evaluation ratings, and proficiency in assessment literacy.

7. Create an Evaluation Clearinghouse to provide relevant, current resources for district use.

Action Taken: Best practices and a variety of resources have been collected.

Further Implementation: Evaluate the most cost effective, accessible program to begin housing resources.

8. Explore the possibility of implementing a statewide electronic evaluation management system.

Action Taken: Initiated meetings with the Department of Purchasing for guidance.

Further Implementation: Board staff are working to develop a scope of work for a request for proposal to be released by the Division of Purchasing.

FY 2018 Recommendations

Only two recommendations for Board consideration are proposed as a result of the most recent Evaluation Review:

1. Amend IDAPA 08.02.02.007 and IDAPA 08.02.02.120 to create clear definitions and provide more detailed guidance:

- Define both “documented observation” and “summative evaluation”
- Add language that formally identifies the Individualized Professional Learning Plan (IPLP) as a second measure of professional practice
- Clarify retention of data regarding evidence of professional practice and student achievement used to inform the summative evaluation.

Rationale: This year's evaluation review of 2016-2017 practices revealed confusion surrounding the definition of documented observations, as well as what is expected of the

summative evaluation. Some districts used a second documented observation as the summative evaluation and others interpreted the requirement to include two documented observations and a separate summative evaluation. There was also confusion regarding what constitutes the second measure of professional practice. Some districts use the IPLP as evidence of professional practice while others did not know whether that was acceptable. Use of the Individualized Professional Learning Plan (IPLP) to demonstrate goals and growth as a measure of professional practices aligns with Board Rule and statute.

2. **Convene a committee to develop a proposal to amend IDAPA 08.02.02.120 to provide a degree of flexibility in differentiating evaluation practice between proficient, professional staff and others in regard to both summative evaluations and documented observations.**

Rationale: According to this year's administrator feedback survey, 30% of those who responded are responsible for supervising and evaluating more than 20 certificated staff each year. If we expect our evaluations to be conducted rigorously and in a way that provides an opportunity for growth, ratios of administrator to teachers must be lowered. Many states have differentiated models of evaluation, in which proven effective teachers receive a *full* evaluation on a three to five-year cycle. This frees up administrators to focus on teachers in need of support.

Conclusion

As was the case in the FY2017 report, the vast majority of districts leaders are striving to improve evaluation processes for their districts and within their buildings. The need for consistency and support from the state level was reiterated, and the desire to ensure that evaluation processes emphasize professional growth and continuous improvement alongside accountability.

Planning for the 2017-2018 Evaluation Review is already underway. With continued support and consistent expectation of our administrators and teachers, future Evaluation Reviews are likely to reveal increasingly robust evaluation practices.

THIS PAGE INTENTIONALLY LEFT BLANK

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

SUBJECT

Higher Education Task Force Recommendations – Prioritization

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...)
October 2017	Board assigned the 12 Task Force Recommendations to one or more of the Board's standing committees for prioritization and initial implementation planning.

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 increased progress in meeting the Board's 60% College Attainment goal, and transition the existing state-funding formula for higher education to a formula that focuses on student 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. 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 identified as needing appropriations and could be started in FY 2019 prior to a full implementation plan being developed. These items included additional funding for system-wide scholarships, with hereby an 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. This work would move forward while waiting for system consolidation amendments identified in Recommendation 1 to be

**POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017**

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). The request for information process is currently underway for this item.

At the October 2017 regularly scheduled Board meeting the Board assigned the various recommendations to Board's standing committees; Business Affairs and Human Resources (BAHR), Instruction, Research and Student Affairs (IRSA), and Planning, Policy and Government Affairs (PPGA). The committees were task and with identifying and recommending to the full Board prioritization of each of the recommendations assigned to them and to being work on implementation planning.

IMPACT

The discussion around the proposed implementation framework and prioritization 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 – Standing Committee Prioritization
Attachment 2 – Recommendation Matrix

Page 5
Page 8

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.

Prioritization of the recommendations does not necessarily indicate one recommendation will be fully implemented prior to another recommendation. In many cases work toward implementation will be initiated simultaneously while in other instances implementation may be subject to other state processes, such as the annual legislative budget setting process and may not be able to be fully implemented until a later date even though initial work has been completed. In most cases, the order of priority will only influence work when resources, including time, are limited and a decision must be made on which recommendation or strategy will be initiated or funded first.

As part of the planning and implementation process, the Board committees may create additional technical committees or workgroups. Any implementation work contingent on Board action will be brought back to the full Board for final action.

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

BOARD ACTION

I move to accept the priority order of the committee assignments as specified in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

THIS PAGE INTENTIONALLY LEFT BLANK

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

Committee Assignment Prioritization

Planning, Policy and Government Affairs (PPGA) Committee:

Priority Order

1. Guided Pathways [4. Guided Pathways (P-20) (PPGA Lead/IRSA)]
2. Structural Change and System Improvements [3. Structural Change and System Improvements (PPGA Lead/IRSA)]
3. 60% Goal Restatement and development of interim measures of progress. [2. 60% Goal Restatement (PPGA)] - This item is in progress. The new restated goal is part of the Work Session discussion on the Board Strategic Plan and may be completed by the end of the Board December Board meeting.
4. Scholarship development and/or amendments [5. Improved Certificate and Degree Completion (IRSA Lead/PPGA – Scholarships)] and [7. Systemically increase dollars to fund all eligible Idaho high school students while not losing sight of the goal of lowering cost/improving access. (BAHR Lead/PPGA – Administrative Code/Statute Amendments)] – Scholarship work is in progress or waiting for new rulemaking window.

The PPGA Committee has prioritized those items that will require sustained collaborative efforts for continued implementation and enhancements to recent improvements over items that require more discrete actions that implementation has already been initiated or are waiting until for the start of the next administrative rulemaking cycle.

Instruction, Research and Student Affairs (IRSA):

Priority Order

1. P-20 Guided Pathways [4. Guided Pathways (PPGA Lead/IRSA Postsecondary)]
2. CCA Game Changers [3. Structural Change and System Improvements (PPGA Lead/IRSA Postsecondary)]
3. Program targeting former students with no degree [5. Improved Certificate and Degree Completion (IRSA Lead/PPGA rule and statute)]
4. Expansion of industry workplace experiences in postsecondary programs [11. Partner with Industry (IRSA) and 12. Workforce Training Towards Degree or Certificate Completion (IRSA)]
5. Competency-based learning system for career technical education [10. Competency-Based System (IRSA)]
6. Consolidated efficiencies, cost savings, and service – admissions, registration, and other student services [1. Efficiencies, Cost Savings and Service (BAHR Lead/IRSA Student Services)]
7. Statewide digital campus and learning delivery system [6. Statewide Digital Delivery System (IRSA)]

The IRSA Committee felt sequencing was a more appropriate method to “order” the recommendations to describe the approach in which each are to be taken up by

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

IRSA. This is intended to recognize that all recommendations maintain a high level of importance, but also to allow for existing efforts by institutions -- and those to be undertaken by other committees and groups -- to be fulfilled.

Business Affairs and Human Resources (BAHR):

Priority Order

1. Outcomes-Based Funding Model [1. Efficiencies, Cost Savings and Service (BAHR Lead/IRSA Student Services)]
2. Efficiencies, Cost Savings and Service [1. Efficiencies, Cost Savings and Service (BAHR Lead/IRSA Student Services)]
3. Increased Funding for Scholarships (Recommendation #7 from the HETF report)

The BAHR Committee has started initial work on implementation. BAHR members have agreed that an Oversight Committee should provide executive direction for the overall OBF effort as a proposal is developed for implementation in FY2020. The Oversight Committee will consist of the BAHR Committee members. Initial actions will include providing policy guidance on the attributes/components to be included in the OBF model, drawn from the groundwork laid by Task Force Work Group #3, and estimation of a budget target for the FY2020 request. The Oversight Committee will be supported by Board Staff and a Technical Committee comprised of representatives from key stakeholder groups and experts on the functions impacted by OBF. Anticipated members of the Technical Committee may include representative(s) from the college/university presidents, provosts, chief financial officers, institutional research units, budget directors, students, Governor's staff, business/industry, Division of Financial Management (DFM), and Legislative Services. The functional representatives on the Technical Committee will be able to tap into the resources of their respective counterpart groups to support the OBF initiative and keep players informed and engaged. BAHR emphasized that, once a draft model is in place with proposed parameters defined, multi-year simulations of the model will be carried out to analyze the potential impact on the institutions, allowing adjustments to be made if/when necessary.

The BAHR Committee reviewed an extensive list of "back room" functions identified as candidates for possible increased "system-ness"—that is consolidation, centralization, commonality, interoperability of processes, software, hardware, and/or work units. The list of back room functions considered by the Task Force included human resources, facilities (architectural and engineering services, grounds-keeping, maintenance, and custodial services), IT services/telecommunications, legal, purchasing, risk management, security, internal audit, compliance, motor pool and vehicle fleet operations, postal, printing/publishing, medical/clinical, student housing, food/dining services, libraries, testing centers, and governmental affairs/legislative liaison. BAHR is recommending that the systemization analysis begin with the following two priority functional areas:

1. Information Technology/Enterprise Resource Planning (IT/ERP) functions. BAHR acknowledges that this effort will be a daunting, long-term task, but one which has the

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

potential for significant improvements in efficiency and effectiveness. Experience in other states (e.g., Maine), suggests that a system-wide approach in this area can be a catalyst for positive changes in other functional areas. BAHR believes that the Chief Information Officers of the institutions will need to be involved in this team effort, and that the support of outside technical consultation will be essential. BAHR hopes to communicate with the State Controller's Office (SCO) to take advantage of any insights which have been gained during SCO's efforts to replace the State's legacy finance, payroll, human resources, procurement, and budget system.

2. Governmental Affairs. BAHR supports efforts to ensure that the Board and the institutions speak with one, consistent voice when educating Legislators on actions and issues. The BAHR Committee recommends that this particular initiative be pursued by PPGA Committee.

Implementation of recommendation three is underway, awaiting Governor and Legislature consideration of the FY 2019 Line Item request approved by the Board. The Planning, Policy and Governmental Affairs Committee is waiting for the 2018 negotiated rulemaking timelines to initiate identified amendments to the state scholarship requirements.

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

Implementation Matrix (October 2017)

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 (combined with: Centralize and standardize processes to promote system-wide efficiencies).	BAHR – Lead 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 the Board’s Complete College Idaho Plan, and alignment with workforce skills.	PPGA – Lead (Responsible for K-12 items, and policy issues related to administrative code or statute) – 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 (Responsible for postsecondary items) – full implementation of Game Changers adopted by the Board in 2012. Implementation of a degree	<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 require a 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.

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

	audit/student data analytics system ³ for postsecondary students, development of 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 – Lead 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 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	IRSA – Lead Development of program targeting individuals with some credits and no degree. Implementation of a degree	<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)	

³ Implementation of this recommendation has been initiated with the amendment to the FY19 budget request.

⁴ Full implementation will be contingent on budget consideration and the implementation of the system-wide digital campus.

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

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.	audit/student data analytics system ³ PPGA Amendments to scholarship requirements in 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 – Lead Institutional efficiencies, lower tuition and fees, elimination/streaming of student fees. PPGA Legislation for scholarships	<input checked="" 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)	
8. 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.	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)	

⁵ Administrative Code changes take one year to work through the cycle and would be started in FY19.

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

9. 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)	
10. Recommendation – Competency-Based System – The public higher education system should shift to a competency-based system for career technical education. (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)	
11. 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)	
12. 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)	

THIS PAGE INTENTIONALLY LEFT BLANK

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

SUBJECT

State Accountability System – Student Engagement Survey

REFERENCE

October 2015	The Accountability Oversight Committee presented recommendations to the Board regarding changes to be made to the state's accountability system, in preparation for submission of a new ESEA waiver
February 2016	The Board received an update on the timeline for the Accountability Oversight Committee to bring recommendations forward
October 2017	Board assigned the 12 Task Force Recommendations to one or more of the Board's standing committees for prioritization and initial implementation planning.
April 2016	The Accountability Oversight Committee presented recommendations to the Board regarding removal of the ISAT proficiency and college entrance exam graduation requirements. The Board adopted the recommendation that the ISAT proficiency graduation requirement be removed and rejected the recommendation that the college entrance exam graduation requirement be removed.
August 2016	Board approved proposed rule IDAPA 08.02.03.111 through 114, to implement a new accountability system for the State of Idaho

BACKGROUND/DISCUSSION

The state public school accountability system is currently outlined in Chapter 45, Title 33 Idaho Code and Administrative Code, IDAPA 08.0203.112. Since the creation of the accountability provisions in 1997 there have been many changes at both the state and federal level. The current changes at the federal level with the reauthorization of the Elementary Secondary Education Act through the Every Student Succeeds Act provide the state with the opportunity to develop a single accountability system that meets both the state and federal accountability needs. In January 2016, the State Board of Education Accountability Oversight Committee was charged with bringing forward recommendations to the Board that were in alignment with the Task Force recommendations for a new state accountability system (Recommendation 5 – 2013) and would meet the federal accountability requirements. Following the Board's adoption of the Accountability Oversight Committee recommendations, Board staff initiated the negotiated rulemaking process including conducting public forums in each region of the state to allow for the thorough discuss of the proposed new state accountability system and encourage feedback. Board staff presented and facilitated discussions to gather feedback on the proposed rule amendments and accountability system at:

- The Idaho Association of School Administrators annual conference;
- The Southern Idaho Conference Superintendents meeting;

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

- The Idaho School Boards Association annual conference; and
- Seven public forums held in Coeur d' Alene, Lewiston, Idaho Falls, Pocatello, Twin Falls, Nampa, and Boise.

The new accountability system was established through the rulemaking process in 2016 and was accepted by the Legislature in 2017, becoming effective for the 2017-2018 school year. The accountability system includes all federally required indicators, places schools into three categories, and then within each category divides the indicators between student achievement and school quality. The majority of the federally required indicators fall under student achievement, however, states are required to have at least one school quality indicator. The initial accountability framework recommendations included absenteeism as a school quality indicator, but in the process of conducting the public forums there was a large amount of the feedback received against using school absenteeism as a school quality indicator. This indicator was removed from the final version of the accountability system.

To meet the federal accountability requirements the school quality indicator must be able to be administered to every student and be able to be broken out by subgroup. Working with Department of Education staff, it was determined that for the first year, a student engagement survey could be administered through the Idaho Standards Achievement Test administration that would meet our federal requirements for the 2017-2018 school year and help inform the development of a longer term survey solution. Department staff indicated that if a survey was going to be administered through the test administration then there was a very limited amount of time available to get the survey questions to the testing vendor. In order to meet these time constraints staff identified a number of nationally developed surveys that had already gone through a survey validation process that could be used. A small workgroup was formed consisting of Department and Board staff to review the surveys. Concurrently, a request for feedback was sent out to state lawmakers and education stakeholder groups requesting initial feedback on what they would like to see in a student engagement/school quality survey. The initial feedback received was able to be categorized into the following categories:

- School Safety and Security,
- Teacher Quality,
- School Quality and Culture, and
- Student Perseverance and College and Career Opportunities.

Additional feedback asked that the Board take into consideration the methods for delivering the survey in regard to school and district impact, the time it would take students to complete the survey, and that the survey take into consideration the various grade levels being surveyed.

In reviewing the available valid surveys initially identified the group determined the four categories met all student engagement survey developed and tested by Panorama. The Panorama survey was also developed in a way that would allow

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

Idaho to use specific sets of questions under various categories while still maintaining the integrity of the survey. The Panorama Student Survey broke questions out by grades 3-5 and 6-12, allowing for grade specific questions. The survey also included the following categories that were chosen based on their alignment with the initial feedback received:

- School Climate – Perceptions of the overall social and learning climate of the school,
- School Teacher-Student Relationships – How strong the social connection is between teachers and students within and beyond the school,
- School Safety – Perceptions of student physical and psychological safety while at school, and
- Grit – Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals. (Grit would only be administered to students in Grades 9-12).

Each set consisted of five questions, resulting in a total of 13 questions for students in grades 3 through 5, 16 questions for students in grades 6 through 8 and 21 questions for students in grades 9-12. In general terms the survey questions look outward toward the students engagement with the teacher and the school.

Following selection of the survey and process for the 2017-2018 administration an additional email was sent out to state lawmakers and the education stakeholder groups with the survey questions (Attachment 1), information on how the questions were developed and by whom, and a link to detailed information from Panorama on how the survey was validated to assure the questions were not leading. Additional information regarding the Panorama validation process may be found at: <https://www.panoramaed.com/panorama-student-survey>. Based on the limited feedback that was received the survey and method for administration for the 2017-2018 school year was presented to the Board at the October 2017 Board meeting with a request that the Board provide any concerns they may have on the survey or the administration of the survey for the first year. Hearing none, staff moved forward with the implementation of the survey for the 2017-2018.

IMPACT

Following additional input, the student engagement school quality survey is being brought back to the Board to give the Board the opportunity to adjust the planned administration of the survey in the 2017-2018 school year.

ATTACHMENTS

Attachment 1 – Panorama Student Engagement Survey

Page 5

Attachment 2 – AdvancEd Student Engagement Survey

Page 11

STAFF COMMENTS AND RECOMMENDATIONS

Following the October 2017 Board meeting article ran in Idaho Ed News under the headline “Schools and Teachers to be Graded on What Kids Say.” This article generated additional feedback from teachers and some school administrators over

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 2017

the survey that was chosen for the 2017-2018 school year. Board staff and the Chair of the Planning, Policy and Governmental Affairs Committee met with the education stakeholder representative organizations and a representative from the Department of Education to further discuss the survey on November 20th, 2017. While the groups did not express full support of the Panorama survey they did indicate that they understood that this first year the survey would mainly be used to help inform the process for developing and administering the three surveys required by the state accountability system (Student Engagement, Parent Engagement, and Teacher Engagement). While the survey is also being used to meet the federal requirements for at least one school quality measure it only accounts toward 10% of the calculation for determining school performing in the lower 5%. The groups were assured that due to the timelines required for getting the questions to the testing administrator there was not time to gather additional feedback on the surveys and that there would be multiple opportunities for individuals to participate in the selection and or development of the three surveys that will be used starting in the 2018-2019 school year.

Following this meeting, the State Superintendent contacted the Executive Director and Board President to discuss the possibility of using AdvancED's student engagement survey. All public high schools in the state are accredited by AdvancED and have access to the survey. For the first year AdvancED is willing to allow all public schools in Idaho to use their student engagement survey (Attachment 2). The AdvancEd survey is broken up by elementary school, middle school, and high school grades. Each grade range for the survey consists of four demographic questions and then 20 survey questions. In general terms the questions focus on how the student sees himself or herself and looks internally at their engagement with their education. The survey does not include questions regarding student safety and security.

BOARD ACTION

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

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.

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS

DECEMBER 21, 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

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS

DECEMBER 21, 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

POLICY, PLANNING AND GOVERNMENTAL AFFAIRS

DECEMBER 21, 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

**POLICY, PLANNING AND GOVERNMENTAL AFFAIRS
DECEMBER 21, 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



Elementary School Student Engagement Survey

The following statements are to find out how you feel about your school. This is not a test. There are no right or wrong answers. Choose one answer for each item.

Information About Me

I am a...

- ☐ Boy
- ☐ Girl

I am...

- ☐ Hispanic
- ☐ Not Hispanic or Latino

I am...

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Two or more races

My grade in school is

- ☐ 3rd grade
- ☐ 4th grade
- ☐ 5th grade

Questions

1. When I'm in class...
 - ☐ I want to talk about what I am learning.
 - ☐ I do enough to make a good grade.
 - ☐ I get so busy with my work and forget what time it is.
 - ☐ I have a hard time doing the work.
 - ☐ I do not try my best.
2. If the classwork is hard to do, I...
 - ☐ try a little more.
 - ☐ do my very best.
 - ☐ get a little nervous.
 - ☐ put my head down on my desk.
 - ☐ need to think better.
3. Doing the same kind of work every day in class...
 - ☐ is okay with me.
 - ☐ makes me want to ask if we can do something different.
 - ☐ keeps me out of trouble.
 - ☐ does not keep my attention.
 - ☐ keeps me on task.



4. Going to an activity after school or at night...
 - makes my parents happy.
 - is something I do if I have to.
 - is something I like to do.
 - is something I do not like.
 - is fun because I see my friends and teachers.
5. When I use a computer, I...
 - am excited about learning.
 - finish my work.
 - want to do things that aren't what my teacher told me to do.
 - stay on task.
 - try to do more than what my teacher wants me to do.
6. School rules...
 - let me know what I can do.
 - make me not like school.
 - help me to be a good student.
 - are hard for me to follow.
 - help me make good choices.
7. As a student...
 - I do my best to get good grades.
 - I stay busy even when I don't like to work.
 - I learn the most when I work with other students.
 - I find ways to keep learning when I am not at school.
 - I do my work if the teacher says I have to.
8. Choose one you agree with the most.
 - I raise my hand to do things that are new or easy.
 - I use words I've learned when my teacher asks me to.
 - I finish my work so that I can help others.
 - Sometimes I do not know why I have to do the work.
 - What I learn is not something I might not use outside of school.
9. When do you use what you learn in class?
 - I talk about it at home.
 - I use it to help me learn other things.
 - I only use it to get a good grade.
 - I don't think about how to use what I learn.
 - I don't use it.
10. Before I have a test, I...
 - study a lot.
 - learn what is needed to pass.
 - think about it just before it is time to take the test.
 - read extra things to help me with the test.
 - don't study.



11. When I don't know something, I...
 - talk about it with other students to get help.
 - read the directions again and try to get it right.
 - work on what I can do.
 - find something else to do.
 - ask my teacher for help.
12. The things I learn in school...
 - help me think about new ways to do things.
 - help me do my homework.
 - help me make good grades.
 - I won't use when I am older.
 - I do not care about.
13. The activities I do in class...
 - are ones I like.
 - are done because my teacher makes me.
 - are not fun.
 - are not fun, but I do them anyway.
 - are not fun, so I pretend that I am sick so that I don't have to do them.
14. How do you feel when you say something in front of the class?
 - Good, if my teacher likes it.
 - Okay, if it is the same as what other students say.
 - Special, like my words are important.
 - Not special, because no one cares what I say.
 - I don't often talk in front of the class.
15. At the end of the school day, I feel...
 - that going to school is something I have to do.
 - excited about tomorrow's school day.
 - very happy that I learned something.
 - like the day was very long.
 - that I wish I could stay home tomorrow.
16. How do you feel about most of your teachers?
 - I feel that they help me to learn.
 - I feel that they care about me.
 - I feel that they do not want me to bother them.
 - I do not know if they care about me.
 - I feel that they only want me to do my work and be quiet.
17. What do you like most about your school?
 - I like using technology.
 - I do not like very much about school.
 - I like fun times, like lunch and recess.
 - I like not having to work very hard to get good grades.
 - I like seeing my friends.



-
18. I feel my school work is...
- ☐ important.
 - ☐ something that makes me proud.
 - ☐ something I have to do to please my parents.
 - ☐ boring.
 - ☐ something that makes me feel like I am not smart.
19. Learning goals...
- ☐ help me to stay interested in learning new things.
 - ☐ are something I have to use.
 - ☐ do not help me at all.
 - ☐ keep me on task.
 - ☐ make me want to do better work.
20. What makes you feel good as a student?
- ☐ I feel good when I finish my work.
 - ☐ I feel good when my teacher says nice things to me.
 - ☐ I do not feel good very often.
 - ☐ I feel good when I do extra work because I want to.
 - ☐ I feel good when I do not give up.



Middle School Student Engagement Survey

The following statements are to find out how you feel about your school. This is not a test. There are no right or wrong answers. Choose one answer for each item.

Information About Me

I am a...

- ☐ Boy
- ☐ Girl

I am...

- ☐ Hispanic
- ☐ Not Hispanic or Latino

I am...

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Two or more races

My grade in school is

- ☐ 6th grade
- ☐ 7th grade
- ☐ 8th grade

Questions

1. When I'm in class...
 - ☐ I work as hard as I can.
 - ☐ I just act like I'm working.
 - ☐ I get excited about what I'll learn next.
 - ☐ my mind wanders.
 - ☐ I don't do my work.
2. If the classwork is hard to do, I...
 - ☐ work harder.
 - ☐ try my very best.
 - ☐ get nervous and scared.
 - ☐ don't do the work.
 - ☐ realize I need to be a better thinker and not just memorize the information.
3. Doing the same type of activity every day...
 - ☐ lets me know what to expect.
 - ☐ does not give me opportunities to be a leader.
 - ☐ keeps me out of trouble.
 - ☐ is boring.
 - ☐ keeps me on task.



4. Participating in before or after school clubs is...
 - something I do because my teacher, parents, or friends expect me to do so.
 - something I do when it is strongly encouraged.
 - something I look forward to doing.
 - not interesting to me, so I do not participate.
 - another way I feel connected to the school.
5. When I use a technology to learn, I...
 - am very focused on the activity.
 - finish the activity.
 - easily get distracted.
 - am somewhat focused on the activity.
 - try harder to exceed my teacher's expectations.
6. The rules at my school...
 - let me know what I can do.
 - make me want to stay home.
 - help me to be a better student.
 - are ones that I do not follow.
 - keep me from making bad choices.
7. Which response best describes how you see yourself as a student?
 - I participate in activities to get good grades.
 - The activities don't really interest me, but I keep myself busy during class.
 - I enjoy learning with my peers and from my teachers.
 - I work outside of the classroom to help me learn more about my lessons.
 - I only participate if my teacher makes me.
8. Which statement do you agree with the most?
 - I seek learning activities that make me think.
 - I use vocabulary words in class when it is required.
 - I complete the activities so I can help others.
 - Sometimes I don't know why I have to do the activity.
 - I don't think what I'm learning connects to real life.
9. How do you use the information you learn in class?
 - I talk with friends and family about what I learn in class.
 - I use information from some classes to help in other classes.
 - I use information when I am trying to impress the teacher.
 - I never use the information we go over in class.
 - The information we go over in class is not important to me.
10. How do you study for a test?
 - I participate in study groups outside of school.
 - I memorize only the facts and information I need for a test.
 - I look over my notes right before the test.
 - I study my notes after class every day.
 - I don't study for a test.



11. When I don't understand something...
 - ☐ I talk with other students outside of class so they can help me.
 - ☐ I try to figure it out on my own.
 - ☐ I move on to what I do understand.
 - ☐ I don't worry about it.
 - ☐ I ask my teacher for help during class.
12. My classes are teaching me skills that...
 - ☐ help me think about things differently.
 - ☐ help me do my homework.
 - ☐ I need to know to get a good grade.
 - ☐ I will never use in real life.
 - ☐ I do not want to learn.
13. The activities I do in class...
 - ☐ connect to what interest me.
 - ☐ are hard for me to finish, but my teachers expect me to.
 - ☐ are not always fun, but I have to participate.
 - ☐ are boring and do not apply to me.
 - ☐ are things I wish we did not have to do.
14. How do you feel when you say something in front of the class?
 - ☐ I feel good if my teacher likes it.
 - ☐ I feel comfortable if my opinion is the same as my friends.
 - ☐ I feel like my opinion matters.
 - ☐ No one cares if I talk.
 - ☐ I've learned that it is better to be quiet.
15. Which response best describes how you feel at the end of the school day?
 - ☐ I feel like it is another day that I went to school.
 - ☐ I can't wait to be at school tomorrow.
 - ☐ I want to talk about what I learned.
 - ☐ I feel like I want the day to go faster.
 - ☐ I count the days until the year is over.
16. Which of the following statements best describes your relationship with your teachers?
 - ☐ I know I can talk to my teachers about anything.
 - ☐ It's obvious my teachers care about me.
 - ☐ I don't think my teachers care if I learn.
 - ☐ I don't talk to my teachers very much.
 - ☐ I only talk to my teachers when I have questions about my work.
17. What do you enjoy most about your school?
 - ☐ When I use technology.
 - ☐ There's not much I enjoy.
 - ☐ I enjoy lunch and PE.
 - ☐ I don't have to work very hard.
 - ☐ Being with friends.



-
18. When I think about my school work...
- I feel that it has meaning and purpose.
 - I am proud of the work I do.
 - I do it to please others.
 - I think about how boring it is.
 - I think I am going to fail.
19. Having personal learning goals...
- motivates me to do my best
 - is something I have to have.
 - is not something I am interested in right now.
 - keeps me on task.
 - makes me want to achieve more than what is required.
20. Success to me is...
- when I have met the requirements of the class.
 - when I haven't disappointed my teacher.
 - a feeling I don't have very often.
 - when I exceed my teacher's expectations.
 - never giving up.



High School Student Engagement Survey

The following statements are to find out how you feel about your school. This is not a test. There are no right or wrong answers. Choose one answer for each item.

Information About Me

I am a...

- ☐ Boy
- ☐ Girl

I am...

- ☐ Hispanic
- ☐ Not Hispanic or Latino

I am...

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Two or more races

My grade in school is

- ☐ 9th grade
- ☐ 10th grade
- ☐ 11th grade
- ☐ 12th grade

Questions

1. Complete this sentence: When I'm in class...
 - ☐ I ask questions and contribute to discussions.
 - ☐ I do just enough to make a good grade.
 - ☐ I get so involved in my work I lose track of time.
 - ☐ I struggle to do the work.
 - ☐ I do not try hard at all.
2. Challenging learning activities make me...
 - ☐ work a little harder than I normally do.
 - ☐ strive to do my very best.
 - ☐ feel nervous and scared.
 - ☐ stop doing the work assigned.
 - ☐ realize I need to be a better thinker and not just memorize the information.
3. When teachers change their method of instruction...
 - ☐ I give them just enough to get by.
 - ☐ I am more interested and deeply involved in the lesson.
 - ☐ I do not complete readings and assignments.
 - ☐ I don't get as bored.
 - ☐ I have to work harder to get a good grade.



4. Participating in extracurricular activities is...
 - something I do when my teacher gives me a grade for participating.
 - something I do when there is an art exhibit or play.
 - something I do when it is important to my future success.
 - not interesting to me, so I do not participate.
 - a way for me to feel connected to the school.
5. The use of technology...
 - helps me stay focused and better understand the lesson.
 - makes me want to complete the assigned task.
 - distracts me from the assigned task.
 - keeps my attention long enough to get some work done.
 - raises my level of interest and makes me feel challenged.
6. School rules...
 - are established for a good reason.
 - are hard for me to follow.
 - are established for maximum student success.
 - do not apply to me.
 - help me monitor my actions.
7. Which response best describes how you see yourself as a student?
 - My level of participation depends on what grade I want.
 - I only participate in the activities that interest me.
 - The input I get from my teachers and peers is rewarding.
 - I engage in work outside the classroom to develop a better understanding of my lessons.
 - My teacher has to make me participate.
8. Which statement do you agree with the most?
 - I look for learning activities that challenge me.
 - I use academic vocabulary to impress my peers.
 - My classes prepare me for success in the work force.
 - Most activities I participate in do not relate to my life.
 - I do not try because the work is not important to me.
9. In what ways do you use the information you learn in class?
 - I apply what I learn to everyday problems or new situations.
 - I often use the information to help me in other classes.
 - I use the information when I am trying to get a good grade.
 - I've never thought about it.
 - I don't use it.
10. The way I prepare for a test is by...
 - leading study groups after school.
 - memorizing only the facts and information I need for a good grade.
 - studying right before the test.
 - setting aside time daily for reviewing homework and notes.
 - I rarely prepare for tests.



11. When I struggle with a lesson...
 - ☐ I discuss the concept with teachers and peers outside of class.
 - ☐ I review the lesson to gain a better understanding.
 - ☐ I work on what I do understand.
 - ☐ I ask my teacher for help during class.
 - ☐ I forget about it.
12. The skills I am learning in class...
 - ☐ change the way I think about things.
 - ☐ make my homework easier.
 - ☐ help me pass the course.
 - ☐ will not help me in the future.
 - ☐ make no sense to me.
13. Classroom activities...
 - ☐ make it easier for me to relate to current issues.
 - ☐ are difficult, but I know my teachers want me to participate in them.
 - ☐ are not fun, but I participate anyway.
 - ☐ are boring and have no value to me.
 - ☐ are things I wish we did not have to do.
14. How do you feel when you are voicing your opinion in class?
 - ☐ I feel like it's what my teacher wants to hear.
 - ☐ I feel comfortable if my opinion is the same as others in the class.
 - ☐ I feel like it may influence the opinions of others.
 - ☐ I feel like no one is listening to me.
 - ☐ I never voice my opinion.
15. Which response best describes how you feel at the end of the school day?
 - ☐ It is another day at school.
 - ☐ I never want to miss school.
 - ☐ I want to talk about what I learned.
 - ☐ I am glad the day is over.
 - ☐ I am tempted not to go to school.
16. Which of the following statements best describes your relationship with most of your teachers?
 - ☐ I know I can go to my teachers about anything.
 - ☐ My teachers make sure I do my best at all times.
 - ☐ I don't think my teachers care if I learn.
 - ☐ I do not try to have a relationship with my teachers.
 - ☐ My teachers work with me on difficult content when I ask them to.
17. What do you enjoy most about your school?
 - ☐ I enjoy the use of technology in our classrooms.
 - ☐ I do not enjoy much about school.
 - ☐ I enjoy the extracurricular activities that are offered.
 - ☐ I enjoy not having to work very hard at passing my classes.
 - ☐ I enjoy being with my friends.



-
18. When thinking about my school work...
- I recognize the meaning and purpose it has for my future.
 - I think of how proud I am of the work I do.
 - I think how much I need to do to make a passing grade.
 - I come up with excuses not to do it.
 - I get frustrated and give up.
19. Developing personal learning goals...
- helps me plan for life after graduation.
 - is something I think about doing eventually.
 - is not something I'm interested in right now.
 - keeps me focused and on task.
 - is necessary to achieve the level of success I desire.
20. School success to me is...
- when I have completed class requirements.
 - when my teacher rewards me for my hard work.
 - something I do not feel very often.
 - when my work exceeds my teacher's expectations.
 - when I can answer difficult questions on the test.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

TAB	DESCRIPTION	ACTION
1	COMPLETE COLLEGE AMERICA AND COMPLETE COLLEGE IDAHO REPORTS	Information Item
2	REMEDIAL EDUCATION REPORT	Information Item
3	BOARD POLICY III.S. REMEDIAL EDUCATION – FIRST READING	Motion to Approve
4	BOARD POLICY III.Z. DELIVERY OF POSTSECONDARY PROGRAMS – FIRST READING	Motion to Approve
5	BOARD POLICY III.P. STUDENTS – SECOND READING	Motion to Approve
6	PROGRAM ENROLLMENT SUMMARY	Information Item
7	BOISE STATE UNIVERSITY – MASTER OF SCIENCE IN RESPIRATORY CARE	Motion to Approve
8	COLLEGE OF EASTERN IDAHO – ASSOCIATES OF SCIENCE DEGREE	Motion to Approve
9	IDAHO STATE UNIVERSITY – EXPANSION OF DOCTOR IN PHYSICAL THERAPY	Motion to Approve

THIS PAGE INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

SUBJECT

Complete College America and Complete College Idaho Report

REFERENCE

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary degree or certificate by 2020.
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	Board approved the postsecondary degree and certificate projections and the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State.
June 2015	Board approved changes to Board Policy III.S., establishing co-requisite, accelerated, and emporium support models as the approved delivery of remedial instruction, a strategy included in the Complete College Idaho plan.
September 2017	Board adopts the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies.

BACKGROUND / DISCUSSION

In 2010, the Board established an attainment goal that 60% of Idaho's 25 to 34 age demographic would have a postsecondary credential by 2020. (The Governor's Higher Education Task Force recommendation has since called for this goal to be revised or extended.) Subsequent to the Board adopting the 60% attainment goal, in August 2011 Board Staff presented revised degree completion projections and proposed possible strategies to aid the state in meeting the 60% attainment goal. In October 2011, the Complete College Idaho (CCI) Team attended the Complete College America (CCA) Annual Convening and Completion Academy in Austin, Texas to develop a draft completion Plan. In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

State (CCI Plan). In addition to integrating CCA strategies into the proposed plan, staff collected feedback from public and private stakeholders. The final version of the CCI Plan was approved by the Board at its June 2012 meeting.

Since that time significant work has commenced on the plan, with collaboration between the Office of the State Board of Education and the public postsecondary institutions to implement many of the initiatives proposed in the CCI plan. Additionally, over \$8.5 million was allocated from the Idaho Legislature from 2014-2017 to support CCI initiatives.

IMPACT

The CCI Plan focuses on improving educational attainment that is responsive to workforce needs in Idaho. Increasing the educational attainment of Idahoans will better prepare them for future job needs. A qualified workforce also has the potential to lead to significant gains in industry and business development across the state, thus positively impacting Idaho's future economic development. The state's attainment goal, in addition to the strategies supported by CCA and the CCI Plan, provide an essential framework for the Board when guiding resource allocation to improve postsecondary student success. The CCI Plan sets strategies for implementing the Board's strategic plan, including the Board's educational attainment goals.

ATTACHMENTS

Attachment 1 – Complete College Idaho Summary and Plan	Page 3
Attachment 2 – CCI Report to Joint Finance-Appropriations Committee	Page 23
Attachment 3 – College of Southern Idaho CCA & CCI Report	Page 55
Attachment 4 – College of Western Idaho CCA & CCI Report	Page 61
Attachment 5 – North Idaho College CCA & CCI Report	Page 63
Attachment 6 – Boise State University CCA & CCI Report	Page 69
Attachment 7 – Idaho State University CCA & CCI Report	Page 77
Attachment 8 – Lewis-Clark State College CCA & CCI Report	Page 85
Attachment 9 – University of Idaho CCA & CCI Report	Page 91

STAFF COMMENTS AND RECOMMENDATIONS

Staff and institutions will provide an update on gains made toward the implementation of Complete College America "Game Changer" strategies and the effectiveness of initiatives supported by CCI funding. This will provide an opportunity for the Board to evaluate progress and provide feedback on the work being pursued.

BOARD ACTION

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

Complete College Idaho

- Idaho must grow talent within the state to fuel innovation and to compete economically.
- Increased education attainment improves the quality of life for Idahoans and drives a vibrant, diverse economy.
- Idaho's increased education attainment must be responsive to the businesses that will employ the workforce of the future.
- The State Board goal is that 60% of Idahoans, 25-34 will have a degree or certificate by 2020; currently only 36% of our target population meets that goal.¹
- It is imperative we commit to efficiently and effectively increase postsecondary degrees and certificates.

Key Strategies

Strengthen the Pipeline – Secondary Students

- Better prepare students for the rigor and expectations of postsecondary education prior to exiting high school.
- Provide students and parents better access to information and resources regarding postsecondary programs, options and opportunities.
- Increase the likelihood of college completion through Dual Credit and Tech Prep programs.

Transform Remediation – Secondary/Postsecondary Students

- Provide needed alignment through the Common Core State Standards, which are built upon workforce and college-readiness expectations.
- Develop a statewide framework for transformational models of remedial placement and support.
- Develop strategies and goals to improve remediation.

Demystify College – Postsecondary Students

- Implement systemic advising linking education to careers.
- Develop a state-level web portal to provide clear information about pathways to degrees and certificates.
- Develop strong, guaranteed statewide articulation and credit transfer policies to provide postsecondary options for students and families.

Structure for Success – Postsecondary Students

- Develop accelerated certificate and degree packages to reduce time to completion.
- Employ statewide faculty leaders to develop continuous improvement strategies that promote student success.
- Develop options for adult reintegration into postsecondary programs to concentrate on the large number of Idahoans that are near completion.
- Develop community college options for cost effective delivery of postsecondary education in Eastern Idaho.

Reward Progress and Completion – Institutions

- Generate reports from the statewide student longitudinal database that will drive decision making by identifying progress and needs for improvement.
- Implement performance funding to incentivize completion and attainment.

¹ Data on credentials for less than Associate's degrees is not yet well-defined. This estimate is based on data collected through the American Community Survey.



Complete College Idaho

A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State

June 2012

Introduction

Idaho is at the crossroads. The choices we make today are the foundation that will shape the future for our children and grandchildren. College access without success is an empty promise, and a missed opportunity with economic consequences. It is time to tie access to completion for the benefit of our students. The choices are not easy, but *doing nothing is not an option.*

**We must grow talent in
our state to fuel
innovation and compete
economically.**

Don Soltman
Vice President
State Board of Education

Sen. Russ Fulcher
Idaho
Senate

Rep. Mack Shirley
Idaho
House of Representatives

Roger Brown
Office of the Governor

Dr. Mike Rush
Office of the State Board
of Education

Selena Grace
Office of the State Board
of Education

Dr. Doug Baker
University of Idaho

Dr. Jeff Fox
College of Southern Idaho

Byron Yankey
Idaho Business Coalition
for Education Excellence

Jessica Piper
Office of the State Board
of Education

Basic facts about economic success in the 21st century economy should drive our decisions. Close to two-thirds of the projected workforce of 2020 are already out of elementary and secondary education. Following current trends, this nation will fall short an expected one million college graduates needed in the workforce by 2025. We know that postsecondary education enhances personal income. Those with some college have a median income 23% higher over their lifetimes; those with an associate's degree, 28% higher; and those with a baccalaureate degree, 61% higher. In 2011, the rate of unemployment for individuals 25 and older without a college degree was 9.4% compared to 4.3% for those with a 4-year degree.¹

The Office of Performance Evaluations (OPE) recently concluded a study on reducing barriers to postsecondary education. In their report to the Idaho Legislature, OPE states, "The long-term benefits of increasing educational attainment levels of Idahoans will directly impact the creation of new businesses ... [and] the economic and social well-being of the state."²

In addition to the basic skills necessary to be productive, 21st century employees must possess high-level critical thinking and problem solving skills. Maximizing all of these skills to drive innovation and job creation will be critical to Idaho's prosperity.

As society becomes increasingly reliant on information and technology, our educational and career planning mechanisms must adjust. The current workforce is mismatched to the needs of employers now and moving forward.

¹ <http://www.bls.gov/cps/cpsaat07.pdf>

² Office of Performance Evaluations, "Reducing Barriers to Postsecondary Education," Evaluation Report, January 2012.
<http://www.legislature.idaho.gov/oep/publications/reports/r1201.html>.

While the skills gap phenomenon is a national one, it is particularly problematic in Idaho. A recent study issued by the International Monetary Fund showed that Idaho is in the most critical quartile of all states relative to the skills mismatch.³ That challenge is ongoing. Georgetown University's Center for Education and the Workforce has estimated that by 2018, 61% of Idaho jobs will require some form of postsecondary credential, and by 2020 63% will require a certificate or degree.⁴ Similarly Idaho has identified that 35% of Idahoans have a postsecondary certificate, associate degree, or higher.

The Board recognizes there must be a skilled workforce to meet the projected need. In 2010, the Board set an attainment goal that 60% of Idahoans, age 25 to 34, have a postsecondary degree or certificate by 2020. This will require a focus not only on increasing the number of students who complete college, but also on maximizing students' abilities and potential for success in the workforce.

Nearly all young adults recognize the value of college but many lack a clear understanding of the link between education and careers. Helping students gain an understanding of this link is critical, especially for those students from low-income families. Poverty is a significant barrier to education. Completion rates by income show a stark reality: young people from high-income

Idaho must focus on improving educational attainment in a way that is responsive to the needs of business and those who will hire the workforce of the future.

families complete college at a 60% rate; those from low income families complete at a 7% rate. This disparity does not exist because young people from higher income families are smarter or more talented – they are simply afforded more opportunities. This should be a significant concern for Idaho because the primary source of new students is from traditionally underrepresented and underserved populations such as Latinos, Native Americans, and first-generation families with low income. The 2010 U.S. Census identified that 11% of the state's population was Latino with a median age of 23, compared to 35 for White non-Hispanics.^{5, 6}

This generation is at risk of being the first in our country's history to be less educated than their parents. There is an ever growing population of non-traditional, first generation, and low-income students who are forced to work more hours than students of prior generations. They are underprepared for college and forced into remedial courses that slow their progress and force them deeper into debt where most lose momentum and simply give up. Students are overwhelmed by too many choices with little structure, leading to wasted semesters and years.

³ <http://www.imf.org/external/pubs/ft/wp/2011/wp11105.pdf>

⁴ Georgetown University Center on Education and the Workforce: <http://cew.georgetown.edu/jobs2018/>

⁵ U.S. Census 2010: Idaho. <http://2010.census.gov/2010census/data/>

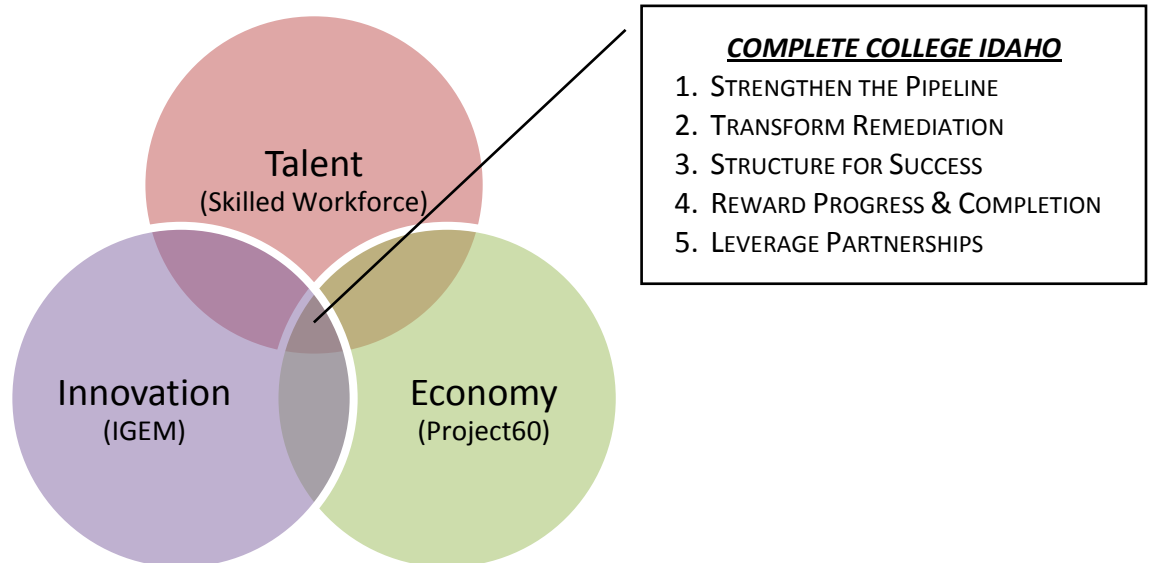
⁶ U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

To encourage access and completion involves demystifying the college going process and experience. Ensuring there is alignment between secondary graduation requirements and postsecondary expectations so that students are ready for the rigor and expectations of college are integral to completion, which includes the development of a statewide model for assessment of college and career readiness. The transition from secondary to postsecondary education opportunities must be clear and straightforward, by simplifying and streamlining the college admissions process. And, transfer processes between colleges must be understandable and attainable.

Partnerships among education, non-profits, and business and industry are also necessary in creating a college going culture and providing the means to increase educational attainment. Commitments must be mutual and ongoing and will require significant engagement.

The state has committed to a bold agenda to transform our talent base by efficiently and effectively increasing the number of citizens with postsecondary degrees and certificates. To meet this commitment, a diverse partnership of individuals, businesses, institutions, and policymakers developed a statewide plan to achieve Idaho's education goal. This plan mirrors Governor Otter's commitment to a unified job creation and growth strategy, which has resulted in a focused vision for Idaho and its educational system.



The Board recognizes that all levels of education beyond high school are beneficial. The Board's definition of college includes certificates and credentials of program completion as well as Associate's and Bachelor's degrees. Idaho's public postsecondary institutions need to produce annually as many as 20,000 degrees and certificates by 2020.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

This Complete College Idaho Plan proposes focus on improving educational attainment in a way that is responsive to the needs of business and those who will hire the workforce of the future. From this plan, our state can build a system in which students graduate with the knowledge and skills that maximize their potential for success in the workforce while providing business with the necessary talent needed to thrive. The proposed strategies in this plan will aid in meeting the goal that 60% of Idahoans 25 to 34 have a postsecondary degree or certificate by 2020. By meeting this goal, Idaho will be internationally recognized for the quality of talent, knowledge and skills of its workforce, and by the ability of its higher education system to prepare citizens to meet and exceed the needs of business, industry, and society.

The Board, institution presidents, and other key leaders in Idaho stand united with Governor Otter in growing the economy through innovation and talent, creating the foundation for Idaho's future success. Idaho joined the *Complete College America (CCA) Alliance of States* and the National Governors Association *Complete to Compete*, to become a recognized leader in talent creation.

KEY STRATEGIES:

STRENGTHEN THE PIPELINE	<ul style="list-style-type: none">• Ensure College and Career Readiness• Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers• Support Accelerated High School to Postsecondary and Career Pathways
TRANSFORM REMEDIATION	<ul style="list-style-type: none">• Clarify and Implement College and Career Readiness Education and Assessments• Develop a Statewide Model for Transformation of Remedial Placement and Support• Provide three options: Co-requisite model, Emporium model, or Accelerated model
STRUCTURE FOR SUCCESS	<ul style="list-style-type: none">• Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options
REWARD PROGRESS & COMPLETION	<ul style="list-style-type: none">• Establish Metrics and Accountability Tied to Institutional Mission• Recognize and Reward Performance• Redesign the State's Current Offerings of Financial Support for Postsecondary Students
LEVERAGE PARTNERSHIPS	<ul style="list-style-type: none">• Strengthen Collaborations Between Education and Business/Industry Partners• College Access Network• STEM Education

In conjunction with each key strategy listed above are a number of initiatives that may be implemented at either the state level or the institution/agency level. For example, adopting the Common Core State Standards is a way the state is supporting the strategy "Strengthen the Pipeline." An institution and local education agency may support that strategy using collaboration to prepare students for college and career through the development of a college

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

mentoring program employing recent college graduates. Further narrative on the statewide initiatives to support the key strategies is presented below.

The key strategies and subsequent initiatives are neither exhaustive, nor static. Rather, they are initiatives and best practices currently employed or being implemented within the next one to five years to move Idaho toward the 60% goal. It is anticipated that as 2020 approaches, an increasing number of impactful initiatives will come to light and will further inform this plan and the State Board of Education in its work toward creating a highly-skilled workforce.

STRENGTHEN THE PIPELINE

Strengthening the pipeline is a critical first step to meeting the 60% goal. Historically Idaho has been a state where a high school diploma or less was sufficient to obtain a living wage and often a middle class lifestyle. With the economic, technological, and industrial changes of the 21st century, a high school diploma is no longer enough. A change in the mindset that has been generations in the making must be addressed. Creating a college-going culture is paramount to support this strategy. The work done through the Albertson Foundation's *Go On* campaign has made significant strides in establishing a college-going culture in Idaho. Students should be college-ready when they graduate high school; doing so requires that high school curriculum is aligned to first year college courses and that support programs are in place to ensure students make a smooth transition to college.

Education beyond high school should be the norm, not the exception

Statewide Initiatives	
Initiative	Activities to Support Initiative
Ensure College and Career Readiness	Increase rigor in secondary school courses to prepare students for postsecondary coursework (Common Core State Standards)
	Incorporate mandatory college readiness assessments in middle school and junior year of high school
	Leverage work of the Common Core State Standards to develop and articulate high school to postsecondary standards in English and mathematics – organize faculty to faculty efforts
Develop Intentional Advising Along the K-20 Continuum That Links Education With Careers	Work towards recognition of the Smarter Balance Assessment outcomes for students as indicators of threshold for college and career readiness
	Integrate Collaborative Counselor Training Initiative into pre-service school counselor and teacher requirements (teachers as advisors)
	Improve direct adult contact with students vis-à-vis counselors (Near Peer Mentoring Program)
Support Accelerated High School to Postsecondary and Career Pathways	Increase and improve management and delivery of Tech Prep and Dual Credit programs <ul style="list-style-type: none"> • Evaluate current Tech Prep and Dual Credit policies and practices • Revise Tech Prep and Dual Credit policies and practices based on the results of the evaluation • Provide more 2+2 opportunities

STATEWIDE INITIATIVES

In 2011, the Board, along with the Governor's office and the State Department of Education, worked to establish evidence-based **Common Core State Standards**. Through Idaho's partnership in the national Smarter Balanced Assessment Consortium, these standards seek to address the misalignment of the K-12 education system with international standards and college admission expectations, so that all students are prepared for future opportunities in education, work and life. Content standards outline the knowledge and skills students should attain at each level of their education across different subjects. The Common Core State Standards are aligned with college and workforce expectations, are focused and coherent, include rigorous content, and are internationally benchmarked.

In an effort to keep secondary school counselors abreast of current resources available to them with regard to college access, Idaho has taken advantage of the work done by other states to create a customized facilitated online professional development course focused on college access information for secondary school counselors, college admissions counselors, financial aid administrators, teachers as advisors, and principals. Implemented using College Access Challenge Grant funds, the **Collaborative Counselor Training Initiative (CCTI)** began training its first cohort March 2012. Currently, CCTI is a stand-alone training course intended to serve as professional development for in-service counseling professionals. Incorporating this information at the pre-service level is key to developing a college- and career-minded cohort of counselors.

The secondary school counselor is the one person who is uniquely positioned to provide significant impact to students. Secondary school counselors carry a lofty responsibility of promoting college aspirations, ensuring that students enroll in the academic classes necessary to be ready for college, guiding students through the admission and financial aid processes, and helping students build the social skills necessary to succeed. This service is especially vital for first generation college students and for students from low-income families. In Idaho, a high school counselor's ability to succeed in all aspects of this role is hindered by the fact that student to counselor ratios average 443:1.⁷ With waning resources and a disproportionate workload, professional development opportunities are limited at best.

A resource for the secondary school counselor is being developed through the **Near Peer Mentoring Program**. Near Peers are recent college graduates and their mission is to increase the number of students who enter and complete postsecondary education in their respective high schools, with an emphasis on low-income and first generation populations. Mentors seek out and work with high school students who typically "fall through the cracks" and help them plan for some kind of education and training beyond high school. This is a high-touch program where the needs of all students are addressed and served.

⁷ College Board – The College Completion Agenda. <http://completionagenda.collegeboard.org/state-performance/state/idaho>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

The acquisition of college credit in high school through **Dual Credit and Tech Prep Programs** is gaining momentum throughout the state. By participating in these programs students receive high school and college credit simultaneously and at a much reduced cost when compared to a traditional college delivery method. By earning college credit while still in high school, potentially students are preparing themselves for the rigor of college classes and reducing their time to degree completion. While dual credit and tech prep provide some postsecondary opportunities, **2+2 models** like the partnership between Idaho State University (ISU) and Renaissance High School (RHS) in Joint School District #2 should be expanded. ISU and RHS offer students the ability to pursue an Associate of Arts in General Studies while simultaneously completing their high school degree requirements.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

INSTITUTION/AGENCY INITIATIVES

Accomplishing the 60% goal will require a significant effort by all educational partners with a variety of strategies and initiatives implemented at various levels and complexities. What follows are examples of best practice models being implemented by individual school districts, institutions, state agencies, or other community programs. Based on the success and scalability of the models, the Board may choose to adopt some of these initiatives to implement on a statewide basis.

Institution/Agency Initiatives	
Initiatives	Activities to Support Initiatives
Ensure College and Career Readiness	Prepare students for entry into the educational pipeline through early literacy programs
	Implement high school graduation requirements (College Entrance Exams, 3 years of math - mandatory senior year, 3 years of science, senior project)
Develop Intentional Advising Along the K-20 Continuum That Links Education With Careers	Enhance campus advising (e-Advising)
	Student advising that includes students, parents, and teachers as partners (GEAR UP model)
	Enhance Career Information System (CIS) capabilities for linking certificates/degrees to professions
	Increase use of CIS
	Implement advisory home room class where teachers are trained to facilitate college and career planning (CCTI, CIS)
Support Accelerated High School to College and Career Pathways	Increase internship opportunities
	Provide access to take courses at both 2-year and 4-year institutions simultaneously (co-enrollment/co-admission agreements)

TRANSFORM REMEDIATION

Remediation in its current form is ineffective

The problem with remediation starts with the current placement assessments and their failure to provide postsecondary institutions with the appropriate information necessary to determine both a student's knowledge and abilities. Currently a variety of cut scores are used within and across states, providing no clear expectation of what college readiness really means. Additionally, student scores on current assessments reveal little about actual weaknesses or what help is needed to succeed at the college level.

Beyond placement in remedial classes, a one size fits all approach to remedial instruction, where students must enroll in one or more semesters of remedial instruction, has not proven to be effective. Research from the Community College Research Center has found that most students who require remedial education do not complete their remedial education sequence within one year. Many do not even enroll in a single remedial course.

In Idaho, on average, 41% of all first-time, full-time freshman who have been out of secondary school for less than 12 months were identified as needing remedial services in 2010. What's more troubling is the disparity in remedial need for students who attend 2-year versus 4-year Idaho postsecondary institutions. For students who enrolled in a 2-year Idaho postsecondary institution, nearly 67% were identified as needing remediation; whereas only 25% were identified for those enrolling in a 4-year institution. One potential reason for this disproportion is that all Idaho 2-year institutions have open-admission policies. Another is that the University of Idaho does not offer remedial math courses to their students.

Remedial need is not only a problem of recent high school graduates. Students who have been away from high school for more than a year will likely need a review of content and skills. For this population of students, 46% were identified by Idaho postsecondary institutions as needing remedial services. For all other returning or transfer students, 36% were identified as needing remedial services.

Statewide Initiatives	
Initiatives	Activities to Support Initiatives
Clarify and Implement College and Career Readiness Education and Assessments	Implement Common Core State Standards to address the misalignment between K-12 education and college and career expectations
Develop a Statewide Model for Transformation of Remedial Placement and Support	<ul style="list-style-type: none">• Complete Institutional Readiness Inventory Evaluation• Evaluate efficacy of current student placement and success• Determine appropriate mechanisms to assess student readiness for college-level work• Articulate content area competencies and student learning outcomes
	<ul style="list-style-type: none">• Determine common statewide placement tests and levels (e.g., SAT,

Statewide Initiatives	
	ACT, COMPASS, ACCUPLACER) <ul style="list-style-type: none">• Incorporate additional tools as metrics for placement decision-making (GPA, portfolios)
Provide three options: Co-requisite model, Emporium model, or Accelerated model	Revise policies regarding placement, delivery, and evaluation of remedial services

STATEWIDE INITIATIVES

As stated under “Strengthen the Pipeline,” the work of the **Common Core State Standards** seeks to address the misalignment between the K-12 system and the postsecondary system. This activity strives to prepare students for the rigor and expectations of postsecondary education throughout the educational pipeline, thus reducing the need for remediation. The Common Core State Standards serve as the foundation of every other component of raising student achievement. “The cost of unprepared students in postsecondary is a fiscal drain on families, education institutions, and states; as well as an emotional drain on students who believed they were prepared for college. Unfortunately, a high school diploma does not necessarily mean a student is college-ready.”⁸ A central goal of the Common Core State Standards is to the establishment of nationally and internationally consistent standards of college- and career- readiness.

While the Common Core State Standards seeks to address the misalignment between K-12 and postsecondary, Idaho must evaluate the use and effectiveness of the current placement policies and practice. College entrance exams (**ACT, SAT**) and placement exams (**COMPASS, ACCUPLACER**) are currently used to predict students’ success in gateway and/or remedial college courses. It is apparent that statewide placement levels are not accurate and that additional metrics such as **GPA**s should be used to determine placement. The Board, in partnership with postsecondary institutions, needs to complete an evaluation of current practices of assessing student placement and success in remedial coursework.

Once a student is placed correctly in the appropriate program, the program must then meet the needs of the student. Various models have been researched. Three options have been identified as effective models in delivering remedial education to students in a shorter amount of time and with greater success than the traditional model. The **Co-requisite**, the **Emporium**, and the **Accelerated** models are recommended models to transform remediation statewide. In order to develop an effective, cohesive remediation model, collection of current data and tracking future data will be critical before implementation begins.

⁸ http://www.boardofed.idaho.gov/public_col_univ/documents/smarter_balance/CCSS%20Intersegmental%20Rubric-IEBC%20Final%204-2-12.pdf

STRUCTURE FOR SUCCESS

The transition from 2-year to 4-year institutions is a critical barrier for many students. It has been estimated that nearly 60% of students attend more than one institution during their educational experience.⁹ Delivery of education needs to focus on a student-centered approach. One in which a student can opt to take classes that fit into his or her schedule. And one in which credits transfer and courses articulate between schools in a manner that the time to degree is not lengthened, rather it is shortened.

**Delivery of education
must be restructured for
today's students**

Statewide Initiatives	
Initiatives	Activities to Support Initiatives
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options	Create a state-level student success web portal with clearly articulated pathways to certificates/degrees <ul style="list-style-type: none">- Create a course equivalency guide focused on multi-institution transfer and articulation
	Improve transferability and integration of Professional-Technical Education (PTE) courses into advanced degree requirements
	Establish appropriate policies and procedures that allow for reverse transfer options to students who transferred from a 2-year institution to a 4-year institution prior to earning an associate's degree
	Reform general education core (LEAP framework) to include revised policies and practice

STATEWIDE INITIATIVES

There are multiple pathways to degrees, but not a single roadmap to getting there. Students who enroll in the nation's community colleges in order to save money may end up actually paying more than they should unless they have access to current, accurate information about how courses transfer from one institution to another. They may take the wrong courses for their chosen field of study, take courses that do not transfer at all, or end up in college longer than if they had not transferred, thereby negating any cost savings incurred from enrolling first at a community college.¹⁰

A **web portal** would provide accurate information about how to apply state transfer and articulation policies to an educational plan; provide tools, services, and resources that facilitate the transfer process; and, give detailed course schedules for programs that directly articulate to partner institutions. A first step in the development of a web portal is the creation of a **course equivalency guide**. This requires that faculty from both 2-year and 4-year institutions be responsible for developing and maintaining statewide articulation agreements, that articulation

⁹National Center for Education Statistics. "The Road Less Traveled? Students Who Enroll in Multiple Institutions." <http://nces.ed.gov/pubs2005/2005157.pdf>

¹⁰ Western Interstate Commission on Higher Education. "Higher Education Web Portals: Serving State and Student Transfer Needs." McGill, 2010.

agreements accommodate students who have met their general education core requirements prior to having completed an associate's degree, and articulation agreements are developed for specific program majors. Establishing clear articulation agreements for program majors will also aid in improving transferability and integration of **Professional-Technical Education (PTE)** courses into advanced degree requirements. With the knowledge that nearly 60% of students attend more than one institution and that higher educational attainment is crucial to the health of Idaho and our nation, one mechanism to ensure students are obtaining a degree when they earn one is **reverse credit transfer**. Many students enroll in 2-year institutions with the intent of transferring to a 4-year institution. Reverse credit transfer provides a mechanism to award associate's degrees to students who transfer to a 4-year institution from 2-year institutions prior to having earned an associate's degree.

In addition to importance of a seamless transfer for students between 2-year and 4-year schools, institutional accountability of student learning outcomes is crucial. Institutional accreditation requires that accountability be focused on providing direct evidence of student academic achievement, centered on broad undergraduate skills like critical thinking, communication, problem-solving, and high quality research. Using the Liberal Education and America's Promise (LEAP) framework, Idaho's institutions are looking to reform the **general education core** to meet the demands for more college-educated workers and more engaged and informed citizens. The LEAP framework emphasizes broad knowledge of the wider world (e.g., science, culture and society) as well as in-depth achievement in a specific program of study. It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study, such as communication, analytical and problem-solving skills, and includes a demonstrated ability to apply knowledge and skills in real-world settings.¹¹ A goal of reforming the general education core is to create campus-specific programs with clearly articulated student learning outcomes while also ensuring that credits seamlessly transfer among in-state institutions.

¹¹ <http://www.aacu.org/leap/>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

INSTITUTION/AGENCY INITIATIVES

Accomplishing the 60% goal will require a significant effort by all educational partners with a variety of strategies and initiatives implemented at various levels and complexities. What follows are examples of best practice models being implemented by individual school districts, institutions, state agencies, or other community programs. Based on the success and scalability of the models, the Board may choose to adopt some of these initiatives to implement on a statewide basis.

Institution/Agency Initiatives	
Initiatives	Activities to Support Initiatives
Default Program/Curriculum Options	Adopt “block scheduling” model at the undergraduate level
Package Certificates and Degree Programs for Accelerated Completion	Create an affordable, “no-frills” degree option that takes less time and less campus-based resources (Rec. Center, etc.)
Adult Reintegration/Near Completers	Create a near completer notification system and contact students within a certain number of credits (e.g., 12, 15) of graduation and offer degree audits, counseling, and advising to help them complete
	Link with employers to offer course schedules compatible with work schedules
	Identify targeted sectors of industry/business with high need and provide employees with information about the benefits of a certificate/degree
Cost Effective Delivery Option for Students in Eastern Idaho	Expand availability of general education core classes at 2-year tuition rates
Early Warning System	Create an early warning system to intervene in a targeted and timely manner when students get off track and/or are struggling

REWARD PROGRESS AND COMPLETION

Idaho's investment in 4-year public higher education has gone from \$285.1M in FY2009 to \$209.8M in FY2012. At the same time, the demand for postsecondary education is strong and the need for postsecondary education in today's global knowledge economy is essential if we wish to remain competitive among industrialized nations. The reality of this situation requires that we use every dollar to maximize operational efficiencies.

Students should reap the rewards of their progress as well. The increasing cost of college in conjunction with a high level of poverty is a significant barrier to education. Completion rates by income show that young people from high-income families complete college at a much higher rate than those from low-income families (60% vs. 7% respectively). However, the majority of new students are from families with low incomes.

Statewide Initiatives	
Initiatives	Activities to Support Initiative
Establish Metrics and Accountability Tied to Institutional Mission	Staff and institutions select three to five CCA common college metrics for use as system-wide metrics
	Institutions select three to four indicators or measures from their NWCCU Year One Self-Evaluation Report Core Themes to be used as their institution-specific performance metrics
	Board adopts system-wide and institution-specific metrics for FY 2013
	Use FY 2013 as a transitional year for purposes of deploying and assessing the metrics
Recognize and Reward Performance	Create and adopt methodology for allocating performance funding
	Submit budget request for performance pool if applicable
Redesign the State's Current Offerings of Financial Support for Postsecondary Students	Redesign statewide scholarships to enhance student access and completion

STATEWIDE INITIATIVES

Performance-based funding can be used as a strategic incentive for innovation and creativity in resource allocation to improve desired campus outcomes. Specifically, linking a portion of state funding for higher education to performance outcomes could prioritize and focus the use of institutional resources on student success. It is a generally accepted best practice for performance measures to be developed through negotiation and consensus between the governing board and the institutions.

Equally important as the work required for performance based funding, Idaho must redesign **statewide scholarship programs** to enhance student access and completion. An ad hoc committee of the Board has been created to evaluate the effectiveness of current state

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

scholarship programs. It is imperative that Idaho ensure state-funded financial support is appropriated to the students with the greatest need and demonstrate ability to succeed. The Board must also monitor the success of scholarship recipients to evaluate the effectiveness of the scholarship programs. Upon completion of the evaluation, the committee will make procedural, policy, and statutory recommendations to the Board as appropriate.

LEVERAGE PARTNERSHIPS

According to the U.S. Department of Education, 45% of students in 4-year institutions work more than 20 hours a week, and among those students attending community colleges that number is 60%. More than a quarter of the nation's students work more than 35 hours a week, and 23% of all college students have children.^{12, 13}

Furthermore, 50% of students who enter a 4-year college do not finish. With these statistics in mind, and in order to meet the 60% attainment goal, higher education needs to work with business and industry to promote postsecondary education in the workplace. Creating class schedules that accommodate work schedules are beneficial to employee and employer alike. Likewise, providing college promotion materials and accommodating student class schedules are ways in which higher education and business and industry may cooperate to move the needle toward 60%.

Partnerships among education, non-profits, and business and industry are necessary in creating a college going culture

Statewide Initiatives	
Initiatives	Activities to Support Initiative
Strengthen Collaborations Between Education and Business/Industry Partners	Collaboration between education with the business community, non-profit and philanthropic organizations to project and meet workforce requirements and business development opportunities
College Access Network	Develop a statewide network that links agencies, organizations, and businesses
STEM Education	Develop a statewide strategic plan for K-20 STEM education in Idaho

Collaborative efforts between education and the business community, the Department of Labor, Department of Commerce, non-profit and philanthropic organizations can identify ways to project and meet workforce requirements and business development opportunities. This requires all partners clearly identifying the skills and competencies necessary for a trained workforce.

The development of a **College Access Network** is an initiative aimed at creating a college-going culture as mentioned under "Strengthen the Pipeline." Linking agencies, organizations, and businesses to coordinate a network is an essential strategy to building a statewide communication plan, the purpose of which is to provide common information to all Idahoans about the benefits of postsecondary education. Additionally, it will serve as a conduit for communication between entities regarding higher education and access programs.

¹² U.S. Department of Education, 2007–2008 National Postsecondary Student Aid Study; in Viany Orozco and Nancy K. Cauthen, "Work Less, Study More & Succeed: How Financial Supports Can Improve Postsecondary Success." Demos, 2009.

¹³ U.S. Department of Education, National Center for Education Statistics, 2008, National Postsecondary Student Aid Study.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

The Board convened key stakeholders responsible for **STEM education** at the May 2012 STEM Summit, resulting in the identification of goals and initiatives that will be used to develop a K-20 STEM education plan. A subgroup is working to refine the goals and identify appropriate strategies that will be brought to the Board for approval and implementation.

INSTITUTION/AGENCY INITIATIVES

Accomplishing the 60% goal will require a significant effort by all educational partners with a variety of strategies and initiatives implemented at various levels and complexities. What follows are examples of best practice models being implemented by individual school districts, institutions, state agencies, or other community programs. Based on the success and scalability of the models, the Board may choose to adopt some of these initiatives to implement on a statewide basis.

Institution/Agency Initiatives	
Initiatives	Activities to Support Initiative
Strengthen Collaborations Between Education and Business/Industry Partners	Link with employers to offer course schedules compatible with work schedules
	Identify targeted sectors of industry/business with high need and provide workers with information about the benefits of a certificate/degree

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017



IDAHO STATE BOARD OF EDUCATION

650 W. State Street | P.O. Box 83720 | Boise, Idaho 83720-0037
208-334-2270 | FAX: 208-334-2632
email: board@osbe.idaho.gov

January 18, 2017

The Honorable Shawn Keough
Joint Finance-Appropriations Committee
P.O. Box 83720
Boise, ID 83720-0081

The Honorable Maxine Bell
Joint Finance-Appropriations Committee
P.O. Box 83720
Boise, ID 83720-0038

Dear Senator Keough and Representative Bell,

During last year's session, the Legislature asked the president of the State Board of Education to provide a written report to the Joint Finance-Appropriations Committee, Senate Education Committee, and House Education Committee on the implementation and effectiveness of appropriations for "Complete College Idaho" line items for the recipient higher education institutions. A report on these initiatives is attached, in accordance with the requests contained in the intent language for the FY2017 appropriation bills for the College and Universities and the Community Colleges.

Please do not hesitate to contact the Office of the State Board of Education if you have questions on the report. Thank you for your support.

Sincerely,

A handwritten signature in blue ink, reading "Emma L. Atchley".

Emma Atchley, President
Idaho State Board of Education

Cc: Matt Freeman

Encl: Complete College Idaho (CCI) Report

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

**Report on Complete College Idaho Initiatives
January 2017**

Executive Summary

This report outlines the scope and results of a number of higher education “Complete College Idaho (CCI)” line item request initiatives which received funding in FY2015, FY2016, and FY2017. These CCI initiatives had the overall aim of improving student success within the higher education pipeline which supports of the State Board’s “60%” goal [increasing the number of Idahoans in the 25-34 year-old cohort with postsecondary degrees and certificates needed to meet the needs of Idaho’s workforce in 2020 and beyond.]

The missions, student populations, and operating environments/challenges for the individual public higher education institutions vary widely. Critical paths in the production pipelines for selective programs at research universities may differ from the greatest need points at open access institutions which are working to increase inflow from high schools and supporting under-prepared students through the first year of college studies. Thus, the CCI requests at some institutions appropriately stressed early intervention, advising, and counseling—while at other institutions, CCI resources were requested and used to eliminate choke points in upper division courses, reflecting the different characteristics of the pipeline at different institutions.

Typically, the colleges and universities packaged their annual CCI line item requests, per DFM’s request, to be scalable and prioritized in terms of sub-elements, since, typically, only a fraction of the annual CCI “asks” received appropriated dollars. Often, CCI elements which could not be funded in a given year rolled into the CCI line item requests for subsequent years, since the underlying needs remained fairly constant at each institutions.

Obviously, actual CCI appropriations (roughly 1% or less of General Fund support for the institutions in any given year) alone are not sufficient to roughly double the output of the higher education pipeline in support of the 60% goal, but, by carefully targeting and focusing the available dollars, we are seeing positive impacts at each of the seven affected institutions. Appropriated CCI dollars have been leveraged with reallocated dollars made available from program prioritization and efficiency efforts, external funding, and student tuition dollars.

Intent language in the higher education appropriation bills for FY2017 asked for a report on CCI initiatives in FY2015, FY2016, and FY2017 for the four-year institutions, and for reports on CCI initiatives in FY2016 and FY2017 which were applicable to the community colleges. [The text of the intent language for these two bills is attached to this report.]

A summary of the total appropriated dollars for CCI line items is provided in the tables on the next page.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

College and University CCI Appropriations

The tables below show the total CCI appropriations for the 4-year institutions and accompanying positions, where included in the fiscal year appropriation language. Detailed breakouts of how CCI dollars were allocated by each institution in each of the fiscal years are provided in later attachments.

CCI appropriations, which spanned three fiscal years, declined from just under \$2.8M in FY2015 to \$2.0M for the current budget year (FY2017).

FY2015 (total CCI appropriation = \$2,759,700)

Institution	Appropriation	Specified FTE
BSU	\$1,379,000	N/A
ISU	\$610,800	N/A
UI	\$573,200	N/A
LCSC	\$196,700	N/A

FY2016 (total CCI appropriation = \$2,033,800 FTE = 17.0)

Institution	Appropriation	Specified FTE
BSU	\$546,500	7.0
ISU	\$630,600	1.0
UI	\$557,100	8.0
LCSC	\$299,600	1.0

FY2017 (total CCI appropriation = \$2,000,000 FTE = 34.5)

Institution	Appropriation	Specified FTE
BSU	\$962,400	17.8
ISU	\$208,700	3.7
UI	\$538,700	9.5
LCSC	\$290,200	3.5

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Community College CCI Appropriations

The tables below summarize CCI appropriations for the three community colleges. In the case of the community colleges, CCI initiatives covered only two years (FY2016 and FY2017). Detailed breakouts on the use of CCI dollars by each institution for each year are provided in later attachments.

As was the case for the four-year institutions, overall CCI appropriations decreased from the first year (FY2016) to last year—a reduction of approximately 50% in appropriated dollars.

FY2016 (total CCI appropriation = \$1,227,400)

Institution	Appropriation	Specified FTE
CSI	\$393,200	N/A
CWI	\$416,900	N/A
NIC	\$417,300	N/A

FY2017 (total CCI/Student Success appropriation = \$575,500)

Institution	Appropriation	Specified FTE
CSI	\$242,500	N/A
CWI	\$200,000	N/A
NIC	\$133,000	N/A

Impact of CCI Initiatives

Details on the allocation and impact of CCI line item dollars are provided in the attachments to this report. It is important to note that actions made possible in the FY2017 appropriation are just now getting underway. We expect to see increasing yield over the next few years from the CCI investments as groups of students proceed through the college pipelines toward successful completion of their programs. A short list of CCI impacts includes the following results (amplified in the more detailed institution-specific summaries):

- Improved high-school to college transition programs (e.g., college bridge programs, enrollment counselors, admissions support)
- Strengthened new-student advising (intrusive intervention and career planning, veterans support, student services)
- Improved remedial programs (English and Math)—improved first-time course pass rates
- Increased first-year retention rates
- Expansion and improvement of General Education Core programs and courses
- Expanded tutoring (Math, Science, English labs)
- Upgrade of adjunct positions to lecturer positions (providing increased student support)
- Reduction in program bottlenecks (e.g., Math, Business, Teacher Preparation, Kinesiology, Computer Science, Cyber-Security, etc.)
- Expansion of Graduate Teaching Assistants to support STEM programs

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

In summary, the institutions which have received CCI appropriations have targeted those dollars to focus on high-need areas, and leveraged them with additional resources to improve the efficiency and effectiveness of the post-secondary education pipeline. The State Board of Education appreciates the Legislature's investment in public higher education, and we anticipate that the positive impact of the changes which have been made as a result of CCI initiatives will continue to grow.

Attachments

1. FY2017 Legislative Intent Language (HB637 and HB638)
2. Institutional CCI Summaries
 - a. Boise State University
 - b. Idaho State University
 - c. University of Idaho
 - d. Lewis-Clark State College
 - e. College of Southern Idaho
 - f. College of Western Idaho
 - g. North Idaho College

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

**Attachment 1
FY2017 Legislative Intent Language**

HB637

It is the intent of the Legislature that the president of the State Board of Education shall provide a written report to the Joint Finance-Appropriations Committee, the Senate Education Committee, and the House Education Committee on the implementation and effectiveness of the funding appropriated for the Complete College Idaho initiative. Reporting shall address the \$2,759,700 appropriated for fiscal year 2015, the \$2,033,800 appropriated in fiscal year 2016, and the \$2,000,000 included in Section one of this act. The board may use the measures of effectiveness submitted by the institutions in their budget requests or develop other measures as necessary. Reporting to the Legislature should occur no later than February 1, 2017.

HB638

It is the intent of the Legislature that for the \$1,227,400 appropriated from the General Fund in fiscal year 2016 and the \$575,500 appropriated in Section 1 of this act for the Complete College Idaho initiative and CWI's student success effort, the president of the State Board of Education shall provide a written report to the Joint Finance-Appropriations Committee, the Senate Education Committee, and the House Education Committee on the implementation and effectiveness of the individual institutions' efforts. The board may use the measures of effectiveness as submitted by the institutions in their fiscal year 2017 budget requests or develop other measures as necessary. Reporting to the Legislature should occur no later than February 1, 2017.

THIS PAGE INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Boise State University

12/20/2016

Fiscal Year	Element Description	FTE	Expenditure	Remarks/Results/Impact
FY2015	Lecturer Conversions	15	\$556,506	Conversions of adjuncts to lecturers has led to a decrease between 2013-14 and 2015-16 in SCH taught by adjuncts from 37.4% to 35.2% of total SCH taught
FY2015	Lab Teachers	2	\$82,994	Two new lab teachers support 39% between 2011-12 and 2015-16 increase in registrations in General Chemistry labs: from 1,270 to 1,766
FY2015	New Faculty	1	\$105,728	New faculty member in Mechanical and Biomedical Engr in response to 30% increase in number of majors between F2012 and F2015; from 576 to 747
FY2015	Academic Advisors	9	\$522,249	Increases access to advising and enables use of high impact practices. First year retention has increased from 71% to 78% between Fall 2012 cohort and Fall 2015 cohort
FY2015	Blackboard Technician	1	\$64,792	Key in implementation of new degree tracker software, which better enables students to plan out courses.
FY2015	Graduate Assistants (2 each)	1	\$47,482	Used to increase instructional capacity in bottleneck courses.
FY15 Total		29	\$1,379,751	
FY2016	Lecturer Conversions	6	\$206,663	Conversions of adjuncts to lecturers has led to a decrease between 2013-14 and 2015-16 in SCH taught by adjuncts from 37.4% to 35.2% of total SCH taught
FY2016	Academic Advisors	4	\$264,233	Increases access to advising and enables use of high impact practices. Between the Fall 2008 cohort and the Fall 2012 cohort, four year graduation rate increased from 12.1% to 21.1%
FY2016	New Clinical Faculty (Partial)	1	\$5,035	In Mathematics, supports conversion of Basic Statistics class from small class size to large class size, but highly successful, format
FY2016	Admissions Enrollment Counselor	1	\$54,709	Plays key role in outreach to high school counselors and high school students, thereby increasing recruitment into college
FY2016	Administrative Assistant	1	\$34,062	Supports Biology Dept which has more than twice the number of majors than any other science department
FY16 Total		13	\$546,500	

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Boise State University

12/20/2016

Fiscal Year	Element Description	FTE	Expenditure	Remarks/Results/Impact
FY2017	Academic Advisors	8	\$382,707	Increases access to advising and enables use of high impact practices. Between the Fall 2006 cohort and the Fall 2010 cohort, six year graduation rate increased from 29.4% to 38.7%
FY2017	Lecturer Conversions	4	\$141,642	Conversions of additional adjuncts to lecturers will continue to increase the proportion of SCH taught by benefited instructors, resulting in higher quality instruction and greater student retention.
FY2017	LA Program			Learning Assistant program Will serve an estimated 7,433 enrolled students in 2016-17 (with some duplicates). Past data shows that participants in the LA program have an average pass rate of 887% whereas non-participants from same classes have pass rate of only 74.7%
FY2017	LA Coordinator	1	\$63,610	Supports expansion to Arts and Humanities
	Chemistry Instructional Center Coordinator	1	\$63,610	Expand tutoring to chemistry students; 4600 unique visits to Chemistry Instructional Center in Fall 2016
FY2017	Learning Assistants: 120 hired during FY2016-17		\$198,632	Will serve a total of 53 courses and 110 sections during FY17
FY2017	Administrative Assistant: half time	0.5	\$54,194	Supports administration of academic support programs and outreach
FY2017	Learning Assistant Mentors: 17 hired 2016-17		\$23,920	Experienced LA's that monitor and support new LA's
FY2017	Academic Coaches: 2 hired		\$14,352	Meet 1-1 with students to build skills and motivation
FY2017	Tutors (8 hired)		\$19,734	Work 1-1 with students on material in challenging courses
FY17 Total		13	\$962,400	

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

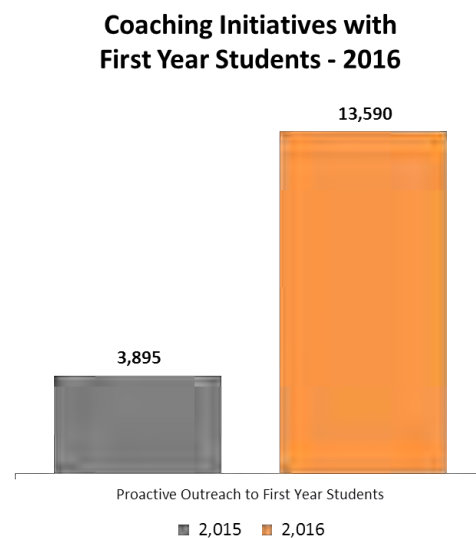
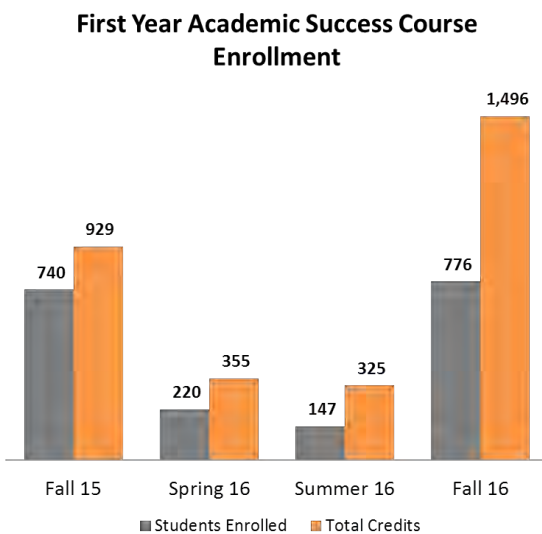
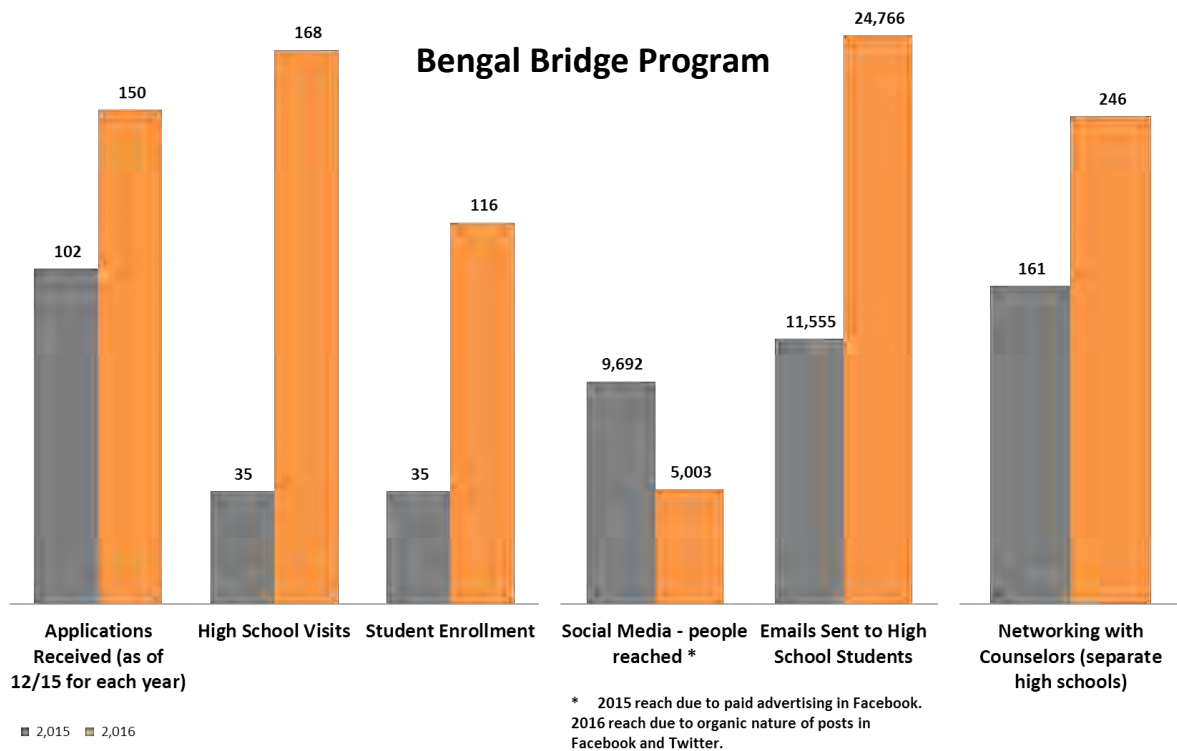


Complete College Idaho – Dec. 2016 Report

Fiscal Year	Element Description	FTE	Expenditure	*Remarks/Results/Impact
FY2015	Bengal Bridge Expansion		\$26,634.28	<ul style="list-style-type: none"> Expanded to STEM courses 20% increase in total course offerings 25% increase in enrollment 2014 to 2015
	Bengal Bridge Operating and Scholarships		\$22,070.85	<ul style="list-style-type: none"> Support for non-personnel operating expenses Bengal Bridge Program Scholarships
	Honors Program Coordinator	1	\$58,798.19	<ul style="list-style-type: none"> 88% increase in incoming Honors students, 2013 to 2016
	Academic Advisor	1	\$56,365.72	<ul style="list-style-type: none"> 27% increase in advising contacts from 2013 to 2015
	Graduate Teaching Assistants Expansion		\$446,930.96	<ul style="list-style-type: none"> Added an additional 21 graduate teaching assistants
FY2015 Total			\$610,800.00	
FY2016	Bengal Bridge Expansion	10	\$630,600.00	<ul style="list-style-type: none"> 231% increase in Bengal Bridge enrollment 2015 to 2016 83% increase in total course offerings 168 high school visits 13,590 proactive coaching contacts to First Year Students
FY2016 Total			\$630,600.00	
FY2017	Student Opportunities Development Program	3	\$208,700.00	<ul style="list-style-type: none"> Increase in university-wide collaboration, communication, and strategic planning with regard to professional student development/career-based experiences Awaiting retention and student opportunities impact
FY2017 Total			\$208,700.00	

The Complete College Idaho appropriations have led to varied and significant systemic impacts for Idaho State University. Since the implementation of our CCI/Student Success efforts began in Fall of 2014, our retention rates for first-time, full-time Idaho residents have increased by nearly 3% (from 67.28% to 69.89%); our undergraduate, degree seeking Idaho resident student population with credit hour totals of 15 or greater has increased by 9.5% (from 27.68% to 37.17%); and our full-time enrollment (as compared to part-time enrollment) for degree seeking Idaho residents has increased by 4.55% (from 71.65% to 76.20%).

First Year Transition (expanded Bengal Bridge, full-year program)



Bengal Bridge Expansion – FY2015 and FY2016

The FY2016 Complete College Idaho funding provided the opportunity for significant structural changes within the advising process at Idaho State University. This structural change centered on providing proactive advising, engendering academic preparedness, and increasing first year student retention. ISU developed the First Year Transition Program (expanding the Bengal Bridge concept to a full year program) by hiring a director, an administrative assistant, and 7 Instructor/Academic Coaches by August 3, 2015. Additionally, over the fall semester, we added/changed job responsibilities for several other positions within our Student Success Center such that these positions had a greater focus on academic coaching (and thus retention). We replaced both the Academic Programs Director and the College Learning Strategies Coordinator with Instructor/Academic Coach positions, and hired one final Academic Coach (with CCI funding). Further, the Native American Student Services Manager/Coordinator, two TRiO Advisors, the University Honors Program Advisor, and the First Year Student Success Coordinator all took on increased coaching responsibilities in order to bring about increased first year student retention.

The student impacts associated with these changes have been substantial. These impacts include expanded academic success course enrollments, proactive coaching implementation, faculty high school outreach/visits, and increased Bengal Bridge enrollment (231% increase from 2015 – 2016).

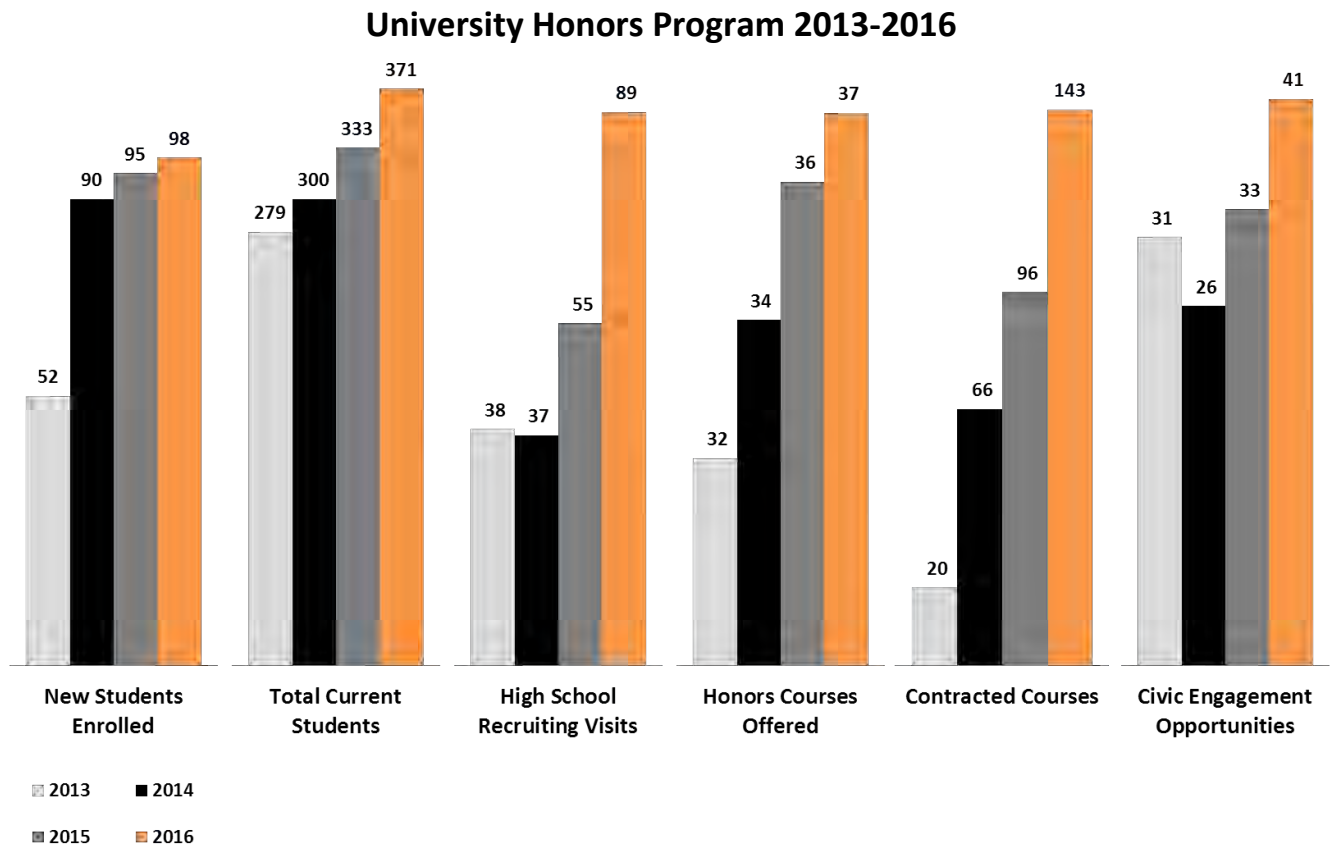
Bengal Bridge Life Changing Impacts

Our data tell a story regarding the substantial work Complete College Idaho appropriations helped bring about, but those efforts make a real-world difference in the lives of our students' that extends beyond the classroom (the students names have been changed to protect their privacy).

Luis graduated high school in a small Idaho town and entered Bengal Bridge as a Hispanic, first-generation, low-income student. During the summer Bengal Bridge program, he lived on campus, attended his classes consistently, and earned a 3.18 GPA. After Bridge, Luis found the transition to the fall semester very difficult academically, financially, and personally. Though working as many hours as his work-study would allow, he was still going without food so that he could cover his housing and tuition costs. As these personal difficulties mounted, Luis's grades began to slip. Yet his attitude remained positive. At the advice of his academic coach, he registered for an academic success course (to continue academic skills reinforcement) and began working to remediate his study methods and bring up his grades. Through this course and via conference with his instructor, Luis was introduced to resources available to him both on and off campus, including Benny's Pantry (a free food service for students) and governmental aid for low-income individuals to sustain him while he completes his first year of college. Luis is now expected to complete the fall semester with over a 3.0 GPA.

Kaylee, a high-achieving young woman who participated in Bengal Bridge 2016, has proven an inspiring model for her peers while simultaneously achieving significant personal growth. These accomplishments are direct results of her participation in Bridge and are especially meaningful since, just prior to Bridge, she experienced significant hearing loss. During Bridge, one of Kaylee's instructors was so impressed with her work ethic, her wholehearted commitment to her academic studies, and her determination to excel in spite of the new challenge she was facing that he invited her to become his peer instructor for one of his fall academic success courses—a role that involves elements of both coaching and instructing. Surprised by the invitation, Kaylee nonetheless accepted the opportunity for growth. As a peer instructor, she has been an inspiration and model of determination. She has seized the opportunities offered by Bridge and is thriving as a leader in a time that could have proven tremendously discouraging.

University Honors Program – FY2015



University Honors Program Mission:

The University Honors Program (UHP) is a research and civic engagement focused program at ISU. Its participants exemplify active and engaged learning as they participate in the creation of new knowledge. The program is a catalyst for academic innovation and the celebration of academic excellence for the UHP student.

University Honors Program Goals:

- Provide a challenging and imaginative curriculum.
- Prepare students for a post-graduate education through seminars, individual research, and one-on-one interaction with faculty.
- Foster a spirit of on-going inquiry and a love of learning.
- Engage in civic-minded projects and events.

The FY2015 Complete College Idaho appropriations afforded Idaho State University the opportunity to expand the enrollment, outreach, and opportunities offered by the University Honors Program. Due in large part to this funding, new student enrollment increased by 88% (from 52 to 98 incoming students); total honors student enrollment increased by 33% (from 279 to 371 total students); outreach to high schools (with a focus on rural high schools) increased by 134% (from 38 to 89 visits); and the number of contracted courses (where students have individualized research scholarly opportunities to work with faculty) increased by 615% (from 20 to 143 contracted courses).

Student Opportunity Development Program – FY 2017

Student Opportunity Development Program Process

Idaho State University college deans, associate deans, department chairs, and student services directors have been in focused conversation over the last several months, working collaboratively to build an effective Student Opportunity Development Program which encompasses the diverse professional development needs of our students. The hiring committee is comprised of representatives from each college/division, student services, and academic affairs administration. The hiring process is in its final stages; five candidates have interviewed on campus with one final candidate yet to arrive in late December.

Student Opportunity Development Program Description

In order to better provide our students opportunities for developing abilities in problem-solving and creative thinking, which are desired in the workplace, and to give them first-hand experience to combine with their scholarly knowledge, we have created the Student Opportunity Development program. This program places a Student Opportunity Coordinator in each college/division at ISU. Each coordinator will work directly with students to help find them internship possibilities around the State, along with opportunities for volunteer work, international experiences in coordination with our Study Abroad program, and service learning to combine community service with academic activity. Furthermore, the coordinators will build relationships with businesses as well as non-profit and government organizations throughout the region, helping to develop pipelines for students as they progress through their academics. Not only will this help students as they complete their degrees, but these opportunities will help encourage students to stay focused on the completion of their degrees: working within the types of organizations they strive for as a career will provide additional motivation to stay focused on completing their degree.

The coordinators will further take on the roles of leading our credit for prior learning / experiential credit program within each college/division, working with students who come to ISU with prior work experience and seek ways to have that experience count toward college credit. They will also be responsible for developing new programs, new service-learning courses, and providing guidance and training across the institution.

ISU has had success with our Career Path Internship (CPI) program, and this program builds on what the CPI program accomplishes. Most of the work of the CPI program has focused on employment opportunities within ISU or with very local organizations. The Student Opportunity Development Program will coordinate a wider set of development opportunities for students and engage businesses and other outside organizations from all around the State. The program will also extend the areas of focus outside the CPI program, including academic credit for prior experiential learning, international opportunities, and a variety of service-learning and volunteer activities.

THIS PAGE INTENTIONALLY LEFT BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

DECEMBER 21, 2017

University of Idaho
CCI Report

Fiscal Year	Element Description	FTE	Expenditure	*Remarks/Results/Impact
FY2015				
	a. College of Engineering Cybersecurity hires	2.0	256,728.95	These hires leverage existing cybersecurity expertise in conjunction with transportation expertise to develop a core interdisciplinary group of faculty as the foundation of a center of innovation in high assurance cybersecurity for information infrastructures. This brings cutting-edge science to the classroom and provides students dynamic hands-on research experiences. In addition to bringing their experience to the classroom, these new faculty members serve as advisers for student clubs where students expand their professional networks, create projects for competitions and gain hands-on experience outside of class.
	b. College of Science hires	5.0	316,471.05	These new faculty members' research expertise translates to the classes they teach, where they introduce students to cutting-edge technologies, techniques and ideas that increase not only their understanding of fundamental scientific principles, but also provide them with practical skills for their future educations and careers. One of the first targeted hires, a world renowned researcher, was able to help us attract three very desirable candidates for a cluster hire in our Center for Modeling Complex Interactions, which has led to successfully competing for a highly competitive NSF-RAPID grant.
FY2015 Total		7.0	573,200.00	

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

DECEMBER 21, 2017

University of Idaho
CCI Report

Fiscal Year	Element Description	FTE	Expenditure	*Remarks/Results/Impact
FY2016				Advising services have been extended to and/or made permanent for students seeking programs and degrees in Allied Health, Honors, Letters, Arts, and Social Sciences, Engineering, Science, Art and Architecture, and the Movement Sciences. Initial plans were for eight positions; however, we were able to stretch the salary dollars and create a total of nine permanent advisor positions. CCI-funded professional staff advisors engaged in the following retention initiatives for our incoming Fall 2016 cohort: summer melt mitigation campaign (connected with over 700 incoming students to resolve schedule issues and answer general questions), aggressively intervened with over 300 first and second year students who had academic early alerts, partnered closely with the Math department to increase first-year success in gateway math courses, proactively engaged with students on the midterm deficiency list, and provided excellent pre-registration guidance to over 1,400 first and second year students. Concrete information on the success of many of these efforts will be available after the conclusion of the fall term. Some metrics used to track advising and retention initiatives: <u>gateway math placement</u> -- students with misalignment between math course registration and declared major path, number of schedules adjusted for accuracy; <u>summer melt mitigation</u> -- fall semester enrollments, summer attrition rate, unique student contacts, student referrals to partner units, schedules adjusted for accuracy; <u>first-year student success in gateway math courses</u> -- number of students successfully completing courses, time in Polya lab, number of quiz attempts, lecture attendance, early warning and midterm grade information, unique Try Score (academic performance indicator); <u>First-year students with early warning grades</u> -- unique student contacts initiated based on grades, student referrals to academic and personal support units; <u>First-year students with midterm deficiencies</u> -- unique student contacts initiated based on deficiencies, strategic course withdrawals, student referrals to academic and personal support units; <u>Student registration guidance</u> -- number of advising holds remaining, unique student contacts related to pre-registration advising; <u>First-year student persistence into second term</u> -- students currently enrolled for fall but not yet for spring; student referrals to partner units (business offices, support units, Dean of Students, etc.), spring semester registration reports. Overall retention rates for first-year full-time freshman have increased from FY15 to FY16 in the following Colleges: Education from 78% to 80%, Business & Economics from 78% to 80%, Art & Architecture from 76% to 77%, and Agricultural & Life Sciences from 82% to 86%.
	a. Lead Advisors	2.0	134,303.52	Fully staffed.
	b. Advising Specialists	6.0	326,875.67	Fully staffed.
	c. Honors Program Coordinator	1.0	55,920.81	Fully staffed.
	d. Operating Expenses	0.0	40,000.00	These operating expenses are used annually to support operations for 12 advisors from FY16 and FY17 CCI funding.
FY2016 Total		9.0	557,100.00	

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

DECEMBER 21, 2017

University of Idaho
CCI Report

Fiscal Year	Element Description	FTE	Expenditure	*Remarks/Results/Impact
FY2017				FY17 CCI funding has been put into use in University Advising Services, the Academic Support and Access Programs, and the Counseling and Testing Center.
	a. Student Services Specialists	1.2	66,782.18	One additional Student Services Specialist and an increase in another Student Services position to bring the position to 1.0 FTE. The Tutoring & College Success Manager is now a 1.0 FTE and is implementing a more robust academic support program (i.e., hiring five additional FTEs, which allows for expansion of services offered to students). This change allows for summer program assessment and planning, directly tied to student retention initiatives.
	b. Advising Specialist	2.0	100,552.17	Hiring in process. Two additional full-time Advising Specialists in order to provide professional staff advising for all first and second year students in the College of Agricultural and Life Sciences and allied health students.
	c. Supplemental Instructors	0.5	19,967.00	Hiring in process. Supplemental Instruction (SI) Leaders to attend courses and offer academic support that utilizes peer-assisted study sessions. The goal of SI is to: 1. increase retention within targeted historically difficult courses; 2. improve student grades in targeted historically difficult courses; and 3. increase the graduation rates of students. The SI program is being implemented Spring 2017.
	d. Licensed Psychologist	1.0	91,462.93	An additional Psychologist has been added to the Counseling and Testing Center to provide those in need with timely access to counseling services. Counseling services enhance retention and success of students and increase the safety of the UI community through provision of appropriate mental health services.
	e. Administrative Assistant	0.5	20,502.69	Position filled. This individual provides budgetary oversight for Advising Services and Academic Support and Access Program, as well as general administrative support for the Advising Services area.
	f. Reception & Referral Specialist	0.2	10,050.28	Position filled. An increase in 0.2 FTE for Reception & Referral Specialist to help coordinate referrals to academic support services and career development liaisons. This position also supports the front office needs and grant related requirements for students and staff of the Student Support Services TRiO program. Metric: student and staff customer service satisfaction survey.
	g. Academic Coaches	3.0	158,914.35	Hiring in process. Academic Coaches are dedicated to supporting all students' academic success, but primarily work with those identified as at risk. Academic Coaches provide individual meetings with students to help develop and refine skills necessary for the rigors of the University of Idaho. Topics may include: educational goal setting and planning, balancing and prioritizing time, organization, learning strategies, test preparation, transition to the college environment, communication skills, referrals and self-advocacy. This is a high-touch approach to supporting students overcome barriers to success. The performance of the Academic Coaching program will be measured by institutional retention, enrollment, and graduation numbers.
	h. Program Coordinator	1.0	55,168.39	Hiring in process. A Supplemental Instruction Coordinator to oversee the academic support model that utilizes peer-assisted study sessions to increase student retention within targeted historically difficult courses, contributing to increased graduation rates. SI program metrics include, institutional enrollment and retention numbers and SI course pass rate (improved D/F/W course rates).
	i. One-Time OE funding	0.0	15,300.00	OT funding is being used to set up offices for the new employees hired through FY17 CCI funding.
FY2017 Total		9.4	538,700.00	

THIS PAGE INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Fiscal Year	Element Description	FTE	Expenditure	*Remarks/Results/Impact
FY2015	a. Business Faculty	1.00	\$ 36,100	<ul style="list-style-type: none"> Added 4 sections each semester of ECON, which supports majors and General Education core. Courses with enrollments of 25+
FY2015	b. Education Faculty	1.00	\$ 36,000	<ul style="list-style-type: none"> Accreditation / Assessment Coordinator. No net yield in student enrollments; provides support to meet NCATE/ CAEP and SDE standards for Teacher Preparation Programs.
FY2015	c. Social Work Faculty	1.00	\$ 49,500	<ul style="list-style-type: none"> Added 6 additional Social Work classes per year; provided 'anchor' faculty for Field Experience supervision required for accreditation.
FY2015	d. Math Lab Coord.	1.00	\$ 50,400	<ul style="list-style-type: none"> ½ time Math & Science Lab Coordinator 10 month [SP 15 served 1300 students; FA16 midterm – served 1606 students]; teaches 2 general education mathematics courses per semester with enrollments of 25-27 students/ each.
FY2015	e. Writing Ctr Coord.	0.50	\$ 24,700	<ul style="list-style-type: none"> ½ time Writing Center Coordinator [numbers]; teaches 2 first year composition and/or upper division writing courses, each semester, with annual enrollment of approximately 86 students.
FY15 Total		4.50	\$ 196,700	
FY2016	a. English Faculty	1.00	\$ 74,900	<ul style="list-style-type: none"> 1 FTE Instructor. Shifted 24 credits of first-year composition from adjunct instruction to permanent fulltime faculty. Taught 177 students Fall 15 – Spring 16.
FY2016	b. Biology Faculty	1.00	\$ 74,900	<ul style="list-style-type: none"> Increased continuity in course delivery by replacing adjunct instruction with permanent, full-time faculty. Supports courses in the areas of Anatomy & Physiology and General Education Core Science.

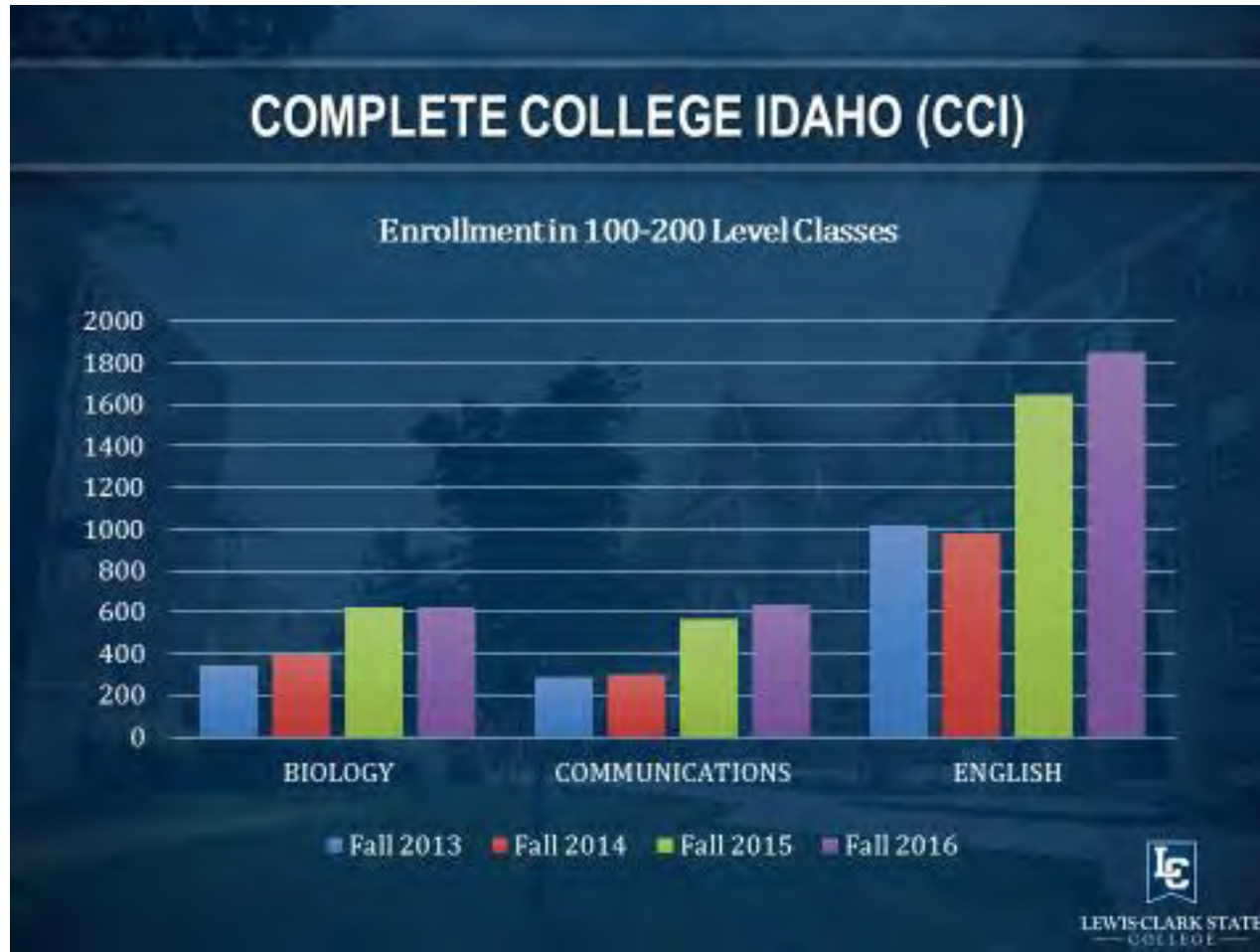
**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

FY2016	c. Communication	1.00	\$ 74,900	<ul style="list-style-type: none"> Hiring a full-time instructor shifted 24 credits per year from adjunct instruction to permanent faculty. Teaches 80 students/semester in General Education Oral Communication Core courses and an online upper-division Communication Arts course.
FY2016	d. Mathematics	1.00	\$ 74,900	<ul style="list-style-type: none"> Fulltime Instructor teaches 24 credits of developmental and General Education Core Math, to approximately 130 students per year.
FY16 Total		4.00	\$ 299,600	
FY2017	a. Business Faculty	1.00	\$ 63,300	<ul style="list-style-type: none"> Created instructor position for online only courses; teaches 8 online courses/year to Business majors; 25+ students in each online section.
FY2017	b. Kinesiology Faculty	1.00	\$ 71,400	<ul style="list-style-type: none"> Summer 2016 search failed; new search in progress for FA17; CCI funds used for adjunct and faculty overload coverage this AY
FY2017	c. Bilingual Recruiter	1.00	\$ 74,000	<ul style="list-style-type: none"> As of December 9, the recruiter has visited with appr. 470 students on 43 school visits and reached appr. 250 Hispanic students.
FY2017	d. Faculty Retention	0.00	\$ 81,500	<ul style="list-style-type: none"> Funds utilized to augment promotion increases and address compression.
FY17 Total		3.00	\$ 290,200	

Additional comments on impact:

In FY17 our focus shifted to increasing capacity in high performing programs such as Business and the various kinesiology majors.

In FY15 and FY16, full-time faculty members (instructors) were added in five general education areas in which first year students tend to enroll: English, Communication, Humanities, Mathematics, and Biology. Adding full-time faculty in English, Communication and Biology allowed for a significant increase in enrollments (as noted in the graph below).



Having sufficient sections in which students may enroll is essential - just as critical, though, is the appropriate support so students remain in and succeed in these foundational classes. To that end, FY 15 CCI funds were coupled with institutional resources and used to hire a mathematics instructor to teach courses and run the Math and Science Tutoring Center and a humanities instructor to teach English courses and coordinate the Writing Center.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

DECEMBER 21, 2017

In Spring the Math and Science Tutoring Center served students in subjects including mathematics, biology, chemistry, physics, and computer science. More than 2650 student visits to the lab occurred between fall and spring semesters 2015. The Writing Center addresses the needs of students in beginning composition, research writing and upper division courses. In spring 2015, a total of 344 student consultations were delivered.

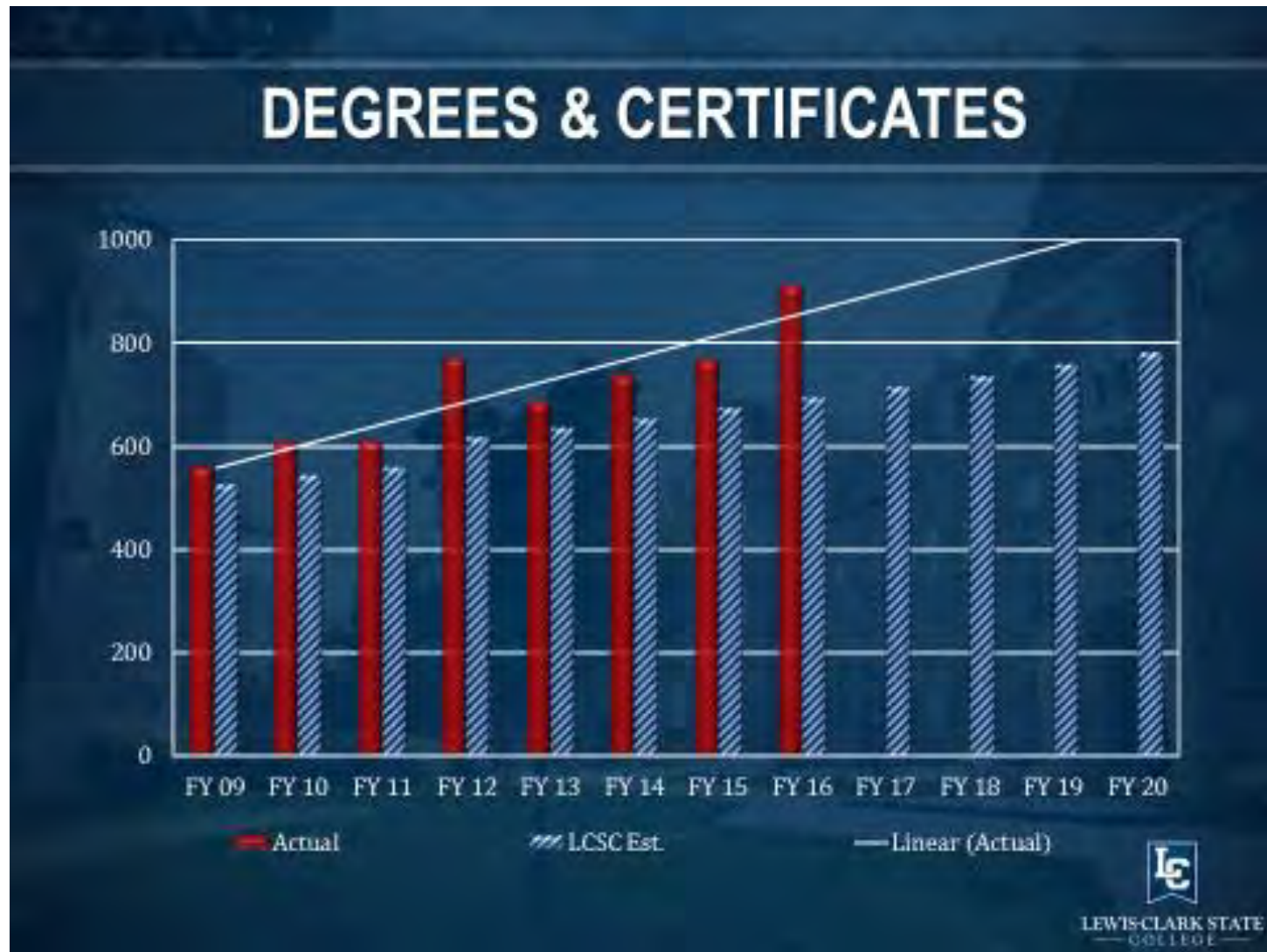
Bottlenecks in high performing majors/ programs

FY15 CCI dollars were also used to address bottlenecks in high performing programs which are significant to the institution's role and mission. Business is one of the largest programs at the college, offered in person on the main Lewiston campus and at the Coeur d'Alene Center, with a fully online option available. A 1.0 full-time, tenure track Assistant Professor was added to support this rapidly growing program. Elementary and Secondary Teacher Preparation programs and signature programs for LCSC. To ensure a high quality learning experience for students and ensure we prepare graduates ready for the rigors of the profession, a full-time faculty/ Accreditation Coordinator position was created. And finally, one full-time Instructor was added to the Social Work program to meet accreditation ratios and increase overall program capacity by the addition of 6 more courses each year.

LC's FY17 CCI request focused on continued growth in the Business program and in another rapidly growing program – Kinesiology. Kinesiology majors are candidates for physical and occupational therapy school, and positions as wellness coaches, trainers, physical education teachers and coaches.

Degrees and certificates awarded

In collaboration with the State Board of Education, Lewis-Clark State College set as a benchmark a 3% annual increase in the number of degrees and certificates awarded. This goal demonstrates LC's commitment to move students through the pipeline toward degree completion. The graph below shows that LC has met or exceeded the benchmark each year since FY10.



THIS PAGE INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

<p style="text-align: center;">COLLEGE OF SOUTHERN IDAHO CCI REPORT</p>				
Fiscal Year	Element Description	FTP	Expenditure	Remarks/Results/Impact
FY2016	a. Transition Coordinators	4.0	\$220,000	Hires in place; working in 13 area high schools; go on rates of target students up 3%
FY2016	b. Academic Coaches	4.0	\$173,200	Hires in place; currently in the first semester of implementation; awaiting impact but initial results show an 81% in-semester retention rate
FY16 Total		8.0	\$393,200	
FY2017	a. Dual Credit Support	4.0	\$242,500	Hires in place; currently in the first semester of implementation; awaiting impact
FY17 Total		4.0	\$242,500	

THIS PAGE INTENTIONALLY LEFT BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

DECEMBER 21, 2017

College of Western Idaho
Complete College Idaho
Report to State Board of Education

Fiscal Year	Element Description	FTE	Expenditure	*Remarks/Results/Impact
FY2016	Math Solutions Center (MSC)			
	Director, Math solutions Center	1.00	\$98,300	MSC hires are in place. CWI launched MSC implementation in Fall 2015 addressing Remediation Transformation. Results (from Spring 2015 to Spring 2016) reflect greater student success in college level math courses after completing math remediation. The percent of Students who passed a college level math course with a C or better after completing remediation increased by an average of 20%. The percent of students who completed remediation and subsequently withdrew from a college level course decreased by as high as 10%.
	Site Coordinator, Math solutions Center	1.00	\$87,800	
	Support Faculty, Mathematics	2.00	\$140,200	
	General Education Reform			
	Coordinator, General Education	1.00	\$76,200	Hires made in Spring 2016. General Education Reform implemented in Fall 2015. General Education Academic Certificates awarded: Spring 2016, 7; Summer 2016, 3; Fall 2016, approximately 200 applicant transcripts are being evaluated for December 2016 completion of GE Certificate. Note: Small completion numbers in the first two semesters is because the GE Certificate requires the completion of 36 credits, therefore time to completion for a full-time student is over one year. Year-two will show significant increase in Academic Certificate awards.
	Project Manager III	0.40	\$14,400	
FY16 Total		5.40	\$416,900	
FY2017	Student Success Coach	3.00	\$185,700	Three Student Success Coaches were hired in Fall 2016 and assigned to transfer programs. There will be more data available on retention in subsequent years.
	Operating Expense for Advising		\$14,300	
FY17 Total		3.00	\$200,000	

THIS PAGE INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

**Complete College Idaho
Report to the State Board of Education
December 2016**

North Idaho College

Fiscal Year	Element Description	FTE	Expenditure	*Remarks/Results/Impact
FY2016	a. Intrusive Advising	4.0	\$254,000	Implemented an intrusive advising case-management model focused on student in more than one remedial course, first-generation, underprepared and economically disadvantaged students. This has shown increased impact on retention.
FY2016	b. Summer Remediation	1.0	\$157,300	Utilized focused remediation coaching and instruction to help students overcome barriers to gateway courses.
FY16 Total		2.0	\$417,300	
FY2017	a. Retention & Completion Coordinator	1.0	\$87,700	Position filled 10/17/16: Awaiting Impact.
FY2017	b. Transition Coordinator	.5	\$45,300	Position filled 8/22/16. Since August 2016 Coordinator has 1,068 conversations with high school students and 57 conversations with parents about higher education opportunities and assistance with transition to college.
FY17 Total		1.5	\$133,000	

Additional comments on impact:

Complete College Idaho Outcomes for North Idaho College:

- Impact the 75% of students who do not complete (4,500 students).
- Impact the 45% of students who are not retained from the first to second year of study (2,700 students).
- Create success focus for the students in more than one remedial course. (75% of total students.)

At North Idaho College, the completion rate for first time in college and first time at North Idaho College students is 25.8% after 6 years (Fall 2007 Cohort). The retention rate for first time, full time degree seeking students at North Idaho College was 54.8% for the Fall 2012 cohort. For the Fall 2014 cohort the retention rate increased to 57.6% an improvement of 2.8%.

THIS PAGE INTENTIONALLY LEFT BLANK



Progress Report
CCA Gamechangers | Complete College Idaho Initiatives
11.20.2017

CCA Gamechangers

Timely Degree Completion (“Full Time is 15”)

Certainly, the unique and diverse nature of the community college student, their circumstances, availability, financial preparation, and many other typically non-cognitive factors play a role in “timely” degree completion. These factors have led the Idaho community colleges to employ the Voluntary Framework for Accountability (VFA) metrics to better represent the reality of these students and their progress. The following measure may provide some insight:

- *Idaho Community College Consortium (ICCC) Outcome Measure 7: Academic Progress (Credit Threshold): 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.*

For the past three years, CSI has improved in each and over a four-year period has increased from 46.3% to nearly 60%.

As this measure shows, CSI’s performance relative to student progress is good and improving. In addition, improvement in the IPEDS 150% graduation rate has increased each of the past four years. Examples of tactics employed to maintain momentum toward completion include:

- *Mandatory orientation (SOAR) for degree seekers*
All degree seeking CSI students are now required to attend an orientation day. In the first semester of implementation, new student credit density (average credits taken) increased from around 7 to 11 credits, or 57%. All students are provided a “First Year Advisor” publication, which acts as a supplemental resource.
- *Mandatory advising prior to registration*
Students are also now required to receive advising clearance prior to registration in order to maintain contact and momentum. This advising includes reinforcement to students that credit density and progress toward completion increase their success potential significantly.
- *Textbook cost reduction initiatives*
Because textbook and indirect instructional costs can be significant barriers to full time participation, the College has recently undertaken an initiative

designed to substantially reduce these costs, including the possible use of resource fees, open education resources, and other innovations.

- *Performance funding strategies*

The institution is considering several alternatives to incent enrollment and completion through success-structured scholarships.

Remediation Reform (Corequisite Remediation)

CSI has made significant strides towards remediation reform as evidenced by the early implementation of emporium and accelerated models. More recently, the College has moved more purposefully in the direction of corequisite remediation. Corequisite English remediation has been implemented for over a year and the Mathematics Department has now deployed corequisite remediation for multiple math pathways (Math in Modern Society and Elementary Statistics). Further work is underway in the College Algebra pathway.

It is worth mentioning that these solutions are not easily designed and deployed. They require significant attention to detail, pedagogy, curriculum design, placement metrics and processes, alongside faculty development strategies. The College addresses the needs of *all* students, and for many community college students, this means that they may not be prepared for the corequisite/gateway complement. The Learning Assistance Center and other tutoring and supplemental instruction labs are in place to support students who struggle in their respective programs of study.

Early indicators of impact on students appear to suggest that progress is being made. The following VFA/ICCC measures impact cohorts of students who enrolled at CSI prior to some of these initiatives, but were eventually impacted by them:

- *Idaho Community College Consortium (ICCC) Outcome Measure 5: Percentage of students who were referred to developmental math and successfully completed any college level course work in math.*
Increased over the past four years from 41.5% to 50.4%.
- *Idaho Community College Consortium (ICCC) Outcome Measure 6: Percentage of students who were referred to developmental English and successfully completed any college level course work in English.*
Increased over the past four years **from 38.1% to 78.4%.**

Internal data regarding the timing of when students first attempt their gateway math courses also show improvement since our introduction of the Emporium model and the simultaneous elimination of multiple semesters of remedial math courses. We are seeing significant increases in first attempts at these courses, beginning especially with the 2015 cohort, the first year of the Emporium model. Further progress has been made in the numbers of students attempting a math remediation in their semester, which has also contributed to earlier attempts at the gateway course.

Structured Schedules

CSI has employed a number of strategies to create learning communities and block schedules in varying forms. Many CTE programs have employed structured schedules for many years, and the results are high completion and success rates. In addition, various initiatives are underway:

- *Purposeful year-long academic schedule*
For AY2018-2019, the course schedule has been completely revised and redesigned for student-centric course scheduling. The morning, afternoon, and online activity has all been purposefully altered to better accommodate morning-only, afternoon-only, and alternative hours-only students. Fall 2018 will also see the launch of “weekend college” programming.
- *Learning communities*
Several cohorts of students are now engaged in schedules where faculty team-teach multiple courses in blocks. This provides a unique and stimulating learning environment for students.
- *Bridge/Summer Bridge*
A unique preparatory experience for new students, combining learning communities, structured schedules, and community engaged (service) learning.
- *Dual Credit academies*
Cohorts of high school students have been and continue to be identified for a 2-year experience starting just prior to their junior year and include summer learning communities and fall and spring block schedules on campus. By high school graduation, these students are GEM-certified and graduate from CSI with an academic certificate.

Guided Pathways to Success (GPS)

CSI employs multiple strategies related to GPS best practices, including some of those described above. The following are some further examples:

- *Four-semester academic plans*
Each program of study at CSI employs a structured sequence divided into logical 15-17 credit blocks which provide equivalency to a four-semester, two-year completion schedule. Milestones are identified for progress within each block and reviewed with students during advising sessions.
- *Milestones to Success Visual Map*
Milestones to Success Visual Map identifies key actions and important milestones in a student's academic career. The map provides contact information and links to inform students at each step and milestone.
- *Focus areas and focus area advisors (metamajors)*
The CSI advising model for degree-seeking students applies a version of

metamajors that directs students over time toward specific degree and completion plans (prior bullet). New students are provided mandatory orientation and advising. The advising process includes a spectrum of options ranging from very broad (“I don’t know what I want to do”), to very focused (“I know exactly what I want to do”). Students with a broader view of their decision making and needing exploratory help are retained within the Liberal Arts AA program and provided assistance in narrowing their focus. CSI has identified ten focus areas and all available programs of study are subsumed within them. These are used for advising purposes only, and each focus area has an assigned advisor. These professional focus area advisors act as the primary advisor until the student has made a major choice or completes 30 credits, at which point a handoff occurs to a faculty major advisor. Pre-registration advising is required for each semester through completion.

- *Academic coaches (proactive advising)*
Factors are analyzed for each new student to identify high risk students, and these are provided to a group of academic coaches who maintain close contact with those students. (All community college students are considered “at risk,” so these are factors which isolate the “highest risk” students.) These variables have been identified in consultation with a predictive analytics system. Faculty are also encouraged to report specific students in peril using an early alert system, which triggers various appropriate interventions by the academic coaches and others.

Complete College Idaho Initiatives

Much of the operation above has been funded by the legislature over the past three years in various forms. The following are examples of these and other initiatives funded at the line item level:

FY2016

- *Transition Coordinators*
Modeled after the Virginia Career Coach model, Transition Coordinators are now deployed throughout Region IV in most high schools and five middle schools. These are professionals who develop relationships with high school students, with a focus on those that would not ordinarily attend college. Since inception, the group has grown and provided additional services (including dual credit advising and career guidance, see below). These employees of the College are now part of the CSI Early College unit. Following the distribution of funding for K12 career guidance, three additional coordinators have been hired and contracted out to Blaine and Cassia school districts for dedicated, specific transition, enrollment, advising, and career development services. Statistical analysis indicates that they are having more of an impact on transition to postsecondary education than the dual credit instructional operation in terms of their likelihood to enroll at CSI.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

- *Academic Coaches*

As described above, Academic Coaches are assigned to identified high risk students for intervention and proactive counseling and advising.

FY2017

- *Dual Credit Advisors/Coordinators*

As the Transition Coordinators were deployed and due to the significant growth in dual credit, it became apparent that dual credit advising and customer services were an increasing necessity. Transition Coordinators were often approached with any issue related to CSI and additional staffing was indicated to augment transition services with advising services. The dual credit coordinators were added to the Early College staff in Fall 2016 and have since merged into a single tactical unit that serves the majority of Region IV high schools. Currently, 12 Transition Coordinators are providing services in 27 middle schools, high schools, and alternative schools.

FY2018 (current year)

- *STEM-focused academic supports*

Through this appropriation, CSI has significantly expanded supplemental instruction and tutoring efforts for students facing two of the most daunting barriers to completion: mathematics and science. Redesigned courses, expansion of the math, biology, and physical science lab operations, and access to dedicated tutoring and study groups have all been deployed and are making progress.

- *Bridge to Success*

The Bridge to Success Program begins with an intensive eight-week summer program and then continues with Bridge students through credential completion. The program was originally designed and deployed at CSI two years ago, using Albertson Foundation and CSI Foundation funding. Transition Coordinators were assistive in identifying students who were candidates for the program, which provided a smooth bridge or transition from high school to college using the summer between. The summer program design includes general education courses, learning communities, and community engaged learning in a tightly structured cohort-based schedule. During the fall and springs semesters, Bridge students are engaged in monthly activities and student success strategies. Outcomes have been extremely positive during the first two years and the legislature has appropriated funds to hire a full time Bridge Coordinator, who will expand the program for late-start, high-risk, and other special populations.

THIS PAGE INTENTIONALLY LEFT BLANK



**Complete College America Game Changer Implementation
State Board of Education
December 2017**

Math Pathways

- Associate of Arts and Associate of Science degrees are aligned with the appropriate Math pathway: Statistics, Algebra (STEM), or Liberal Arts.
- Math Solutions Center (MSC)—an Emporium and competency-based model—was implemented in 2015 as part of the remediation transformation effort of Complete College Idaho. A diagnostic exam identifies areas of college-level competency and deficiency. Students have individual learning plans that contain only the modules required to meet competencies for the math pathway of their declared major.
- Based on two years of MSC data and assessment, in 2017, CWI further transformed the Math remediation model by implementing a co-requisite model for the Statistics and Liberal Arts pathways. This option is also available to students in the Algebra pathway who test just under college-readiness. (The Emporium model now focuses largely on Algebra pathway students who need significant remediation in preparation for College Algebra.)
- *Strategic goal:* By 2022, 50% of students successfully complete gateway Math and English within their first 30 credits at CWI.

Co-requisite Remediation

- Co-requisite model is the default for all English students, most Statistics and Liberal Arts pathway students, and a subset of Algebra pathway students.
- CWI uses a placement range, not a single cut score, for Emporium and co-requisite placement.
- CWI clearly defines concept areas which are available online and provides guidance and online resources (such as Kahn Academy) for students preparing for the Math diagnostic.
- *In progress:* Faculty are engaged in designing gateway Math courses around applied concepts for career technical programs.

15 to Finish

- The majority of associate degrees require the minimum of 60 credits for completion.
- In progress: Exploring completion scholarships to further lessen the burden of the final semester for students within 15 credits of graduation.
- *In progress*: Exploring banded tuition to lessen the cost of credits beyond a full-time load.

Structured Schedules

- Cohort options are in place for first semester experience to pilot impact of retention and student success in subsequent semesters.
- *In progress*: Annual schedule of classes will allow students plan long term scheduling for degree completion.
- *In progress*: Evening, weekend, and online program scheduling options for selected majors.

Guided Pathways to Success

- Student Planning module is used to provide students a clear pathway for degree completion.
- 2+2 agreements between CWI and four-year institutions provide students with a four-year plan when they enroll at CWI.
- CWI has implemented intrusive, just-in-time advising model to meet the needs of individual students as colleges can more effectively monitor student progress. Early warning systems are in place to track student performance and target interventions when they are most needed.
- Broad academic pathway in Liberal Arts degree provides flexibility for humanities and social science majors. An Associate of Science in STEM will launch in 2018 to provide flexibility for STEM majors. These pathways are important for students who require a specific design for transfer into a degree for which CWI does not have a 2+2.
- Academic Certificate in General Education provides a milestone of success towards completion for transfer students.
- *In progress*: Exploring default pathways. Students remain on their chosen path unless given approval to change by an adviser.

North Idaho College

Report on

Complete College America and Complete College Idaho Initiatives

CCA Game Changers

Math Pathways

The Math department in collaboration with faculty across the institution have defined three math pathways for North Idaho College students; a Quantitative Reasoning Pathway, a Statistics Pathway and a STEM pathway.

The majority of the work to develop the Quantitative Reasoning Pathway was related to alignment of prerequisite courses leading to MATH 123. Previously students may have been required to enroll in 3 math courses prior to taking the MATH 123 as a gateway course. Revision to curriculum of MATH 025 and MATH 123 has eliminated Math 108, Intermediate Algebra, (4 credits) from the pathway.

Foundational changes were also made to support the Statistics Pathway. A new course, MATH 151, Foundations for Statistics, was developed to support student success in MATH 253 Principles of Applied Statistics, and the elimination of Math 108, and Math 143, College Algebra, (3 credits) as required pre-requisites. MATH 253 serves as a terminal math course for a number of programs at NIC.

The STEM Pathway has not changed in structure. The focus within the STEM Pathway is on student support for successful completion of math sequences. There has been an increased interest in the computer science and engineering fields at NIC, in part due to the partnership between North Idaho College and the University of Idaho to deliver the Computer Science program in Coeur d'Alene. A central biggest challenge for students in these and other STEM fields is completion of the required math sequences. NIC is addressing this student need by enhancing tutoring, developing tutor-led study groups, and creating a math learning space.

Co-Requisite Remediation

NIC has had remarkable results from the implementation of the co-requisite model in English since the fall of 2014, linking a one-credit ENGL 114 to ENGL 101 for many students who previously would have placed into a remedial ENGL 099. NIC has data to support the following conclusions:

- Students who enroll in ENGL 101/114C successfully complete ENGL 101 at higher rates than students who placed directly into ENGL 101.
- Students who enroll in ENGL 101/114C successfully complete ENGL 102 at higher rates than students who enrolled directly into ENGL 101 and then enroll in ENGL 102.
- Students who enroll in ENGL 101/114C are more likely to persist to ENGL 102 than students who enroll in ENGL 099.

Math remediation at NIC has focused on curricular realignment, with the changes in Math 123, Contemporary Mathematics, incorporating some additional contact time similar to a co-requisite model. Early indicators are positive that students who place into Math 025 are successful when enrolling in the revised Math 123, but there are not yet multiple years of data to firmly establish the impact. Further development of co-requisites may emerge from the work referenced below on Guided Pathways, especially as related to gateway courses.

A key element of NIC's adoption of co-requisites has been the reexamination of placement and the adoption of new placement tools in the spring of 2017. Placement at NIC includes use of multiple measures.

New students are asked to complete an intake questionnaire to assess their educational goals, support system, self-efficacy, and work or other commitments. These responses, as well as students' high school grade point average (GPA), and SAT/ACT scores can be used to modify their placement based on their results from The Write Class (English) and ALEKS (Math.) For those students on the margin of placement into the next higher class, a judgement can be made to elevate the student from the results of The Write Class or ALEKS. The results of these recent changes will be analyzed to see how effectively adoption of new placement instruments and multiple measures can help NIC ensure that students who need remediation are receiving tailored academic supports, enrollment in remedial courses is reduced, and more students start in and succeed in college level courses.

For example, results from the ALEKS assessment can highlight Math content and concepts that students need to make improvement to be college ready. This data, in conjunction with NIC's course completion data, has framed some key questions:

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS DECEMBER 21, 2017

- How do we increase access to and practice with the ALEKS software to enhance students' opportunity to demonstrate their knowledge and ability in math?
- How can our Adult Education Center best support students with significant developmental math needs?
- What set of resources, human, physical, and technological best advance how we assist students in learning math, refreshing math skills, receiving focused tutoring, and progressing effectively and efficiently through required math sequences?
- What math courses are best suited for the co-requisite remediation model of delivery to increase student success?

In the process of answering these questions NIC will implement changes to increase student success in math, which ultimately will lead to higher retention and completion rates.

15 to Finish

In an effort to change students' behavior of considering 12 credits as a full-time load, NIC developed a program called "3 for Free." The idea is to encourage students to successfully complete at least 15 credits in a semester. Degree seeking students who complete 15 credits are eligible to receive 3 credits tuition free the next semester if they enroll for at least 15 credits. A student who continues with successful completion of at least 15 credits a semester continues to earn 3 for free. For an in district NIC student, that's a savings of \$420 per semester. This program provides a compounding benefit to "full-time is 15" students who accrue tuition savings while reducing the opportunity and financial cost of extending degree completion that is common for community college students. .

The program started fall of 2017. This semester 119 students were eligible for 3 for Free funds. Students received an average of \$435 each, for a total \$50,800 awarded. We are anxious to track the success of this program, including a calculation of the total potential savings to students who transfer or find employment upon completion, and present outcomes to the Board.

Structured Schedules

In anticipation of the implementation of Guided Pathways, NIC's Student Services, Division Chairs, and Deans, working with the VPI, restructured the class schedule starting spring of 2018. The new schedule is designed to provide a greater opportunity for students to complete the required courses of a curriculum sequence. For example, now students can complete the majority of required courses in Monday, Wednesday, Friday -- morning, afternoon or evening

pattern or in Tuesday, Thursday pattern. The implementation of Guided Pathway will include consideration to design programs to be delivered in a block schedule format to allow students some flexibility in choosing block schedules to meet their work and home/life schedules. We recognize that there are many programs in which there is only one scheduling option due to fiscal and physical constraints.

Guided Pathways

North Idaho College is working towards the implementation of Guided Pathways (GP) fall 2018. Achievement of this initiative has been driven by faculty and staff representing all areas of the college. There have been a number of milestones reached by NIC's GP Committee:

- **Identification of Focus Fields** (also referred to a meta-majors) – Six focus field have been identified:
 - Business Administration and Management
 - Manufacturing and Trades
 - Arts, Communication, and Humanities
 - Social Sciences and Human Services
 - Science Technology, Engineering and Mathematics
 - Health Sciences/Health Professions

Each focus field contains programs of study leading to a Transfer degree or Career and Technical degree or certificate.

- **Program Mapping** – Program maps have been developed for all 46 of the transfer programs and most of the over 40 CTE programs at NIC. Faculty have developed 4 semester and 6 semester maps for students to use as guides towards program completion. The maps provide program sequence, but also identify Gateway and Milestones courses for the program.

Focus fields help organize programs to foster active student choice of a direction for their studies and a framework for clarifying their pathway for completion. Gateway courses help to identify a student's readiness for further study in a program. Students who struggle in a gateway course would receive advising to discuss the student's goals, possible resources to improve success, or whether an alternative direction might be considered. Milestone courses in the program map mark meaningful achievement along the path to the certificate or degree. These courses help serve as targets to focus effort and further direct the student towards completion. The program maps also identify co-curricular and related activities which support students' certificate or degree completion such as discipline oriented clubs, service learning, or research opportunities.

Additionally, the GP Steering Committee is continuing to work on other key elements of Guided Pathways such as a comprehensive advising model and integration of career services. In addition to traditional academic advising, the Guided Pathways model identifies intrusive and just-in-time advising as key elements of student success. Providing ongoing, consistent advising throughout the students' educational journey calls on us to further integrate professional and academic advising and career services. It will incumbent upon us to provide effective intake processes, robust student supports, and outstanding instruction to assist all our diverse students at NIC in completion of their educational goals.

CCI Funding

FY2017

North Idaho College received \$133,000 to support a full-time Retention and Completion coordinator and a part-time Transition Coordinator. The Retention and Completion coordinator was hired in late October 2016. During her first year at NIC the coordinator's primary responsibility was to identify critical areas of concern related to retention and completion. She evaluated course and program completion rates, complied D, W, F, I, rates for all GEM (General Education Matriculation) courses, interviewed students who withdrew from courses, and interviewed students who had completed studies in one semester but had not enrolled for the following semester. She also interviewed faculty and staff to better understand processes at NIC, including processes that worked and those that did not work. Her investigation and analysis of data has provided our strategic enrollment management team and other groups on campus information that will be vital to change management. Unfortunately, our Retention and Completion coordinator resigned in October, so her work has been temporarily suspended until the position is replaced.

The Transition Coordinator was hired in August 2016. He immediately engaged with students, parents and staff at the Region 1 high schools. He has one-on-one conversations with students and parents about the opportunities in higher education. He and the CTE transition coordinator have been instrumental in increasing the number of Dual Credit offerings in area high schools as a result of his conversations with students. They are able to identify areas of interest of studies and then propose advanced opportunity options for the students. We do not have hard numbers to gauge the impact of the position but we believe it is making a positive difference.

THIS PAGE INTENTIONALLY LEFT BLANK

Boise State University

Report on Implementation of Complete College America's "Game Changers"

November 15, 2017

Introduction:

In 2005, Boise State University created a Freshman Success Task Force to address unacceptably low first-year retention (62.7%) and 6-year graduation (29.2%) rates for the Fall 2005 cohort, which were 7 and 11 and percentage points below peers. Analyses identified early academic success, quantified as first semester GPA, as the best predictor of first-year retention. Underlying predictors to first semester GPA included residing on campus, success in Math & English, class size (more smaller classes is better), engagement in campus activities, financial need (less is better), and admissions index.

Boise State undertook a variety of initiatives aimed at increasing retention and graduation rates, and ultimately the number of graduates. Reinforcing the need for these initiatives was the establishment by the SBOE, in 2010, of targets for numbers of graduates for each of the institutions. The following excerpt from the August 10, 2010 PPGA agenda materials shows the number of additional baccalaureate graduates that were expected of Boise State University.

<i>Additional awards annually by institution to meet 60% goal:¹</i>												
Institution	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	TOTAL
												2010-20
Boise State University	143	287	430	573	717	860	1,003	1,146	1,290	1,433	1,576	9,458

Game Changer 1: Performance Funding

Although "performance funding" is designed as a state-level initiative, Boise State has taken a number of actions that are relevant to funding for performance.

- Boise State is implementing an "Incentive-based" budget model that will directly link the amount of funding each college receives to its performance. More specifically, the funding to each college will in large part be dependent on three metrics:
 - Number of Student Credit Hours produced. Thus, if a college is able to increase the number of Student Credit Hours it produces by offering additional sections, it will receive additional funding to compensate for the additional instructional costs incurred.
 - Number of undergraduate majors. Thus, a college is incentivized to recruit additional students and to retain them. Recruiting and retaining students requires that colleges invest in high quality, relevant programs and that they provide support needed for student success.
 - Number of baccalaureate graduates. Thus, a college is incentivized to ensure the successful graduation of its majors.
- Boise State's eCampus initiative is producing a number of new programs, primarily degree-completion and graduate-level, that are funded via the Online Program Fee model. In addition, a number of Boise State's programs are funded via a self-support model. Consequently, each program has a built-in "sunset clause." That is, because each program is expected to sustain itself financially, a program that fails to perform will be discontinued.
- Boise State University will continue to argue for equity in funding. Presently, Boise State is funded at about 2/3 the level per student FTE as UI and ISU. Enrollment Workload Adjustment funding, when it occurs, has helped somewhat. Outcomes Based Funding, should it come to fruition, will help somewhat.

Game Changer 2: Corequisite Remediation

Math reform: In 2008, the Math Learning Center (MLC), which oversees lower-level math courses) changed the instructional model from a pure emporium approach (in which students were not scheduled for class time) to a structured scheduled, face-time model in which students received appointments for a self-paced computer lab experience where peer and non-peer tutors (separate from Learning Assistants) provided help. Change continued into Fall 2009 with a 2-year MLC plan that included (i) implementation of a different software package, (ii) a focus on Math problem solving, (iii) identification of specific Math skills that students needed to master, (iv) use of software to intervene if students were not engaged.

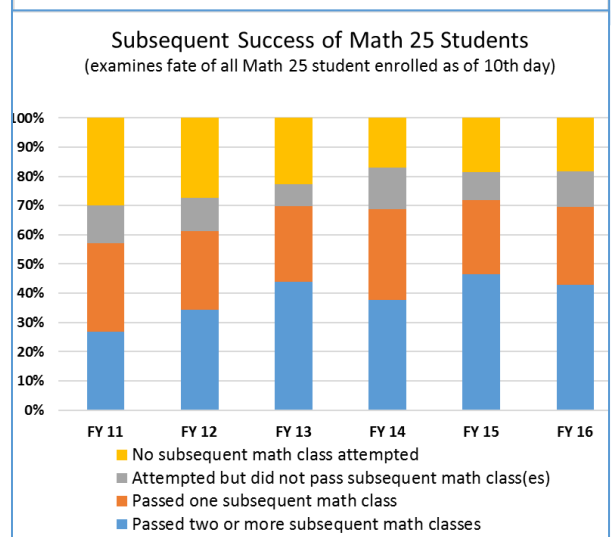
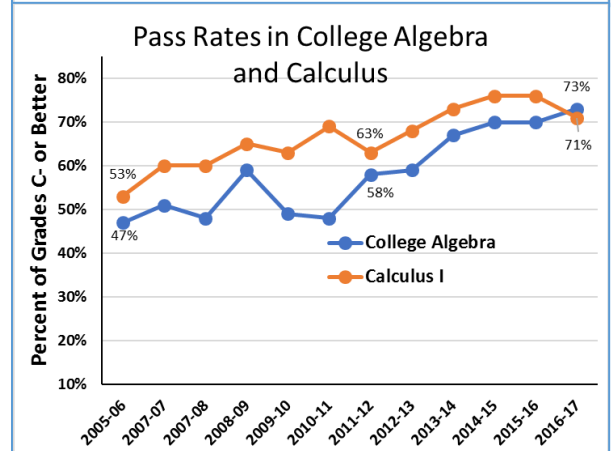
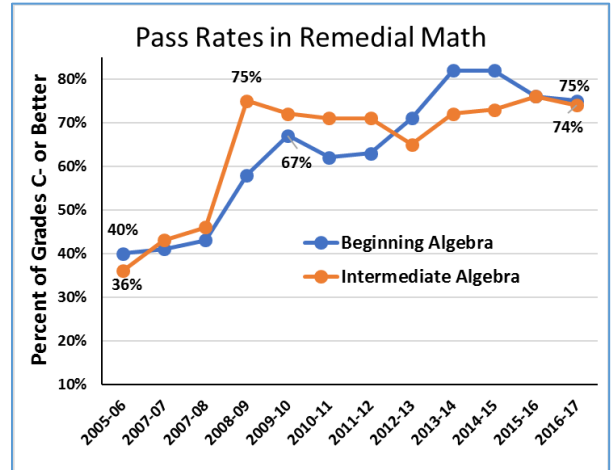
In Fall 2011, the MLC broadened the focus of its four-pronged approach to College Algebra and Trigonometry. In the same year a group of Math faculty members began the application of a team-based approach to first-year Calculus, which provided more consistent instruction and assessment across multiple sections of the same course. Recently, the team-based approach and course redesign has expanded to three other Math courses including statistics, quantitative literacy (generally taken by non-STEM majors), and Calculus II.

In Fall 2016, the MLC began developing Math 149, which is a variant of Math 143 College Algebra that is designed for business majors. The new course includes a corequisite pathway of remediation, in which students who do not meet the Math 149 cutoff are able to take Math 149 while taking an additional credit of support coursework.

Our Math 25-108-143-144-170 sequence does not employ a corequisite model in the pure sense of the concept. Instead it makes use of an accelerated pathway for those students who start out in Math 25 or Math 108. For example, a student who places into Math 25 but who is able to advance quickly through the Math 25 material will be moved to Math 108 mid-semester, with the result that the student is able to complete both Math 25 and Math 108 within a single semester. Similarly, a student placing into Math 108 and who advances quickly is able to move to Math 143, and thus complete both courses within one semester. Also paired in the same semester are accelerated Math 143-144 (trigonometry) and Math 144-170 (calculus).

The accompanying graphs show the remarkable success of our efforts to reform mathematics, and to thereby increase the early academic success of our students.

1. Pass rates in remedial math classes have doubled since the implementation of the changes.
2. Pass rates in College Algebra began increasing soon after reforms to remedial math courses, likely

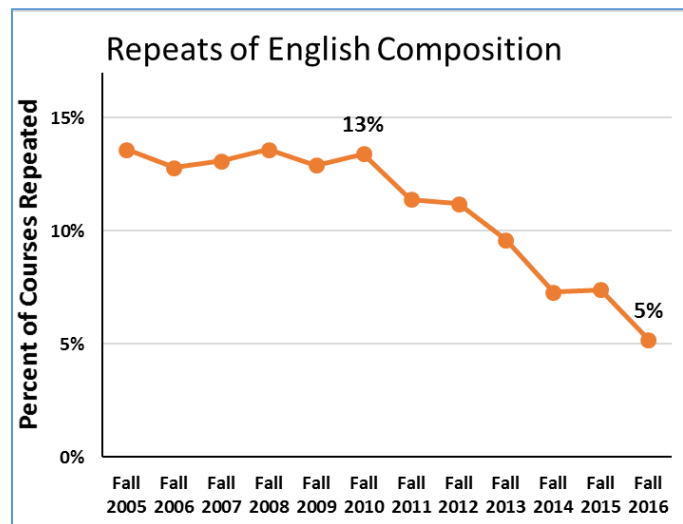


- because of the increased effectiveness of remedial math classes.
3. Perhaps the most important metric is success in subsequent mathematics courses. The percent of Math 25 students who go on to pass at least one additional math class has increased from under 57% to 70% over the last six years.

English placement and remediation reform: Prior to 2009, (i) placement into English composition classes used cut-scores based either on SAT/ACT tests or COMPASS test scores and (ii) students who did not place into English 101 Composition placed into English 90 Remedial English, a course that had three semester credits of load but which awarded no academic credit. In 2009, the First Year Writing Program at BSU developed “The Write Class” placement algorithm, which has subsequently been trademarked and adopted by a number of other universities. This algorithm uses self-assessment, review of targeted courses, high school GPA, standardized test scores, and additional external factors to give students a customized course match. By 2013, the Write Class algorithm was fully implemented.

In the same year, a new co-remediation course, known as English 101+, was developed. Students who placed in the non-credit English 90 were now placed into standard English 101 sections, but attended a required additional one-hour writing studio with the same instructor (hence the “+” of “English 101+”). Development of English 101+ was done in collaboration with English faculty at College of Western Idaho; their co-remediation course involves an additional two (instead of one) hours of time for a co-remediated student.

As can be seen in the graph, repeat rate for English Composition has dropped from 13% to 5%. In addition, whereas previously 51% of students entering English 90 had passed English 102 within five semesters, now 66% of students entering English 101+ pass English 102 the very next semester.



Learning Assistants Program: Boise State University’s Learning Assistant Program launched in the fall 2011 semester with funding from the National Science Foundation through the “Innovation through Institutional Integration (I3) - STEM Central Station” grant. Unlike traditional tutors who typically work outside the classroom context and who focus on helping students pass tests, our Learning Assistants hold facilitated study sessions outside of class to facilitate discussion of course content and to serve as a catalyst for group problem-solving. They are rigorously trained and are embedded in the classroom for an entire semester. They make asking for help a normalized activity rather than a rarefied trip to a tutoring center.

In its first semester, Learning Assistants supported 8 classes in Math, Chemistry, and Biology that served 1,616 enrolled students. In 2013-2014, the program expanded to include a broader set of STEM courses, including those in Engineering Science and Physics. As a result, the number of students served tripled from its original offerings (6,995 enrolled students in FY14). With the addition of focused program coordination in fall 2012, a formal hiring process and training program for student staff was implemented and greater outcomes were achieved for students who participated in Learning Assistant sessions.

In 2016-2017, the program significantly expanded with increased, long-term funding provided by Complete College Idaho. Over the past year, the program supported 33 courses with 112 LAs and served 7,991 enrolled students. In addition to STEM courses, new CCI funding allowed the program to incorporate classes in the arts and humanities including those in Philosophy, English, Criminal Justice, and Music.

In the 2017-2018 academic year, the Learning Assistant program will support 40 courses with 160 Learning Assistants including new classes in the College of Business (Accounting, Finance, Economics, and Marketing) and more STEM courses with greater support in Chemistry, Geoscience, and Physics.

The accompanying figure shows the success of the program. Those students who participate in the program (define as attending three or more sessions during the semester) have significantly higher pass rates and higher average grades than non-participants.

Game Changer 3: Full-Time is 15

Boise State University led the effort among Idaho public institutions to reduce the number of credits required for a baccalaureate degree from 128 to 120.

Boise State University charges the same cost for 15 credits as for 12 credits, as recommended by Complete College America.

With regards to transfer of credits, Boise State has worked closely with the College of Western Idaho and other major transfer institutions to align curriculum, develop articulation plans, and maximize the number of credits applied toward students' degrees. At a recent summit, Boise State and CWI department chairs collaborated on the development of comprehensive articulation agreements.

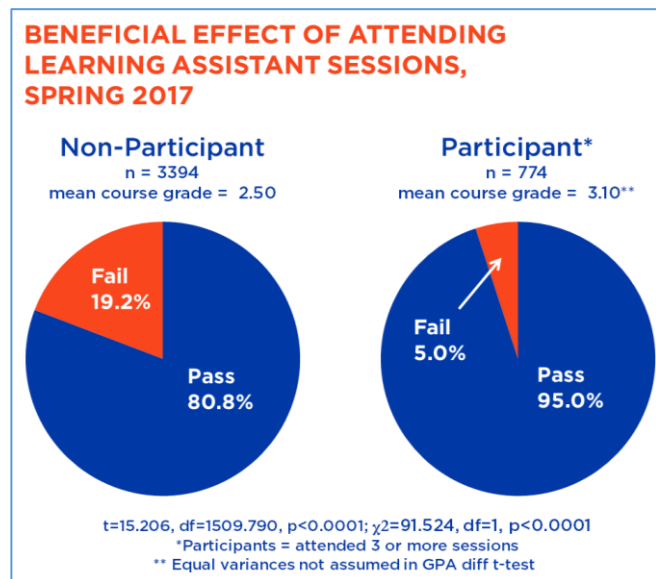
In addition, we offer several 2+2 degrees on both the CWI and CSI campuses so students there never have to leave their campus.

- CWI: Bachelor degrees in communications, criminal justice, elementary education, general business, and multidisciplinary studies.
- CSI: Bachelor degrees in accountancy, social work, and criminal justice. (We also offer the MSW.)

Game Changer 4: Structured Schedules

Boise State University accommodates working students in a variety of ways:

- We offer six degree-completion programs that are fully online, and are therefore highly accessible to working students as well as students in the rural areas of Idaho.
 - Three of the programs are in the health sciences (nursing, imaging sciences, and respiratory care) and are designed for individuals who already hold an associates degree in that field.
 - Two of the programs provide maximum flexibility for students who have some college and wish to complete a bachelor's degree. The Bachelor of Applied Science degree is designed for students already holding an Associate of Applied Science degree. Only in its second year, the program already has 58 students enrolled. The BA in Multidisciplinary Studies is designed for students who have 60 or more academic credits, and provides students with the flexibility to design a program that best fits their needs. Only in its second year, the program has 79 students enrolled.
 - The online BBA in Management program is in its first semester and already has 34 students enrolled.



INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

DECEMBER 21, 2017

- Our Boise State AfterWork program offers eight undergraduate degrees that can be completed by students with a combination of evening, weekend, and online courses.
- In 2012, we undertook a major revamp of our class schedule as a way of increasing the number of classes that would be taught in two periods of 75 minutes each instead of three periods of 50 minutes each. A major motivation for the change was to increase opportunities for commuting students to attend classes on only two days a week.

Game Changer 5: Guided Pathways to Success (GPS)

Meta-majors: Boise State University does not employ a full-blown “Meta-major” structure as specified by CCA, which would include on the order of 8 meta-majors that each can be characterized by a set of common entry-level courses. Instead, Boise State’s degree programs align with one of four possible math courses that serve as the mathematics course that fulfills a student’s general education mathematics requirements. Those courses are as follows:

- Math 123 Quantitative Reasoning: majors in Arts, Humanities, Social Sciences, Allied Health fields
- Math 143 College Algebra: majors in Science, Math, Engineering, pre-health studies, Kinesiology
- Math 149 Precalculus: Business Functions: majors in Business and Economics
- Math 257 Geometry and Measurement for Teachers: majors in Education (not including secondary education majors).

Path to completion: The following are other initiatives by Boise State to help ensure that students are on the correct path to completion:

- We implemented a “Student Success Dashboard” that identifies students who have multiple indicators of academic risk, enabling advisors to engage in targeted interventions with those students.
- The Registrar’s Office now evaluates graduation applications a semester sooner than they had previously. This ensures that students sign up for the correct courses during their final semesters, and therefore complete on time.
- Mandatory advising is now required of a number of groups of students: all first-term students, students without a declared major, students dismissed from the University and who are wanting to be reinstated, and students who have reached the maximum for repeats.
- We have hired additional advisors to provide greater capacity.
- We created a Major Exploration Advising Coordinator position to help students clearly identify their path to completion.
- We created an Academic Development and Recovery Coordinator position who will provide centralized advising and tracking of Probationary and Reinstated students.

Stop-out Campaign: In Spring 2017, Boise State University launched a “Stop-out Campaign” that targets the hundreds of Boise State students who have taken 90+ credits at Boise State and then stopped out without having completed a degree. Our Office of Institutional Research first identified the students, and then our College of Arts and Science began contacted them via email inviting those students to request an assessment of how close they are to finishing a degree. An advisor then works closely with each respondent to try to map out a path forward to degree completion. Results thus far are as follows:

- 2,060 emails were sent; 97 filled out an inquiry form, and 38 appointments were made
- 19 students re-applied to the university and all were accepted.
- 15 have enrolled and 4 have already graduated

We also found that student had a number of issues that had caused challenges: 11 noted work or financial issues, two noted family or relationship issues, and six had Academic/Registration issues.

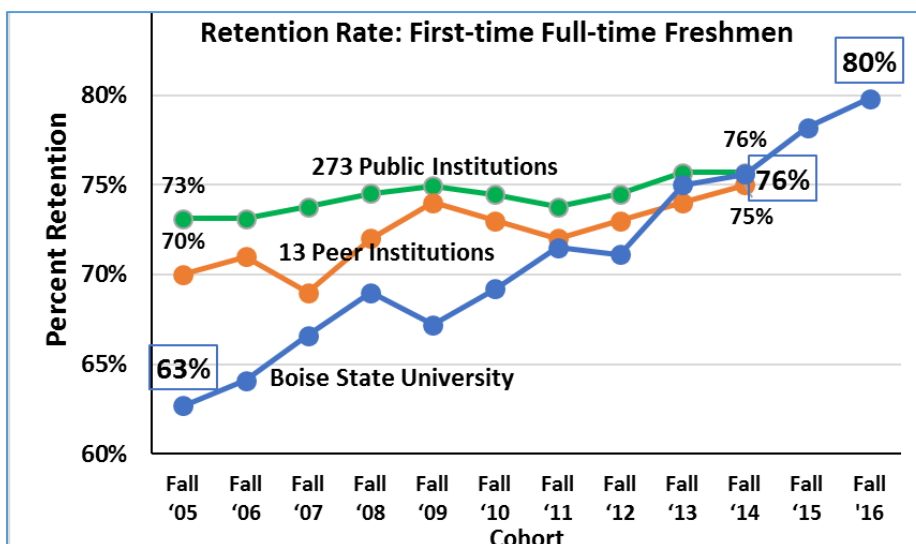
Boise State University

Report on Complete College Idaho Expenditures during FY15, FY16, and FY17

Complete College Idaho funding awarded to Boise State during FY15, 16, and 17 totaled \$2,906,853 (see detail spring 2017 JFAC presentation). Those funds were used in large part for four purposes:

- Increase the Capacity of our Learning Assistants Program: We have added 2.5 FTE of staff, 120 Learning Assistants, 17 mentors for Learning Assistants, and 8 tutors to our highly successful Learning Assistants Program, which targets historically challenging courses. Learning Assistants hold facilitated study sessions outside of class to facilitate discussion of course content among group members and to serve as a catalyst for group problem-solving. CCI funding has enabled us to expand the Learning Assistants program from 3,491 students in 2011-12 to 7,991 students in 2016-17, and to expand from select Science and Math courses to Engineering, Arts, Humanities, and Business courses.
- Increase Number of Professional Advisors: 21 FTE of advisors were added to colleges and to our central advising unit. Those additional advisors give us the person-power that enables us to do the following: (i) We have implemented required advising for all freshmen, which will help to ensure that they begin their careers with the appropriate coursework. (ii) Our advisors make use of our “Student Success Dashboard”, which provides information about students who have a high number of risk factors (e.g, financial need) and therefore enables advisors to make contact with and assist at-risk students. (iii) Increase access by students to advisors throughout their careers for academic and career guidance, thereby helping those students to progress in a timely fashion.
- Increase Number of Full-time Faculty Members: 24 lecturer positions were created to replace adjunct instruction with full-time lecturers. Our adjuncts are, by and large, excellent instructors. However, the use of more full-time instructors provides greater consistency of instruction and increases access of students to instructors outside of class time. Our lecturers are also proving to be key players in making pedagogical innovations in our classes and in assessment of learning outcomes.
- Increase Instructional Capacity: 4 FTE of instructional capacity were added to departments with burgeoning instructional loads, Chemistry and Mechanical & Biomedical Engineering, to prevent the occurrence of bottlenecks and therefore increase student progression.

Have these efforts had an impact?



During the nine year period between the Fall '05 and Fall '14 cohorts, Boise State achieved an increase of 13 percentage points in first year retention rate. Peer groups achieved 3 to 6 percentage points during that same period. In addition, Boise State achieved an additional four percentage points for the Fall '16 cohort.

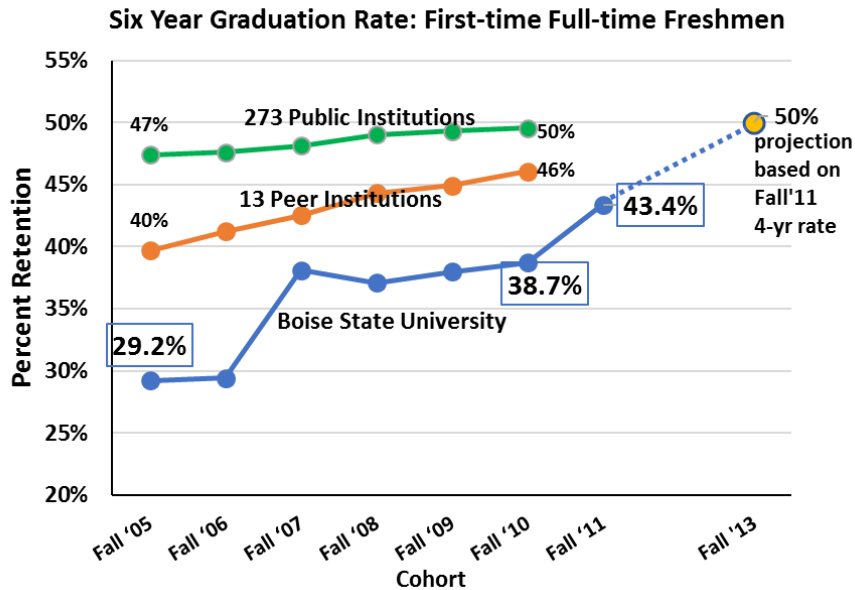
INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

DECEMBER 21, 2017

In the figures above and below, Boise State is compared to two peer groups:

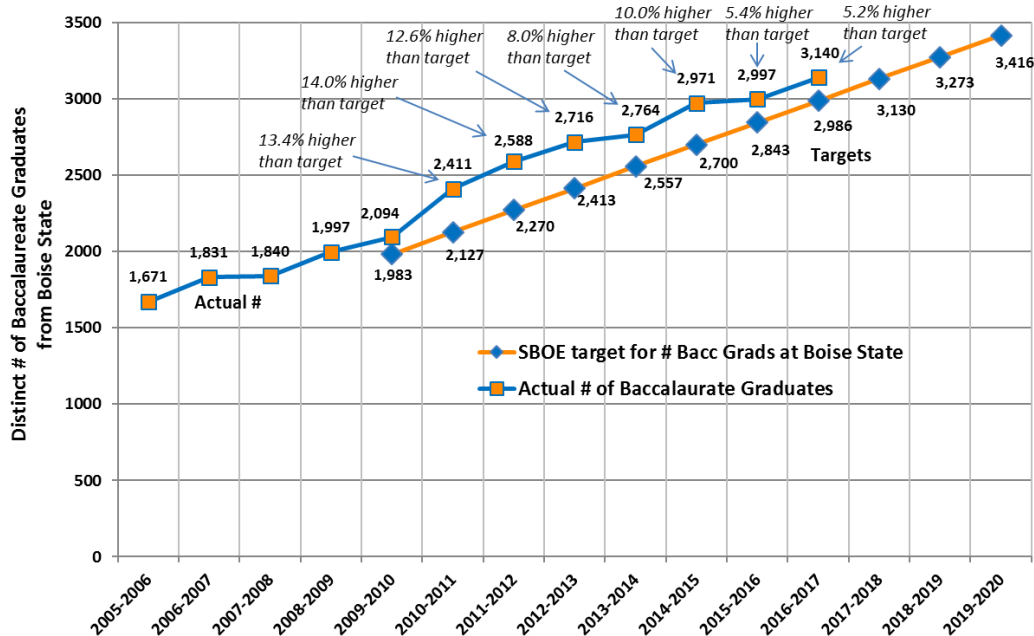
“273 Public Institutions” refers to all public Institutions in the same Carnegie Basic classification as Boise State (that is, Research University-Modest Activity [R3]) as well as the Carnegie basic categories immediately above and below Boise State (that is, Research- High Activity [R2] and Master’s Large [M1]).

“13 Peer Institutions” refers to the 13 institutions that were approved by the SBOE as being Boise State’s peers.



During the five year period between the Fall '05 and Fall '10 cohorts, Boise State achieved an increase of 9.5 percentage points in 6-year graduation rate. Peer groups achieved 3 to 6 percentage points during that same period.

In addition, Boise State achieved an additional nearly 5 percentage points for the Fall '16 cohort. We project that we will achieve a rate of 50% based on the excellent progress shown by our Fall 2013 cohort's in its 4-year rate.



In August, 2010, the SBOE established targets for numbers of graduates for each of the state institutions. This figure depicts the targets that were established for Boise State along with the actual number of baccalaureate graduates each year.

THIS PAGE INTENTIONALLY LEFT BLANK

Math Pathways

Idaho State University has employed math pathways such as statistics for students in the Health Sciences and quantitative literacy for students in the humanities for many years. ISU is working to ensure that all students are aware of these pathways and are enrolling in gateway math courses early in their college careers.

- 1) ISU has clear math pathways for all students. Student majors without a Calculus requirement are encouraged to complete gateway courses such as Math in Modern Society (MATH 1123) or Statistics (MATH 1153) in order to complete math requirements.
- 2) All first-year students are advised to enroll in mathematics in their first semester. At the weeklong “Early Registration” event for new students, math is placed as a “default” course on each student’s schedule. This in turn helps students internalize the importance of math in their first semesters.
- 3) The ISU Faculty Senate, Council of Deans, and Office of Academic Affairs have approved an academic policy that requires incoming new students to take a mathematics course within their first year of attendance.

Corequisite Remediation

The ALEKS mathematical software is being utilized at ISU to better prepare students for college level courses. Corequisite support is being offered for both quantitative literacy and statistics.

- 1) ISU is implementing corequisite support for remediation to students enrolled in Math in Modern Society (MATH 1123) and Statistics (MATH 1153). Many underprepared students who do not test into a college-level gateway course are now encouraged to enroll in that same course with additional corequisite support.
- 2) ISU has developed two cut scores for both Math in Modern Society and Statistics. One cut score provides direct entry into these standard college gateway courses and another provides entry into the corequisite version of this same course.
- 3) The ALEKS software is being utilized to help students prepare for placement exams with practice tests and preparatory work. All incoming students are encouraged to complete an ALEKS placement exam before entering ISU.

15 to Finish

ISU has created numerous incentives for students to enroll in 15 credits or more each semester including tuition incentives, limited numbers of credits to earn degrees, and banded tuition.

- 1) ISU implemented a “Tuition Lock” in the fall of 2016. Idaho residents who complete a minimum of 15 credits and remain in good standing each semester will pay first time college freshmen tuition for up to four years.
- 2) Approximately 82% of the Bachelor Degrees offered require 120 credits. The exceptions are primarily those programs with specialized accreditation (within the Health Sciences and Engineering) which require a greater number of credits.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

DECEMBER 21, 2017

- 3) Students taking 15 credits per semester are charged no more than those who take 12 credits. Students are provided a powerful incentive because there are no financial repercussions for enrolling in a larger course load.

Structured Schedules

ISU has developed degree MAPs (Major Academic Plans) for nearly all of the degrees we offer. Approximately one-fourth of all students are part of a student cohort.

- 1) A Degree MAP (Major Academic Plan) is a four-year course schedule that includes all requirements necessary to achieve a degree and provides recommended course sequencing and configuration. ISU has degree MAPs for approximately 90% of all degrees offered. Degree Works, ISU's student degree audit software system, has supported all ISU majors since 2015. All new programs are required to provide degree maps.
- 2) ISU Degree MAPs are structured for students to finish on time and include the recommendation that students complete 15 credits per semester.
- 3) Approximately 25-30% of ISU students are part of a student cohort. These students move from course to course on the same schedule nearly every day of the week. These informal student cohort alliances provide necessary student-to-student assistance and the students within them more likely to be retained and graduate.

Guided Pathways to Success

ISU has made great strides over the last several years in implementing the Guided Pathways to Success strategies. Intrusive advising occurs with all first-year students, all majors have clearly aligned math courses such as statistics and quantitative literacy, and degree MAPs (Major Academic Plans) are in place for nearly all majors.

- 1) ISU provides proactive, just-in-time advising and academic coaching to all first-year students. In an "intrusive" coaching model, the academic coach does not wait for students to realize they need help, but preemptively identifies potential impediments to success and retention and then reaches out to students in face-to-face visits that cultivate relationship.
- 2) ISU provides math alignment to majors. Math in Modern Society (MATH 1123) and Statistics (MATH 1153) are utilized with most non-STEM programs of study.
- 3) ISU has clear degree MAPs (Major Academic Plans) for 90% of all degrees offered. Thus, a clear path to on-time completion is prepared for students, semester by semester, through graduation.
- 4) ISU's degree MAPs include critical milestone courses that must be completed each semester to ensure that a student is on track.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**



Student Success Center
Complete College Idaho – Nov. 2017 Report

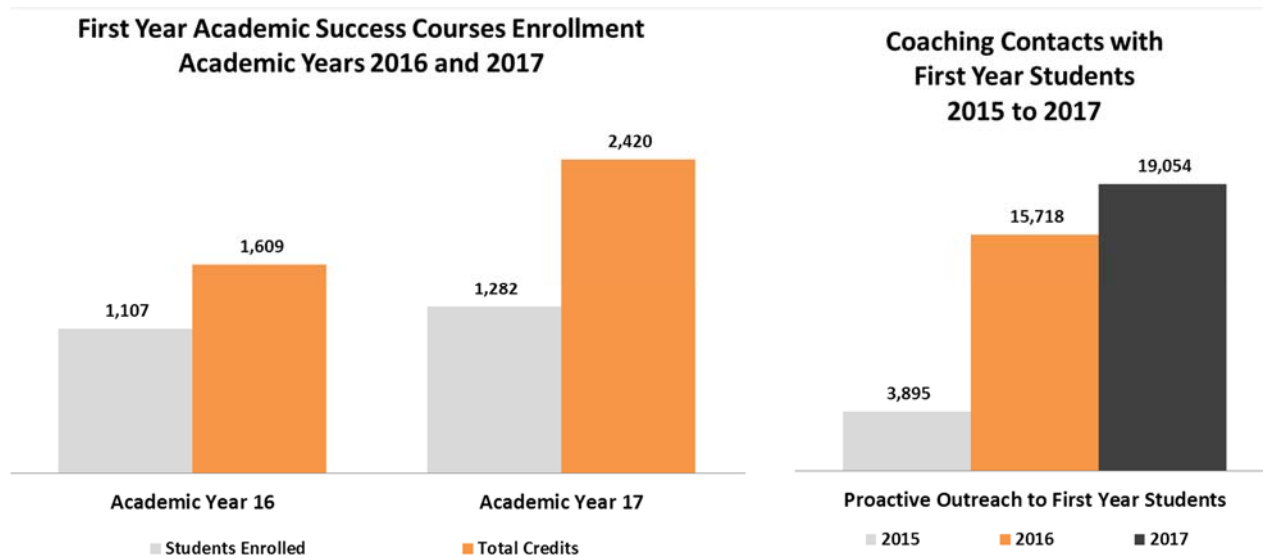
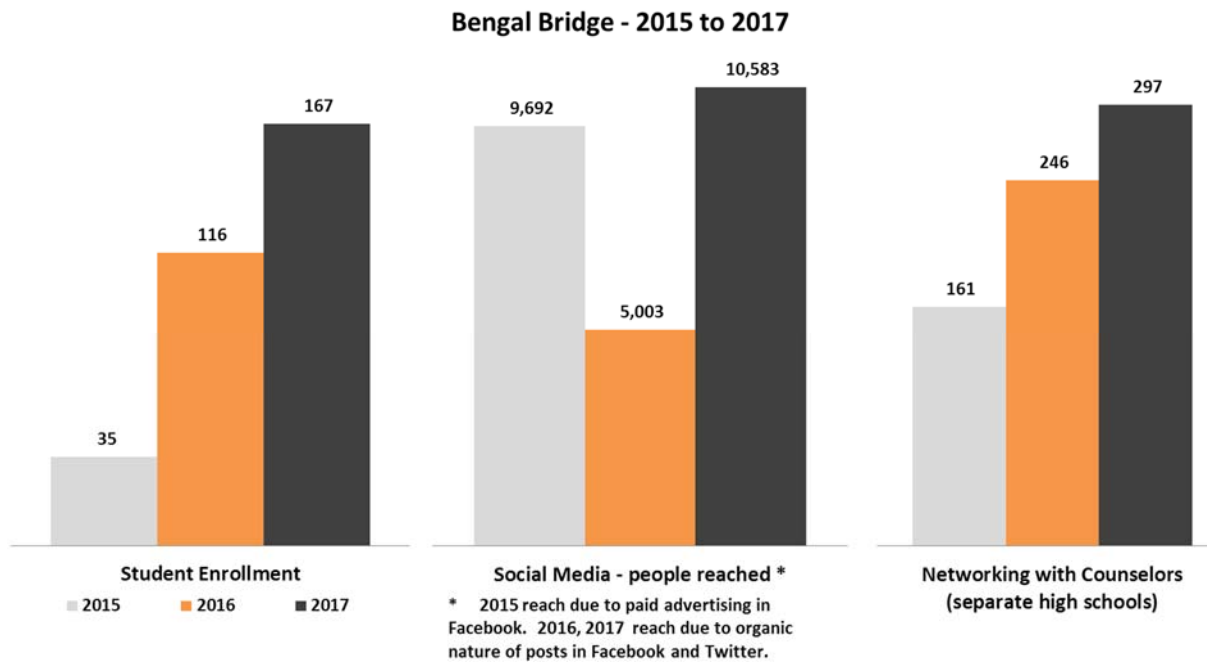
Fiscal Year	Element Description	FTE	Expenditure	*Remarks/Results/Impact
FY2015	Bengal Bridge Expansion		\$26,634.28	<ul style="list-style-type: none"> Expanded STEM courses 403% increase in total credits students enrolled in from 2015 (315) to 2017 (1,585)
	Bengal Bridge Operating and Scholarships		\$22,070.85	<ul style="list-style-type: none"> 84% increase in networking/contacts with high school counselors Leveraged scholarship support and received a \$5,000 student support private donation
	Honors Program Coordinator	1	\$58,798.19	<ul style="list-style-type: none"> 37% increase in Honors student enrollment from 2013 to 2017
	Academic Advisor	1	\$56,365.72	<ul style="list-style-type: none"> 10% increase in pass rate for STEM core-courses due to a proactive advising initiative in spring 2016 27% increase in advising contacts from 2013 to 2015
	Graduate Teaching Assistants Expansion		\$446,930.96	<ul style="list-style-type: none"> Added an annual additional 21 graduate teaching assistants
FY2015 Total			\$610,800.00	
FY2016	Bengal Bridge Expansion	10	\$630,600.00	<ul style="list-style-type: none"> 378% increase in Bengal Bridge enrollment from 2015 to 2017 Social Media student awareness expansion to 10,583 individuals reached - 2017 19,054 proactive coaching contacts to first-year students – 2017
FY2016 Total			\$630,600.00	
FY2017	Student Opportunities Development Program	3	\$208,700.00	<ul style="list-style-type: none"> Increase in university wide collaboration, communication, and strategic planning with regard to professional student development/career-based experiences 2 new program proposals in process (National Student Exchange Program and Peace Corps Prep)
FY2017 Total			\$208,700.00	

Idaho State University has utilized Complete College Idaho appropriations in order to create systemic changes to support our students in a myriad of ways. Since the implementation of our CCI/Student Success efforts in the Fall of 2014, ISU has experienced the following notable trends:

- **Undergraduate, degree-seeking Idaho resident student population with credit hour totals of 15 or greater has increased by 40% (from 27.68% to 38.71%);**
- **Full-time (as compared to part-time) enrollment for degree-seeking Idaho residents has increased by 7% (from 71.65% to 76.90%); and**

- Associate Degree conferrals increased by 12% (from 341 to 382) between 2016 and 2017 alone.

First Year Transition (expanded Bengal Bridge, full-year program)



Bengal Bridge Expansion –FY2016

The FY2016 Complete College Idaho funding provided the opportunity for significant transformational changes, for first-year students in particular, at Idaho State University. These changes centered on providing proactive advising, engendering academic preparedness, and increasing first-year student academic opportunities. They were facilitated by ISU's development of the First Year Transition Program, an expansion of the Bengal Bridge intensive transitional concept to a fully year program. The student impacts associated with these changes have been substantial. These impacts include expanded academic success course enrollments, increased proactive coaching, growth in social media informational initiatives, and increased Bengal Bridge enrollment.

The Bengal Bridge faculty and staff have continued to make a concerted effort to communicate with at-risk high school students. Through participation in local events such as FAFSA-completion, College Application week, and registration opportunities, as well as direct communication with high school counselors and future students through social media, Bengal Bridge enrollment continues to expand.

Enrollment increased in Bengal Bridge by 44% (from 116 students in 2016 to 167 in 2017) and the number of total credits students enrolled in increased by 52.1% (from 1,042 in 2016 to 1,585 in 2017). Bengal Bridge summer GPAs increased by 12.8% (from 2.65 to 2.99) and retention to Fall semester increased by 8.3% (from 76.72% to 85.02%).

In the 2015-2016 academic year, ISU implemented a proactive, intrusive model of academic coaching for all first-year students. In an "intrusive" coaching model, the academic coach does not wait for students to realize they need help, but preemptively identifies potential impediments to success and retention and then reaches out to students—not merely through email, which is impersonal and typically ineffectual, but in face-to-face visits that cultivate relationship. This concentration on one-to-one, individualized coaching enables academic coaches to identify the specific needs of each student and connect them to the resources they need. Proactive coaching contacts continue to expand each year.

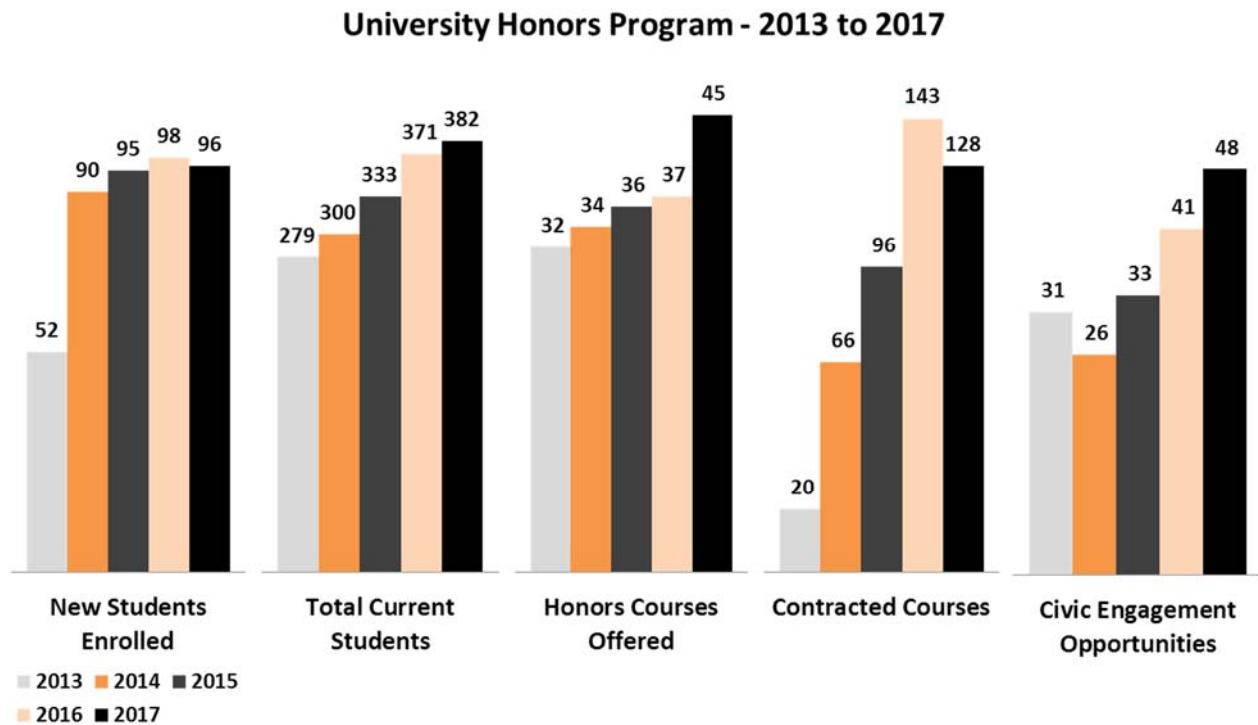
Bengal Bridge Life Changing Impacts

The data above tell a story regarding the substantial work Complete College Idaho appropriations helped bring about, but those efforts make a real-world difference in the lives of our students.

One first-generation minority student has continued his education post-Bengal Bridge despite financial, personal and academic barriers, because of the support he received during Bridge. Coming from a limited-income background, this student understood the need for a college degree and had decided to stay close to home to save money. He performed exceptionally during his seven weeks in Bengal Bridge, completing with a 3.45 GPA. Although he is the primary financial supporter of a father who cannot work, he did not allow this to hold him back. With the assistance of his academic coach he obtained a campus job and a position teaching introductory workshops. As this student stated, "I can say without a doubt that Bengal Bridge allowed me a smooth transition to college life without most of the worries I had before."

Another 2017 Bridge student, the daughter of farm-working immigrants, is a prime example of a rural Idaho student succeeding in college. As a first-generation, low-income college student, she was advised by her high school counselor to enroll in Bengal Bridge, not only for the reduced tuition, but for the academic support the program would offer during her first year in college. This student's dedication is evident through her 3.60 Bengal Bridge GPA, despite the necessity to commute two hours round-trip daily in order to continue providing support for her family at home. This student has continued to take rigorous classes in her major to prepare her for a nursing career. She attributes her successful transition to college to Bengal Bridge: "I felt more prepared for college. I knew what to expect from classes, where they were located, and how to study."

University Honors Program – FY2015



University Honors Program Mission

The University Honors Program (UHP) is a research- and civic-engagement focused program that provides a transformative environment promoting intellectual curiosity, academic attainment, and the development of social consciousness. In fact, these are the three core values the UHP pursues in all Honors courses and all of its advising and programming. These core values shape the following four UHP goals:

1. Providing a challenging and imaginative curriculum.
2. Preparing students for a post-graduate education through seminars, individual research, and one-on-one interaction with faculty.
3. Fostering a spirit of on-going inquiry and a love of learning.
4. Engaging students in civic-minded projects and events.

The FY2015 Complete College Idaho appropriations afforded Idaho State University the opportunity to expand the enrollment, outreach, and opportunities offered by the University Honors Program. Due in large part to this funding, new student enrollment increased by 85% (from 52 to 96 incoming students); total honors student enrollment increased by 37% (from 279 to 382 total students); the number of Honors courses increased by 40% (from 32 to 45 courses); and civic engagement opportunities increased by 53% (from 31 to 48 opportunities).

Student Opportunity Development Program – FY 2017

The Student Opportunity Development (SOD) Program began serving students and creating academic and community connections in February of 2017. Three coordinators staff this program, each assigned to work with two colleges at the university, and each tasked with leading a specific initiative for the program.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

DECEMBER 21, 2017

After introducing the program at all six colleges' deans and chairs meetings, the SOD coordinators created a standard list of questions and met one-on-one with 23 department chairs or faculty representatives in order to inventory current practices for experiential learning, employer/industry partnerships, resources, and student needs in that respective department. From these meetings, SOD coordinators were able to develop an area of focus and a strategy for communication and dissemination of information for each department. The coordinators created a growing list of over 120 regional employer/organization partnerships with ISU, enabling them to identify nearly 50 new employer/organization leads for developing potential partnerships.

The SOD program was tasked with streamlining and promoting ISU's Experiential Learning Assessment process, working with ISU students to earn academic credit for prior work experience. SOD coordinators worked closely with the first students to undergo this process during the spring 2017 semester, and conducted a close examination of the policy and procedure. They met with approximately 35 faculty and staff to learn the history of this process at ISU and to request commentary on the procedure; they also examined similar policies and procedures in place at other Idaho universities. They used this feedback to shape a series of changes and improvements to this process, which are currently being reviewed and approved by the Academic Standards Committee and the Faculty Senate. It is anticipated that these changes will be implemented for the 2018-2019 academic year allowing qualified students to progress towards graduation more swiftly and efficiently.

In the 9 months since the SOD program was established, the coordinators have laid the groundwork to re-establish ISU's participation in the National Student Exchange Program and to formally partner with the United States Peace Corps in offering a Peace Corps Prep Program at ISU for the 2018-2019 academic year. NSE will be housed in the SOD program office, and the coordinators will advise ISU students on program selection, credit pre-approval, etc. It is anticipated that this program will open up many opportunities for students to evaluate future graduate school choices or employment options, and to participate in internships, research, and other experiential learning opportunities at their exchange universities or cities, thereby offering students experiences that may otherwise be unavailable to them in Pocatello.

In addition, the Peace Corps Prep program will be housed in the Global Studies department and supported by the SOD coordinators. Peace Corps Prep will offer ISU students the chance to combine coursework and field experience in order to enhance their academic program of study. Upon completion, they will earn a certificate from an internationally recognized organization and will be prepared for future work in non-profit, government, or community service/development.

THIS PAGE INTENTIONALLY LEFT BLANK

Lewis-Clark State College

CCA Game Changers/ CCI Report (updated November 2017)

CCA GAME CHANGERS

1. **Performance Funding**: LCSC has participated in state efforts in this direction (HETF, SBOE/ OSBE discussions, etc.).

2. **Corequisite Remediation**:

- a. Successfully implemented for English; new for spring or fall 2018 is an online co-requisite support course (to date the co-req has been offered face-to-face only)
- b. In-progress with mathematics. Over the last year, significant effort and resource has focused on the Math Pathways initiative. Extensive campus conversations resulted in the development of 4 distinct math pathways: elementary education, liberal arts, statistics, and STEM. Based on ALEKS placement scores, co-requisites are in place for the Fall 17 semester for the elementary education and statistics pathways. Students are able to proceed through the liberal arts pathway within one academic year or less. A summer math camp assists students with faster progression through the STEM pathway.

3. **Full-time is 15**: The College's primary merit-based scholarships are structured such that students who complete 30 credits at the end of each academic year and maintain a 3.0 cumulative GPA will earn increases to their scholarship awards. Many professional programs have degree maps which require 15 credits / semester.

4. **Structured Schedules**: Through a centralized advising system, students are required to develop a program completion plan as well as engage in career exploration to affirm or modify their selection of programs and careers. These plans are stored via a database called "Student Planning." Suggested sequential degree completion plans are also provided in the college's general catalog.

5. **Guided Pathways**: Meta-majors are in development; see Structured Schedule response above.

CCI PROGRESS

Degrees and certificates awarded

In collaboration with the State Board of Education, Lewis-Clark State College set as a benchmark a 3% annual increase in the number of degrees and certificates awarded. This goal demonstrates LC's commitment to move students through the pipeline toward degree completion. LC has met or exceeded the benchmark for the last seven years, including those years when CCI monies were received:

- 2014-2015: 713 grads; 771 degrees/ certificates

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

- 2015-2016: 795 grads; 914 degrees/ certificates
- 2016-2017: 819 grads; 960 degrees/ certificates

Increasing capacity in high performing programs

In FY15 and FY16, full-time faculty members (instructors) were added in five general education areas in which first year students tend to enroll: English, Communication, Humanities, Mathematics, and Biology. Adding full-time faculty allowed for a significant increase in enrollments and for the establishment of both a Math & Science Tutoring Center and a Writing Center, which support so students remain in and succeed in these foundational classes.

Strengthening general education and student support

The Math & Science Tutoring Center serve students in subjects including mathematics, biology, chemistry, physics, and computer science. More than 3100 student visits to the lab occurred between over the last academic year. This fall, semester the Center is piloting online tutoring, and has successfully completed nearly 30 sessions. The Writing Center addresses the needs of students in beginning composition, research writing and upper division courses. In 2016-2017, 1230 student consultations were delivered, as well as 111 online consultations.

Bottlenecks in high performing majors/ programs

FY15 CCI dollars were used to address bottlenecks in high performing programs which are significant to the institution's role and mission, including Business, Social Work and Teacher Education. LC's FY17 CCI request focused on continued growth in the Business program and in another rapidly growing program – Kinesiology/ Movement & Sport Sciences. Kinesiology majors are candidates for physical and occupational therapy school, and positions as wellness coaches, trainers, physical education teachers and coaches.

Enrollment Growth

In FY17, funds were received for a bilingual recruiter, housed in our Boise office. Through the work of this Recruiter and our College Assistance Migrant Program (CAMP) staff, Fall 2017 saw a 25% increase in new Hispanic students enrolled at LCSC and a 17.5% increase in Hispanic enrollment overall. In fall 2016, the recruiter had visited with appr. 470 students on 43 school visits and reached approximately 250 Hispanic students.

Fiscal Year	Element Description	FTE	Expenditure	*Remarks/Results/Impact
FY2015	a. Business Faculty	1.00	\$ 36,100	<ul style="list-style-type: none">• Added 4 sections each semester of ECON, which supports majors and

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

				General Education core. Courses with enrollments of 25+.
FY2015	b. Education Faculty	1.00	\$ 36,000	<ul style="list-style-type: none">• Accreditation / Assessment Coordinator is focused on positively impacting student success, retention, and degree completion by ensuring programs meet CAEP and SDE standards for Teacher Preparation Programs (e.g., monitoring PRAXIS II scores & providing prep sessions; advising, data monitoring).
FY2015	c. Social Work Faculty	1.00	\$ 49,500	<ul style="list-style-type: none">• Added 6 additional Social Work classes per year; provided 'anchor' faculty for Field Experience supervision required for accreditation. Program is now postured to prepare for hybrid delivery.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

FY2015	d. Math Lab Coord.	1.00	DECEMBER 21, 2017 \$ 30,200	<ul style="list-style-type: none"> • 1/2 time Math & Science Lab Coordinator 10 month [last academic year served 631 unique visitors for a total of 3,139 visits. Fall 17 began online tutoring sessions for students taking online courses or who live distant to campus. Provides employment for 2 Work Scholar participants. Coordinator teaches 2 general education mathematics courses per semester with enrollments of 25-27 students/ each.
FY2015	e. Writing Ctr Coord.	0.50	\$ 24,700	<ul style="list-style-type: none"> • 1/2 time Writing Center Coordinator [numbers]; teaches 2 first year composition and/or upper division writing courses, each semester, with annual enrollment of approximately 86 students. Served 1230 students in the Writing Center last academic year plus 111 online consultations. Either (8) interns supported the work of the Center.
FY15 Total		4.50	\$ 196,700	
FY2016	a. English Faculty	1.00	\$ 74,900	<ul style="list-style-type: none"> • 1 FTE Instructor. Shifted 24 credits of first-year composition from adjunct instruction to permanent fulltime faculty. Taught 177 students Fall 15 – Spring 16. Ongoing.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

FY2016	b. Biology Faculty	1.00	\$ 74,900	<ul style="list-style-type: none"> Increased continuity in course delivery by replacing adjunct instruction with permanent, full-time faculty. Supports courses in the areas of Anatomy & Physiology for nursing and other professional programs, and General Education Core science. With extra faculty support, increased length of A&P lab from 2 to 3 hours and reduced A&P lecture class size from 75 to 50 to improve student retention.
FY2016	c. Communication	1.00	\$ 74,900	<ul style="list-style-type: none"> Hired a full-time instructor shifted 24 credits per year from adjunct instruction to permanent faculty. Teaches 80 students/ semester in General Education Oral Communication Core courses and an online upper-division Communication Arts course. Ongoing.
FY2016	d. Mathematics	1.00	\$ 74,900	<ul style="list-style-type: none"> Fulltime Instructor teaches 24 credits of developmental and General Education Core Math, to approximately 130 students per year. Increased student success from Math 025 to Math 108 from 58% to 73%, doubled enrollments in Math 157 and 257. Created co-requisite support courses.
FY16 Total		4.00	\$ 299,600	
FY2017	a. Business Faculty	1.00	\$ 63,300	<ul style="list-style-type: none"> Created instructor position for online only courses; teaches 8 online courses/year to Business majors; 25+ students in each online section, plus online advising of students.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

FY2017	b. Kinesiology Faculty	1.00	\$ 71,400	<ul style="list-style-type: none">Reduced overloads and adjunct instruction by 5 classes; Kinesiology-related majors increased 13%.
FY2017	c. Bilingual Recruiter	1.00	\$ 74,000	<ul style="list-style-type: none">Fall 2017 saw a 25% increase in new Hispanic students enrolled at LCSC and a 17.5% increase in Hispanic enrollment overall. In fall 2016, the recruiter had visited with appr. 470 students on 43 school visits and reached appr. 250 Hispanic students.
FY2017	d. Faculty Retention	0.00	\$ 81,500	<ul style="list-style-type: none">Funds utilized to augment promotion increases and address compression. One-time.
FY17 Total		3.00	\$ 290,200	

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

**University of Idaho Complete College Idaho Initiatives
November 20, 2017**

CCI funding has allowed the University of Idaho to build a strong advising and student support system to increase student retention, though we have had to make significant changes to our operations in the process. When we first received CCI funding, senior leadership at the U of I was serving in an interim capacity, and funds were intended to be distributed to the colleges in a decentralized model. With the arrival of a new provost, we began to move to a more centralized, coordinated system where funds would be carefully tracked and monitored and aligned to student success initiatives. Last year, we pilot-tested CCI-funded student support programs (supplemental instruction, academic coaching and tutoring, some centralized advising and early warning) and saw our first-time, full-time freshman retention rate increase from 77.4% to 81.6%. Based on these and other data, we have committed to a completely centralized system to ensure students receive consistent advising and support that follows the best practices described in the CCA Game Changers. While this move has been challenging and has caused considerable angst on campus (explained in more detail [here](#)), we believe it is necessary to support student success.

The senior leadership at University of Idaho has demonstrated its commitment to fully implementing the CCA Game Changers by appointing a Vice Provost for Academic Initiatives to collaborate with the Vice Provost for Strategic Enrollment Management on our CCI efforts. Additionally, we have hired an Executive Project Manager whose primary responsibility is to work on the U of I CCI plan. Since the beginning of the academic year, the team has collected degree maps from all colleges to evaluate where we may be able to implement structured schedules and guided pathways and where we can identify milestone courses. In the next few months we will examine math alignment to majors as well as determine how best to implement co-requisite courses and other support models in mathematics. We expect that some degree maps might change in this process and that through this work we will be able to identify meta-majors. As we roll out our new centralized advising process, we will ensure all advisors have coordinated training so that they encourage full-time enrollment and completion of 30 hours per academic year. Because we have identified data reporting as a weakness in our current CCI process, we will add new data dashboards so that we can quickly access the following data to monitor our progress in increasing student success:

- Percentage of students who enroll in 15 or more hours each term
- Percentage of students who meet 30-, 60-, and 90-hour benchmarks
- First, second, and third year retention rates
- Four- and six-year graduation rates
- Number of hours attempted and earned at graduation, by college
- Time to degree
- Course success rates of students enrolled in co-requisite remediation (including subsequent math and English courses)

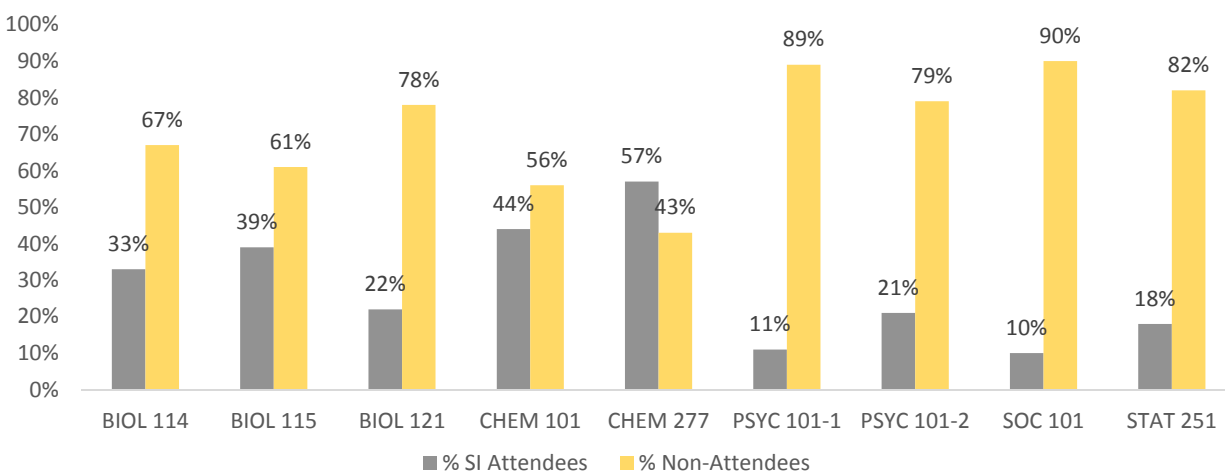
Our CCI team will be attending the CCA convening in late November 2017 in order to bring back to campus best practices for implementing the Game Changers.

In our centralized advising model, we are implementing [VandalStar](#), a student success and advising software platform that will allow us to engage in intrusive, just-in-time advising with predictive analytics. VandalStar rolls out in January 2018. It will incorporate an Early Warning system faculty will use at the fourth week of the semester and at mid-term to identify students in first-year courses who are at-risk due to poor performance, attendance issues, or other factors. Students who exhibit at risk indicators are contacted by academic advising staff, some of whom are funded by CCI funds, to assist the student in being successful.

CCI funding, particularly in 2016 and 2017, has allowed the University of Idaho to hire more advisors, academic support personnel, supplemental instruction leaders, and academic coaches. University of Idaho is now poised to implement a coordinated system of student support, which includes centralized advising and academic support. We have expanded tutoring, academic coaching, and supplemental instruction this year.

Our pilot test of CCI-funded supplemental instruction, a model of co-requisite support, has been effective for improving student success in gateway courses. Our most recent data (Spring 2017) indicates that 13.5% of students who attended supplemental instruction (SI) earned a D, F, or withdrew (DFW) whereas 24% of students who did not attend SI earned a DFW. Over 400 students took part in SI. Figure 1 illustrates DFW differences across courses. We expect that with our increased CCI-funded supplemental instructors this year, we should continue to see drops in DFW rates and increased student retention.

Figure 1. DFW Rates for Students Attending or Not Attending Supplemental Instruction (Spring 2017)

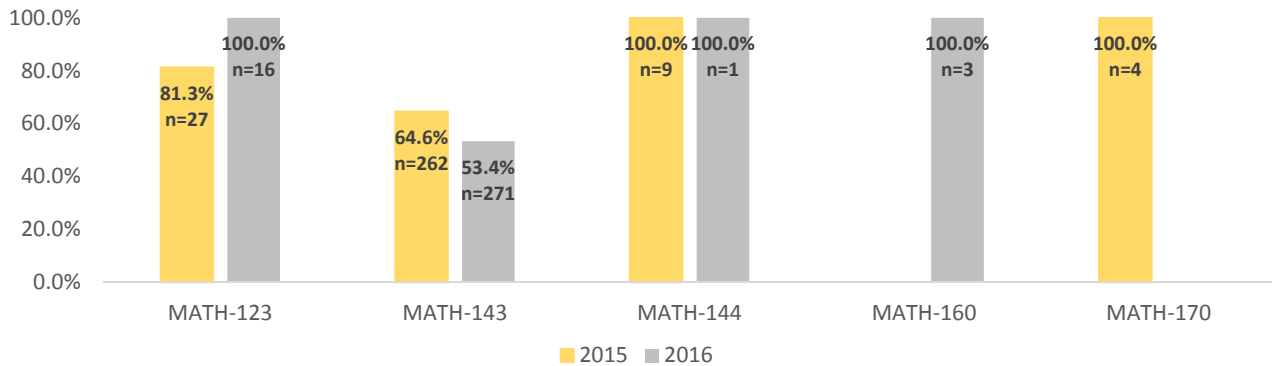


University of Idaho uses other models of co-requisite support in math and English. Our co-requisite course for English 101 began in 2014 and has been a great success. While not CCI-funded, this is another example of how U of I is implementing the CCA Game Changers to support student success.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Students who take the co-requisite course (ENGL 109) with ENGL 101 have a higher success rate (75%+) than students who do not take ENGL 109 (70%). In mathematics, our Polya Center, an emporium model, has been used with much success to support students who are not prepared for college-level mathematics and who must enroll in MATH 108. Our data show that 65% of students are successful in their first MATH 108 course, and high percentages of those successful students pass their subsequent credit-bearing math course (see Figure 2).

Figure 2. Percentage of Students Passing Subsequent Math Course after Passing MATH 108



Leveraging the success of the Polya Center, our math faculty are currently planning to implement co-requisite courses and the emporium model for the first credit-bearing math course, phasing out MATH 108 so that the first math course students take counts toward their degree and includes support for students who need it.

The table provided here provides additional information about how our CCI funds have been used to support student success.

Fiscal Year	Element Description	FTE	Expenditure	*Remarks/Results/Impact
FY2016				<p>Nine advisor positions are established and hired within Advising Services for students seeking programs and degrees in Allied Health, Engineering, Science, Art and Architecture, Agricultural and Life Sciences, and the Movement Sciences. CCI-funded professional staff advisors engaged in the following retention initiatives for the Fall 2017 cohort:</p> <p>Total number of unique students served: 1670 Total number of appointments: 2791 Deposited not registered outreach (phone calls to incoming first-year students who had not yet registered for courses): connected with 439 students resulting in 350 students registered</p>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

				<p>Polya Outreach 2017 (concerted outreach to encourage first year students to engage with Polya math courses): 164 Combined Early Warning Grade and Midterm Grade Outreach during Fall 2017: 103 recorded connections with students Registration Night 2017 (assisted first-year students to register for courses): 176 student attendees</p> <p>Overall retention rates for first-year full-time freshman have increased from FY16 to FY17 in the following Colleges: Education, Health and Human Services from 79.13% to 80.05%, Business & Economics from 78.95% to 84.54%, Art & Architecture from 76% to 77.66%, Engineering from 78.95% to 81.31%, Letters Arts & Social Science from 72.59% to 78.67%, Natural Resources from 70.09% to 79.67%, Science from 75.68% to 83.64%.</p>
	a. Lead Advisors	2.0	139,777.37	Fully staffed.
	b. Advising Specialists	6.0	321,321.67	Fully staffed.
	c. Honors Program Coordinator	1.0	56,000.96	Fully staffed. We currently have approximately 670 students in our honors program.
	d. Operating Expenses	0.0	40,000.00	These operating expenses are used annually to support operations for 12 advisors from FY16 and FY17 CCI funding.
FY2016 Total		9.0	557,100.00	
FY2017				FY17 CCI funding has been put into use in University Advising Services, the Academic Support Programs, and the Counseling and Testing Center.
	a. Student Services Specialists	1.2	91,944.45	One additional Student Services Specialist and an increase in another Student Services position to bring the position to 1.0 FTE. The Tutoring & College Success Manager is now a 1.0 FTE and is implementing a more robust academic support program (i.e., hired five additional FTEs, which allows for expansion of services offered to students). This change allows for summer program assessment and planning, directly tied to student retention initiatives.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

	b. Advising Specialist	2.0	109,795.88	Two additional full-time Advising Specialists were hired to provide professional staff advising for all first and second year students in the College of Agricultural and Life Sciences (January 2017 start date ~100 students; expected 250 student caseload) and allied health students (Pre-PT, Pre-OT, Pre-nursing/dental hygiene, pre-optometry, Pre-pharmacy, and Pre-health General/undecided ; August 2017 start date; expected 300+ student caseload).
	c. Supplemental Instruction Leaders	0.6	19,702.18	Hiring complete and ongoing as turnover is high for these student positions. Supplemental Instruction (SI) Leaders to attend courses and offer academic support that utilizes peer-assisted study sessions. The goal of SI is to: 1. increase retention within targeted historically difficult courses; 2. improve student grades in targeted historically difficult courses; and 3. increase the graduation rates of students. The SI program was implemented Spring 2017 with nine temporary help SI Leaders. For Fall 2017, there are 12 SI Leaders.
	d. Licensed Psychologist	1.0	90,249.84	An additional Psychologist has been added to the Counseling and Testing Center to provide those in need with timely access to counseling services. Counseling services enhance retention and success of students and increase the safety of the UI community through provision of appropriate mental health services.
	e. Administrative Assistant	0.5	20,636.15	Position filled. This individual provides budgetary oversight for Advising Services and Academic Support Program, as well as general administrative support for the Advising Services area.
	f. Reception & Referral Specialist	0.2	10,120.39	Position filled. An increase in 0.2 FTE for Reception & Referral Specialist to help coordinate referrals to academic support services and career development liaisons. This position also supports the front office needs and grant related requirements for students and staff of the Student Support Services TRiO program survey.
	g. Academic Coaches	3.0	141,814.43	Hired three Academic Coaches. They started Summer 2017 and rolled out the Academic Coaching program Fall 2017. Academic Coaches are dedicated to supporting all students' academic

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

				<p>success, but primarily work with those identified as at risk. Academic Coaches provide individual meetings with students to help develop and refine skills necessary for the rigors of the University of Idaho. Topics may include: educational goal setting and planning, balancing and prioritizing time, organization, learning strategies, test preparation, transition to the college environment, communication skills, referrals and self-advocacy. This is a high-touch approach to supporting students as they overcome barriers to success. Academic Coaches teach a for-credit College Success Strategies course and provide scheduled workshops and by-request presentations on academic success skills. The performance of the Academic Coaching program will be measured by institutional retention, enrollment, and graduation numbers.</p>
	h. Program Coordinator	1.0	54,436.68	<p>The Supplemental Instruction Coordinator oversees the academic support model that utilizes peer-assisted study sessions to increase student retention within targeted historically difficult courses, contributing to increased graduation rates. SI program metrics include, institutional enrollment and retention numbers and SI course pass rate (improved D/F/W course rates). During the Spring 2017 term, Academic Support Programs provided SI for students in 9 courses: BIOL 114, BIOL 115, BIOL 121, CHEM 101, CHEM 277, PSYC 101-1, PSYC 101-2, SOC 101 and STAT 251. A total of 405 students were served through 1641 contact hours. Percent attendance for those attending at least one SI session was 35.93%. The average grade for all SI attenders was 3.47; the average grade for all SI non-attenders was 3.035. The average rate of DFW for non-SI attenders was 24% while the average DFW for students attending SI was 13.5%. Highlights from the semester include the following:</p> <ul style="list-style-type: none"> • Our data is consistent with the United States Department of Education data showing that students who attend SI regularly have at least a ½ to 1 letter grade improvement over those who do not and have lower rates of D, F and W.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

				<ul style="list-style-type: none"> • Students and Faculty supported SI and largely felt it was beneficial. • SI will be offered in 12 course in the Fall, including courses in Mathematics.
FY2017 Total		9.5	538,700.00	

THIS PAGE IS INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

SUBJECT

Remediation Report

REFERENCE

April 2015	The Board approved the first reading of changes to Board Policy III.S. Remedial Education
June 2015	The Board approved the second reading of changes to Board Policy III.S.
October 2016	Math remediation reports were provided as part of the Performance Measure presentation to the Board.
April 2017	The Board approved the first reading of changes to Board Policy III.Q. Admission Standards, removing statewide placement cut scores
June 2017	The Board approved the second reading of changes to Board Policy III.Q.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

The Board approved changes in April 2015 to Board Policy III.S., which outlines the types of delivery models to be utilized for remedial instruction in English and math. Board Policy III.S. identifies three approved remediation models: co-requisite, emporium, and accelerated. Pursuant to Board Policy III.S., an annual report on remediation is provided by Board staff.

The report is intended to review the effectiveness of remedial education at the public institutions. The report is to be used to evaluate the different models being used and provide a resource for the Board to improve delivery of remedial education across institutions. Over the course of the past year, the ability to evaluate the different models and compare across institutions was limited by variations in institutional placement policies.

The Board approved changes in June 2017 to Board Policy III.Q., which removed the placement scores for English and math courses. The placement of students into remedial courses is now handled by each institution individually.

At the October 2016 Board meeting, staff provided the Board with a first look at remediation reform efforts in mathematics. In trying to pull complete data to report in 2017, staff found that differences between institutions in identifying students needing remediation and difficulty in identifying or reporting the particular model of remediation used resulted in limited analytical usefulness.

IMPACT

The institutional differences in identifying the students who need remediation and the difficulty in identifying the models students participate in make an evaluation

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

of the effectiveness of distinct remediation models or the success of remedial education across the Idaho system difficult to report.

ATTACHMENTS

Attachment 1 – Remediation Models Used

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Remediation Report would be of greater use in policy decisions by both the Board and local K-12 districts with improved clarity or definition in the following areas:

1) A statewide view of the population identified as needing remediation is variable since placement into remedial coursework is determined at the institution level. The result is that two students, who otherwise are the same, may have different placement by virtue of the institution the student attends. If the Remediation Report is intended to include information on the number of students who are identified as needing remediation or is intended to provide feedback to the Board and school districts of the college readiness of high school graduates, staff recommends a statewide definition to identify students who are academically less prepared. This identification could be a statewide placement policy or a measure outside of actual remedial placement.

2) Evaluation of the effectiveness of the different models depends on the ability of the institutions to correctly identify the models being used and reported. It is necessary that the definitions of the approved models are clearly identified and the implementation of those models is done with fidelity. The current report looked back before the approved remediation models were defined in Board policy III.S. and this led to confusion on how to define the models being used. While it is expected that greater clarity on models being used at the institutions should come from the definitions approved by the Board in June 2015, additional changes to this Board policy or approved models should be clear as to what is included in each model and how to categorize students who may be taught under a hybrid or blended remedial model.

BOARD ACTION

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



Models Used at Each Institution

2012, 2013, & 2014 Cohort Data

In June 2015, Board Policy III.S. defined three developmental model types: Accelerated, Emporium, and Co-requisite. The following tables present data for developmental model types used by each institution for the 2012, 2013, & 2014 cohorts. Given the retroactive application of definitions in Board Policy III.S., some model types do not fit into one of the three developmental models defined by Board Policy III.S.

English

<i>Institution</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
<i>ISU</i>	Co-Requisite	Co-Requisite	Co-Requisite
<i>LCSC</i>	Accelerated	Co-Requisite	Co-Requisite
<i>BSU</i>	Traditional	Co-Requisite	Co-Requisite
<i>U of I</i>	Co-Requisite	Co-Requisite	Co-Requisite
<i>CWI</i>			Co-Requisite
<i>CEI</i>			Co-Requisite
<i>NIC</i>	Unknown	Unknown	Co-Requisite
<i>CSI</i>			Co-Requisite, Hybrid, Traditional

Table 1. Types of developmental models utilized by each institution for the 2012, 2013, and 2014 cohort for developmental English courses. Blank cells indicate optional data that was not included in this report due to time constraints or other causes. "Unknown" types indicate model types not outlined by Board Policy III.S.

Math

<i>Institution</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
<i>ISU</i>	Emporium & Co-Requisite	Emporium & Co-Requisite	Emporium & Co-Requisite
<i>LCSC</i>	Accelerated	Accelerated	Accelerated
<i>BSU</i>	Time-Structured Emporium & Accelerated	Time-Structured Emporium & Accelerated	Time-Structured Emporium & Accelerated
<i>U of I</i>	Emporium	Emporium	Emporium
<i>CWI</i>			Emporium
<i>CEI</i>			Co-Requisite
<i>NIC</i>	Unknown	Unknown	Unknown
<i>CSI</i>			Traditional

Table 2. Types of developmental models utilized by each institution for the 2012, 2013, and 2014 cohort for developmental math courses. Blank cells indicate optional data that was not included in this report due to time constraints or other causes. "Unknown" types indicate model types not outlined by Board Policy III.S.

THIS PAGE INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

SUBJECT

Board Policy III.S. Remedial Education – First Reading

REFERENCE

August 2007	The Board approved second reading of changes to Board Policy III.S.
June 2012	The Board approved the Complete College Idaho Plan.
April 2015	The Board approved the first reading of changes to Board Policy III.S.
June 2015	The Board approved the second reading of changes to Board Policy III.S.
September 2017	The Board adopts the Governor's Higher Education Task Force recommendations, which includes co-requisite support strategies for remedial instruction.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

The Board approved changes in April 2015 to Board Policy III.S., Remedial Education. The 2015 amendments updated terminology, removing outdated terminology referencing “development education” and transitioning approved remediation from the traditional remedial course model to three separate approved model in alignment with the three models for remediation adopted with the approval of the Board's Complete College Idaho plan and work with Complete College America (CCA). Since that time, CCA has redefined the original remediation reform initiative to focus on co-requisite remediation. It has also updated the language used in referring to co-requisite remediation, changing from a single delivery model to a support system that may be implemented through various models or methods. Co-requisite support increases gateway course completion within the first year by enrolling entering students into college-level math and English courses, and then providing students who need additional help with a concurrent course or lab that offers timely academic support. The approved remediation models defined in Board policy are considered best practices, evidence-based, and are recommended by Complete College America. They were adopted to help improve the success rates of students needing remedial support. Since adopted in 2012 and placed in Board policy in 2015 all institutions have fully implemented co-requisite remediation for English, with implementation progressing for Mathematics. Board policy III.S. is being updated to re-define co-requisite support delivery and the models used to support students who are served through this support.

Proposed amendments to the policy will clarify that co-requisite support models are to be credit bearing and will fulfill a gateway course requirement; whereas, remedial courses maintain no college-level content and therefore do not count toward degree requirements. For the purposes of this policy, a gateway course is

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

defined as the first English or Math course requirement needed for a student's program of study.

Additional amendments will clarify student eligibility for enrollment in co-requisite support courses and remedial courses. As a result of exceedingly low levels of preparedness, only students whose skills are assessed as necessitating Adult Basic Education or equivalent may be enrolled in traditional remedial courses and all other students identified as needing additional support will default into co-requisite support. The policy also ensures that non-co-requisite remedial sequences will be structured by institutions in a way that will provide students with the opportunity to enroll in the gateway course within the first academic year. The policy also clarifies procedures for student enrollment in remedial courses, piloting non-approved models, and annual Board reporting.

IMPACT

Proposed amendments will update the policy to better align with changes identified by Complete College America to help with implementation and student support. This policy further ensures students are provided an opportunity to complete their academic program in a timely manner.

ATTACHMENTS

Attachment 1 – Board Policy III.S. Remedial Education – First Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Adoption of this policy would bring this policy into alignment with changes made at the national level and in alignment with what the Board intended for its vision of the delivery of postsecondary remedial education. Proposed amendments will also facilitate full implementation of co-requisite remedial support in alignment with the Governor's Higher Education Task Force recommendation to scale co-requisite remediation. Most importantly, it will help ensure that more students are provided with access to courses that not only have higher success rates, but also count toward degree progress. Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.S. Remedial Education 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: S. Remedial Education

~~June 2015~~February 2018

1. Coverage

All students at the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, College of Southern Idaho, North Idaho College, the College of Western Idaho and Eastern Idaho Technical College are included in this subsection.

2. Definitions

~~a. Accelerated Model means a combined delivery series model whereby remedial content is embedded into credit bearing courses. Co-requisite Course Model: means Aa delivery model whereby remedial instruction is delivered alongsidesimultaneously with college level content as a separate course or lab as part of a co-requisite support program.~~

~~a.b. Co-Requisite Model means a delivery model whereby remedial instruction is delivered alongside college level content. Co-requisite Support: means Academic courses or content that supplements the content of gateway mathematics and English courses during the same academic term to increase the success rates for Sstudents in Nneed of Aadditional Ssupport.~~

~~c. Embedded Model: means Aa combined delivery series-model whereby remedial content is a part of the content delivered through gateway courses as part of a co-requisite support program.~~

~~b.d. Emporium Model means a delivery model whereby remedial education support is delivered in a computer lab setting where students receive individualized instruction from faculty and engagement with technology based programs as part of a co-requisite support program.~~

~~e.e. Remedial Courses means a courses numbered below 100. Gateway course means the first postsecondary mathematics or English Ccourse that a student takes that fulfills the mathematics or English requirement for the student's program of study.~~

~~f. Remedial Courses: means Education means a duplication of a secondary program/course and support services in basic academic skills to prepare students for college level coursework. Courses that are: (1)~~

~~i. designed for students in need of additional support to succeed in gateway courses in mathematics or English and (2)~~

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

ii. required to be completed before a student may enroll in the gateway course for that subject. Remedial Courses may take the following forms:

~~Courses numbered below 100, which serve as a duplication of secondary program/curriculum or courses and support services in basic academic skills to prepare students for college level content and are a pre-requisite to enrolling in the college-level mathematics and English course.~~

g. ~~f. Students in Need of Additional Support: means Sstudents who have been identified by the institution's placement process to beas underprepared to take gateway mathematics and English courses without additional academic content or interventions.~~

3. ~~Remedial Models~~ The State Board of Education has approved the ~~following models for delivering remedial education: Accelerated, Co-Requisite, and Emporium, Co-requisite Course Model, Embedded Model, and Emporium Model as the methods for serving students in need of additional support. Students enrolling into Co-requisite Support shall be provided with the option to do so in one of the aforementioneddefined models.~~ Institutions may ~~also~~ pilot the use of additional delivery models provided the models ~~implemented allow students to enter a credit bearing course in the first year of study and~~ are evidence based; evidence need not be Idaho specific. Institutions choosing to exercise this pilot option shall notify both the Council on Academic Affairs and Programs and the Instruction, Research, and Student Affairs Committee of:

a. Their intent to pilot a new delivery model; and

b. The results of said pilot.

~~The pilot method~~ Piloted models must be assessed annually and may be continued and scaled beyond the first year if it the pilot achieves equal or greater success rates in students completing gateway mathematics and English courses as compared to rates achieved in approved Co-requisite Support models.

4. Each institution shall maintain a mechanism for diagnostic testing in English language arts and mathematics, and provide corrective measures for students identified as needing additional supports.

5. Students determined to be in need of instruction at the level equivalent to that offered through Adult Basic Education programs may be required to enroll in a remedial course. The remedial sequence required of these students shall be designed to ensure the student has the opportunity to enroll in the gateway course within the first academic year.

6. Student Enrollment in a remedial course must be identified by the institution and approved through established institutional processesby the institution.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

3.7. Credits earned in remedial courses may not apply toward the requirements for a certificate or degree.

8. Remedial education Success rates in co-requisite support coursesmodels and remedial courses shall be reported annually to the Board.

THIS PAGE IS INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

SUBJECT

Proposed Amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses – First Reading

REFERENCE

April 2011	Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs to include the inclusion of statewide program responsibilities into policy.
June 2011	Board approved the second reading of the proposed amendments to Board Policy III.Z. Planning and Delivery of Academic Programs and Courses as amended.
June 19, 2013	The Board was presented with proposed corrections to institutions' statewide program responsibilities.
August 15, 2013	The Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses to include updating institutions statewide responsibilities.
December 2013	The Board approved the second reading of Board Policy III.Z.
June 18, 2015	The Board approved the first reading of Board Policy III.Z.
August 13, 2015	The Board approved the second reading of Board Policy III.Z.
October 20, 2016	The Board approved the first reading of the proposed amendments to Board Policy III.Z that updates institutions statewide program responsibilities.
December 15, 2016	The Board approved the second reading of proposed amendments to Board Policy III.Z. that updates institutions statewide program responsibilities.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z, Planning and Delivery of Postsecondary Programs and Courses.
Section 33-113, Idaho Code, Limits of Instruction.

BACKGROUND/DISCUSSION

The purpose of Board Policy III.Z, "is to ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, and collaboration and coordination." At the August 10, 2017 meeting, the Board was presented with the updated Five-Year Plan and discussed whether the plan was still meeting its intended goal for program planning.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

This was further discussed at the Instruction, Research, and Student Affairs (IRSA) committee on October 5, 2017 including whether changes to the process for the next update were necessary. In an effort to provide the Board with a better understanding where institutions are aligning their focus with regard to postsecondary programs, a proposed amendment is before the Board to move the planning document from five years to three years. The proposed change would provide the Board with more relevant and time-sensitive information about an institution's program goals and how they align with their mission and state or regional education workforce needs. Furthermore, the three-year planning process would offer added flexibility to institutions with respect to program planning and proposal processes, doing so without expense to Board oversight of program delivery, institutional accountability for resource allocation, and, collaborative efforts across postsecondary institutions.

IMPACT

Proposed changes would simplify the information collected and reported, streamline the planning process, and improve the applicability of information provided to the Board.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy III.Z Page 3
Planning and Delivery of Postsecondary Programs and Courses

STAFF COMMENTS AND RECOMMENDATIONS

The Council on Academic Affairs and Programs (CAAP) also discussed the five-year plan at their August 24, 2017 and November 16, 2017 meetings. CAAP supports maintaining the planning process and changing the period from five years to three years. While CAAP believes it is a useful tool; a more concise report about the institution's goals and mission with programs would be more valuable to the Board.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses 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: Z. Planning and Delivery of Postsecondary Programs and Courses

December 2016February 2018

The purpose of this policy is to ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. 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"). The State Board of Education (the Board) aims to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time.

1. Definitions

- a. Designated Institution shall mean an institution whose main campus is located in a service region as identified in subsection 2.b.ii.1) and 2) below.
 - i. For purposes of this policy, with respect to academic programs, Designated Institutions and Partnering Institutions shall include only the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.1).
 - ii. For purposes of this policy, with respect to career technical programs, Designated Institutions and Partnering Institutions shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College, Eastern Idaho Technical College, Lewis-Clark State College, and Idaho

State University and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.2).

- b. A memorandum of understanding (MOU) is an agreement between two or more institutions offering programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.
- c. Partnering Institution shall mean either (i) an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or (ii) an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.
- d. Service Region Program shall mean an educational program identified by the Board to be delivered by a Designated Institution within its respective service region that meets regional educational and workforce needs.
- e. Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in subsection 2.b.ii.1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.
- f. Statewide Program shall mean an educational program identified by the Board to be delivered by a particular institution which meets statewide educational and workforce needs. Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.
- g. Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.

2. Planning and Delivery Process and Requirements

a. Planning

i. ~~Five~~Three-Year Plan

The Board staff shall, using the Institution Plans submitted, create and maintain a rolling ~~five-three~~ (53) year academic plan (~~Five~~Three-Year Plan) which includes all current and proposed institution programs. The ~~Five~~Three-

Year Plan shall be approved by the Board annually at its August Board meeting.

ii. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's Chief Academic Officer, create and submit to Board staff a rolling ~~five~~ three (53) year academic plan, to be updated annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

1) Statewide Programs

Institutions assigned a Statewide Program Responsibility shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. Each Institution Plan shall include the following information for proposed Statewide programs:

- a) A description of the Statewide Programs to be delivered throughout the state and the anticipated resources to be employed.
- b) A description of the Statewide Programs to be offered by a Designated or Partnering Institution.
- c) A summary of the Memoranda of Understanding (MOU's), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.

2) Service Region Programs

It is the responsibility of the Designated Institution to plan for and determine the best means to deliver Service Region Programs that respond to the educational and workforce needs of its service region. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the service region to deliver the program in the service region. The Institution Plan developed by a Designated Institution shall include the following:

- a) A description of the proposed academic programs to be delivered in the service region, or outside of the service region, by the Designated

Institution and the anticipated resources to be employed.

- b) A description of proposed programs to be offered in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
- c) A description of proposed Statewide Programs to be offered in the service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.
- d) A summary of proposed MOU's, if any, to be entered into between the Designated Institution and any Partnering Institutions in accordance with Subsection 2.b.iii. below.

3) Institution Plan Updates

Institution Plans shall be updated and submitted to Board staff annually as follows:

- a) Preliminary Institution Plans shall be developed according to a template provided by the Board's Chief Academic Officer and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination annually in April.
- b) Following review by CAAP, Institution Plans shall be submitted to Board staff. Upon submission of the Institution Plans to Board staff, the Board's Chief Academic Officer shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.
- c) In the event the Board's Chief Academic Officer recommends material changes, he/she shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the [FiveThree](#)-Year Plan.
- d) The Board's Chief Academic Officer shall then provide their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. The Board shall approve the Institution Plans annually through the [FiveThree](#)-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board approval of a program. Institutions are still required to follow the standard program approval process as identified in Board Policy Section III.G to gain program approval.

b. Delivery of Programs

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

i. Statewide Program Delivery

The Board has established statewide program responsibilities for the following institutions. This statewide program list shall be updated by the Board every two years.

Boise State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy and Administration	M.S., Ph.D.
Community and Regional Planning	M.C.R.P., Ph.D.
Social Work (Region V-VI —shared with ISU)	M.S.W.
Social Work	Ph.D.

Idaho State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Sign Language Interpreting	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

University of Idaho must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Landscape Architecture	B.S.L.A., M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science	B.S.A.V.S.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Aq.Econ.
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forestry	B.S.Forestry
Renewable Materials	B.S.Renew.Mat.
Wildlife Resources	B.S.Wildl.Res.
Fishery Resources	B.S.Fish.Res.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.
Natural Resource concentrations in: <ul style="list-style-type: none">• Forestry• Renewable Materials• Wildlife Resources• Fishery Resources• Natural Resource Conservation• Rangeland Ecology & Management• Fire Ecology & Management	M.S., M.N.R., Ph.D.

ii. Service Region Program Delivery

The Board has established service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program Responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned service region.

1) Academic Service Regions

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. Boise State University is the Designated Institution serving undergraduate and graduate education needs.

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate needs; with the exception that Boise State University will meet undergraduate and graduate business program needs.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

2) Career Technical Service Regions

Postsecondary career technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Eastern Idaho Technical College is the Designated Institution.

3) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program

in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Career Technical Education in the case of career technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to Board staff, in accordance with a schedule to be developed by the Board's Chief Academic Officer, the following:

- a) A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided.
 - b) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program.
 - c) A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program syllabuses.
- 4) Designated Institution's First Right to Offer a Program

In the event the Partnering Institution has submitted the information set forth above to the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, and a need is demonstrated by the Partnering Institution for such program in the service region, as determined by the Board (or by the Administrator for the Division of Career Technical Education in the case of career technical level programs), or prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region the Designated Institution shall have a first right to offer such program.

The Designated Institution must within six (6) months (three (3) months in the case of associate level or career technical level programs) of receiving the request from a Partnering Institution to offer said program determine whether it will deliver such program on substantially the same terms (with respect to content and timing) described by the Partnering Institution. In the event the Designated Institution determines not to offer the program, the Partnering Institution may offer the program according to the terms stated, pursuant to an MOU to be entered into with the Designated Institution. If the Partnering Institution materially changes the terms and manner in which the program is to be delivered, the Partnering Institution shall provide written notice to the Chief Academic Officer of the Designated Institution and to the

Board's Chief Academic Officer of such changes and the Designated Institution shall be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

iii. Memoranda of Understanding

When a service region is served by more than one institution, an MOU shall be developed between such institutions as provided herein and submitted to the Board's Chief Academic Officer for review and approval by the Board prior to entering into such agreements. Each MOU shall be entered into based on the following guidelines, unless otherwise approved by the Board.

If an institution with Statewide Program Responsibility has submitted the information set forth in Subsection 2.a.ii. above to a Designated Institution and Board staff in a timely manner (as determined by the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Institution Plan and enter into an MOU with the institution with Statewide Program Responsibility in accordance with this policy. If, prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution with Statewide Program Responsibility and the Designated Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.

iv. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution, the Partnering Institution's programs offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

- 1) The educational and workforce needs of the local community demand a separate facility at a location other than the campus of the Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.1) above, and
- 2) The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

v. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

vi. Program Transitions

Institutions with Statewide Program or Service Region Program Responsibilities may plan and develop the capacity to offer a program within a service region where such program is currently being offered by another institution (the Withdrawing Institution) as follows:

- 1) The institution shall identify its intent to develop the program in the next update of its Institution Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection 2.b.ii.3) above.
- 2) Except as otherwise agreed between the institutions pursuant to an MOU, the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, it may do so but in no event earlier than two (2) years from the date of notice (unless otherwise agreed). The Withdrawing Institution shall enter into a transition MOU with the institution that will be taking over delivery of the program that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

vii. Discontinuance of Programs

Unless otherwise agreed between the applicable institutions pursuant to an MOU, if, for any reason, (i) a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program Responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility, as appropriate, at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

4. Oversight and Advisory Councils

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.

5. Resolutions

All disputes relating to items addressed in this policy shall be forwarded to the Board's Chief Academic Officer for review. The Board's Chief Academic Officer shall prescribe the method for resolution. The Board's Chief Academic Officer may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

6. Exceptions

- a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.
- b. This policy also does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution inasmuch as is possible.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

SUBJECT

Board Policy III.P Students – Second Reading

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.
October 2017	Board approved first reading of proposed amendments to III.P. regarding immunizations.

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 contracting 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

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

further with Board and institution staff Senator Martin chose instead to ask the Board to consider, through Board policy, requiring institutions to provide 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

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.

No comments were received and there were no changes between the first and second reading. Staff recommends approval.

BOARD ACTION

I move to approve the second 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
DECEMBER 21, 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
DECEMBER 21, 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.

THIS PAGE INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

SUBJECT

Program Enrollment Summary

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8, Postsecondary Program Approval and Discontinuance

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.8.b, institutions are required to provide an initial progress report on all graduate programs approved by the State Board of Education. Consistent with this policy, and with input from the Council on Academic Affairs and Programs, the Chief Academic Officer developed a template and timeline for reports to be submitted to the Board office.

The reporting requirement pertained to graduate programs that were approved by the Board and implemented on or after **January 1, 2007**. Those programs included:

Boise State University

- EdD in Educational Technology
- PhD in Biomolecular Sciences
- PhD in Material Science Engineering
- Master of Adult Gerontology (Nurse Practitioner)

Idaho State University

- PhD in Microbiology
- PhD in Experimental Psychology
- Master of Accountancy
- Master of Athletic Training

University of Idaho

- Juris Doctorate (Third Year, Law Program in Boise)
- PSM, Professional Science Masters, Natural Resources & Environmental Science
- Doctor of Athletic Training
- MS in Athletic Training
- MEd/MS in Rehabilitation Counseling/Human Services & School Counseling

IMPACT

Progress reports will provide the Board with updates on new graduate programs and whether institutions met intended goals and benchmarks.

ATTACHMENTS

Attachment 1 – Summary

Page 3

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

STAFF COMMENTS

A provision was added to Board Policy III.G. Subsection 8 requiring institutions to provide an initial progress report on graduate programs approved by the Board. This provision was added in response to Board member inquiries regarding status of new graduate programs and whether institutions met their projected enrollments from initial proposal submission. This report is provided to Board members to help evaluate whether programs are meeting expectations regarding continued student interest and sustainability.

Staff compiled reports from each institution into a summary, which provides: a listing of programs proposed in 2010-11; year implemented; and, projected and actual enrollments for each. This information should help provide the Board with an assessment of the progress that has been achieved towards meeting enrollment goals for these programs.

Projected graduation rates were not requested by the Board office in 2010-11; however, projected graduation rates have been recorded as part of the proposal process since then. Actual and projected rates for enrollment and graduation will be provided for both graduate and undergraduate programs in future reporting cycles. Data for undergraduate programs will be included in light of the Board's focus on meeting state attainment goals. (There were no new undergraduate programs proposed in 2010-11.) Program proposals, which capture enrollment and graduation data, are housed in the Board office.

BOARD ACTION

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

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Boise State University: Report on Graduate Programs Fall 2017								
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Biomolecular Sciences, PhD	Projected enrollments (from proposal)		8	16	30	--	--	--
Implemented Fall 2012	Actual enrollments		5	12	17	21	25	28
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
	Actual graduates					1	2	
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
STEM Education, MS	Projected enrollments (from proposal)	10	12	15	--	--	--	--
Implemented Fall 2011	Actual enrollments	4	9	12	27	27	24	24
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
	Threshold graduates			3	4	2	1	
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Educational Technology, EdD	Projected enrollments (from proposal)		12	24	36	--	--	--
Implemented Fall 2012	Actual enrollments		17	36	49	62	61	69
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
	Actual graduates					5	8	
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Materials Science & Engr, PhD	Projected enrollments (from proposal)		10	20	25	--	--	--
Implemented Fall 2012	Actual enrollments		12	25	29	34	39	46
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
	Actual graduates			3	1	0	4	
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Adult Gerontology NP, Grad Cert	Projected enrollments (from proposal)				20	38	53	--
	Actual enrollments			1	25	35	57	56
Implemented Fall 2013		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
	Actual graduates						4	
1 Threshold graduate numbers based on established thresholds from program prioritization								

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

DECEMBER 21, 2017

Idaho State University: Report on Graduate Programs Fall 2017									
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Notes
Microbiology, PhD	Projected enrollments (from proposal)	4	5	8					
Implemented Fall 2011	Actual enrollments	1	1	1	2	0	0		Several factors had a negative effect on enrollment. This was discussed in the New Graduate Program Review that was submitted on June 30, 2017.
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
	Actual graduates	0	1	0	0	1	0		
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	
Experimental Psychology, PhD	Projected enrollments (from proposal)	9	15	21					
Implemented Fall 2011	Actual enrollments	0	4	9	10	13	16		
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
	Actual graduates				0	1	1		
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	
Accountancy, Master	Projected enrollments (from proposal)	10	50	75					
Implemented Fall 2011	Actual enrollments	10	37	34	35	42	40		
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
	Actual graduates	7	14	21	21	31	36		
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	
Athletic Training, MS	Projected enrollments (from proposal)			10	22	24			
Implemented Fall 2013	Actual enrollments			3	7	7	8		Program couldn't promote itself as accredited until it received accreditation in 2015 (year 3). Twenty students are enrolled in the current academic year, but we don't have official data yet.
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
	Actual graduates			0	2	5	3		

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

DECEMBER 21, 2017

University of Idaho: Report on Graduate Programs Fall 2017										
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Notes
Third Year, Law Program to Boise	Projected enrollments (from proposal)	30	80	145						
Implemented Fall 2010	Actual enrollments	30	29	27	35	35	73	31	48	Since all 3 yrs of the JD program are available in Boise now, some of the graduates in later years might have spent more than 1 year in Boise.
		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
	Actual graduates	24	27	26	38	33	67	32		
		Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	
Professional Science Master's, Natural Resources & Environmental Science	Projected enrollments (from proposal)	10	25	45						
Implemented Fall 2010	Actual enrollments	9	24	26	20	26	17	5	6	
			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
	Actual graduates		7	12	4	8	7	2		
			Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	
Athletic Training, Doctor	Projected enrollments (from proposal)		10	27	47					
Implemented Fall 2011	Actual enrollments		7	19	31	43	52	47	31	
			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
	Actual graduates			1	1	4	5	15		
			Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	
Athletic Training, MS	Projected enrollments (from proposal)				15	33	43			
Implemented Fall 2013	Actual enrollments				12	23	19	29	44	
			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
	Actual graduates					11	8	11		
			Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	
Rehabilitation Counseling/Human Services & School Counseling	Projected enrollments (from proposal)			30	30	30				
Implemented Fall 2012	Actual enrollments			19	22	26	20	25	22	M.Ed. And M.S. Enrollment combined. Degrees are only M.Ed. as there were no M.S. degrees awarded.
			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
	Actual graduates			1	7	7	15	2		

THIS PAGE INTENTIONALLY LEFT BLANK

BOISE STATE UNIVERSITY

SUBJECT

Approval of a new, online program that awards a Master of Science in Respiratory Care

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 Respiratory Care. The program will be wholly online and will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

BSU's program will help to meet the workforce need for more technically competent leaders who are trained to lead in both organizational and institutional settings. Need for master's-level trained respiratory therapists fall into two main categories, those employed in the field of education and those in clinical settings, each with substantial needs for an increased workforce:

- According to the American Association for Respiratory Care (AARC) approximately 50% of leading researchers and academic instructors throughout the field of Respiratory Care plan to retire by 2020. In the Intermountain region, that is approximately 37 retirements.
- A 2003 white paper estimated that 11% of the respiratory care workforce is employed in management and supervision (approximately 11,685 FTE's in the year 2000) in clinical settings, and that number was expected to increase exponentially.

The program is designed specifically to serve practicing clinicians who are looking to advance in the fields of academia, health care organizational leaderships, and health administration. Offering the degree online affords students with the opportunity for quality graduate education without having to relocate, or interrupting employment. Currently, of the available Master's of Science in Respiratory Care, very few are offered exclusively online.

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.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

The proposed program will apply for Degree Advancement accreditation through the Commission on Accreditation for Respiratory Care (CoARC), it is anticipated that this will be in place by Spring 2017. The standards for this accreditation status provided the framework for the development of the proposed program.

IMPACT

The program will operate under Board Policy V.R.3.a.x. as it pertains to wholly online programs. Students will be charged \$500 per credit hour. For the 36 credits required for completion of the proposed program, the total cost will be \$18,000. A review of five institutions offering similar online degrees found that the cost for in-state residents varied from \$13,497 to \$45,990 with the average cost at \$25,250. For out-of-state students, the cost varied between \$24,370 and \$45,990. The nearest face to face program is offered at Weber State; cost for an Idaho resident would be \$34,385, nearly twice that of BSU's program.

A gradual increase to the maximum number of students per cohort is anticipated. In the "ramp up" period, there will be two cohorts of 16 students accepted to the program. The anticipated enrollment over time is 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. The program will not require the use of any new state appropriated funds.

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 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 714 annual student credit hours, which equates to approximately 30 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, possible discontinuation of the program will be addressed.

ATTACHMENTS

Attachment 1 – BSU Online Programs as of October 2017	Page 5
Attachment 2 – Master of Science in Respiratory Care proposal	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University (BSU) proposes the creation of a program offered completely online, that awards a Master of Science in Respiratory Care. BSU's proposed MS in Respiratory Care is consistent with their service Region Program Responsibilities and their Five-Year Plan for Delivery of Academic Programs in Region III. The program will also help meet the growing demand for health service professionals in the region and state. As provided in Board Policy III.Z, no institution has the statewide program responsibility for respiratory care programs.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Fiscal assessment: The proposed on-line program fee for this Master's Degree program should be market-competitive with similar programs offered in other states, providing a price break for Idaho students who seek out this degree as well as for many out-of-state students who may choose to participate in BSU's program cohort.

The program will operate under Board Policy V.R as it pertains to online programs. Such programs are allowed to charge a per-credit rate that reflects market conditions, and BSU plans to charge \$500 per credit, which translates to a total program cost of \$18,000 for the 36 required credits.

The proposal went through the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on November 16, 2017; to the Committee on Instruction, Research, and Student Affairs (IRSA) on December 7, 2017; and to the Business Affairs and Human Resources (BAHR) Committee on December 8, 2017.

Staff believes that there is sufficient justification, based on regional need, for BSU to create the proposed program.

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 Respiratory Care in substantial conformance to the program proposal submitted as Attachment 2.

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 Respiratory Care in the amount of \$500 per credit in conformance with the program budget submitted to the Board in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE LEFT INTENTIONALLY BLANK

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

For context, an Idaho-resident undergraduate student taking face-to-face courses on campus would pay \$305 per credit (FY18).

Undergraduate Programs	Implementation Date	Credits Required	Cost Per Credit	Total Tuition
Online Program Fee Model: same cost for Idaho residents and non-residents				
BS in Imaging Sciences	Fall 2015	33	\$395	\$13,035
BA in Multidisciplinary Studies	Fall 2016	60	\$340	\$20,400
Bachelor of Applied Science	Fall 2016	68	\$340	\$23,120
BBA in Management	Fall 2017	49	\$336	\$16,464
Certificate: Design Ethnography (non-Boise State students)	Spring 2017	12	\$497	\$5,964
Self Support Program Model: same cost for Idaho residents and non-residents				
BS in Respiratory Care	Spring 2007	30	\$300	\$9,000
BS in Nursing	Fall 2008	30	\$335	\$10,050
Appropriated Funding: Costs shown are for Idaho residents; non-residents pay an additional per-credit cost of \$295.				
Coursework: Various online courses taken on a course by course basis			\$305 plus \$30 internet course fee	
Certificate: Business Bridge to Career	Spring 2016	12	\$305 plus \$30 internet course fee	\$4,020 (ID Resident)
Certificate: Design Ethnography (campus-based students)	Spring 2017	12	\$305 plus \$30 internet course fee	\$4,020 (ID Resident)
Certificate: Applied Leadership	Fall 2017	12	\$305 plus \$30 internet course fee	\$4,020 (ID Resident)

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

For context, an Idaho-resident graduate student taking face-to-face courses on campus would pay \$390 per credit (FY18).

Graduate Programs	Implementation Date	Credits Required	Cost Per Credit	Total Tuition
Online Program Fee Model: same cost for Idaho residents and non-residents				
MS in Organizational Performance and Workplace Learning	Fall 1989	36	\$450	\$16,200
Master of Social Work	Spring 2016	61	\$450	\$27,450
Master of Social Work (Advanced)	Fall 2016	37	\$450	\$16,650
MS in Accountancy	Fall 2017	30	\$450	\$13,500
MS in Respiratory Care (<i>pending approval</i>)	<i>Fall 2018</i>	36	\$500	\$18,000
MS in Genetic Counseling	Fall 2019	55	\$982	\$54,010
Certificate: Workplace Instructional Design (Organizational Performance and Workplace Learning)	Spring 2009	18	\$450	\$8,100
Certificate: Workplace E-Learning and Performance Support (Organizational Performance and Workplace Learning)	Fall 2009	16	\$450	\$7,200
Certificate: Workplace Performance Improvement (Organizational Performance and Workplace Learning)	Fall 2013	18	\$450	\$8,100
Certificate: Healthcare Simulation	Fall 2015	9	\$600	\$5,400
Self Support Program Model: same cost for Idaho residents and non-residents				
MS in Educational Technology	Fall 1990	33	\$450	\$14,850
Master of Educational Technology	Fall 2000	33	\$450	\$14,850

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Master of Business Administration	Fall 2013	49	\$750	\$36,750
Master of Nursing in Adult Gerontology Nurse Practitioner-Primary Care	Spring 2014	50	\$750	\$37,500
Master of Nursing in Adult Gerontology Nurse Practitioner – Acute Care	Spring 2014	50	\$750	\$37,500
EdD in Educational Technology	Fall 2012	66	\$564	\$37,224
Doctor of Nursing Practice	Fall 2013	40	\$750	\$30,000
EdS in Educational Technology	Fall 2016	33	\$450-(500-level courses) \$564 -(600-level courses	\$14,850- 18,612
Certificate: Online Teaching (Educational Technology)	Fall 2004	9	\$450	\$4,050
Certificate: School Technology Coordination (Educational Technology)	Fall 2004	12	\$450	\$5,400
Certificate: Technology Integration (Educational Technology)	Fall 2004	9	\$450	\$4,050
Certificate: Adult Gerontology – Nurse Practitioner – Acute Care	Spring 2014	19	\$750	\$14,250
Certificate: Adult Gerontology – Nurse Practitioner – Primary Care	Spring 2014	19	\$750	\$14,250
Certificate: Educational Games and Simulations (Educational Technology)	Fall 2016	15	\$450	\$6,750
Appropriated Funding: Costs shown are for Idaho residents; non-residents pay an additional per-credit cost of \$295.				
Coursework: Various online courses taken on a course by course basis			\$390 plus \$30 internet course fee	

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Master in Teaching in Special Education	Summer 2015	37	\$390 plus \$30 internet course fee	\$15,540
Master in Teaching in Early Childhood Intervention	Summer 2015	37	\$390 plus \$30 internet course fee	\$15,540
MEd in Early & Special Education	Fall 2017	34	\$390 plus \$30 internet course fee	\$14,280
Certificate: Early Childhood Intervention Services and Supports (Early & Special Education)	Fall 2017	24	\$390 plus \$30 internet course fee	\$10,080
Certificate: Behavioral Interventions and Supports (Early & Special Education)	Fall 2017	18	\$390 plus \$30 internet course fee	\$7,560

NOTE: Order within each group: Degree to Certificate, Master's to Doctorate, Implementation Date, Alphabetical

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	October 18, 2017
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Health Sciences; School of Allied Health Sciences
Name of Department(s) or Area(s):	Department of Respiratory Care

Program Identification for Proposed New or Modified Program:

Program Title:	MASTER OF SCIENCE IN RESPIRATORY CARE (MSRC)			
Degree:		Degree Designation	Undergraduate	<input checked="" type="checkbox"/> Graduate
Indicate if Online Program:	<input checked="" type="checkbox"/> Yes		<input type="checkbox"/> No	
CIP code (consult IR /Registrar):	51.0908			
Proposed Starting Date:	Fall 2018			
Geographical Delivery:	Location(s)	Online Only	Region(s)	Online Only
Indicate (X) if the program is/has:	<input checked="" type="checkbox"/> Self-Support (Online Program Fee)		<input type="checkbox"/> Professional Fee	
Indicate (X) if the program is:	<input checked="" type="checkbox"/> Regional Responsibility		<input type="checkbox"/> Statewide Responsibility	

Indicate whether this request is either of the following:

- | | |
|---|---|
| <input checked="" type="checkbox"/> New Degree Program | <input type="checkbox"/> Consolidation of Existing Program |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program |
| <input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> 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 Master of Science in Respiratory Care (MSRC) that emphasizes educational leadership. The program will provide an integrated educational framework to support life-long learners in the pursuit of diverse roles both within and outside the Respiratory Care field; including advanced disease and patient management, health programming and evaluation, evidence-based research, and educational practices that are both patient- and student-focused.

The program is designed specifically to serve practicing clinicians who are looking to advance in the fields of academia, health care organizational leadership, and health administration. Offering the proposed degree in an online format affords students the opportunity for a quality graduate education from a nationally recognized university without the requirement of relocating. The online environment also accommodates those students currently residing in rural communities throughout Idaho. Additionally, the inclusion of a capstone project, the attractive timeline, and a competitive price point allow these professionals to pursue an advanced degree from a local and trusted institution of higher education while living and working in Idaho.

The proposed degree consists of 36 credit hours delivered entirely online, thus it will operate under the guidelines of SBOE Policy V.R. as it pertains to wholly online programs. The curriculum will be comprised of entirely new courses and content developed by the Boise State University Department of Respiratory Care. The program structure includes 30 credits of integrated course work and 6 credits reserved for the design, development, and presentation of a comprehensive culminating capstone project. Additional program structure components include:

- Utilizing a cohort model, limited annual enrollment of 25 students;
- Courses designed for 7-week sessions throughout each of the Fall, Spring, and Summer semesters; and
- Facilitating program completion in 2 years.

As will be detailed in section 3 of this document, the proposed program will have very little competition. Of the available MSRC programs offered throughout the nation, very few are offered exclusively in an online format. The program structure and a nationally competitive price point will provide an attractive opportunity for working professionals to complete a Master of Science in Respiratory Care from Boise State University.

- 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

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

Clinicians who are not only technically competent, but who are also prepared to lead in both organizational and institutional settings will be in high demand over the next decade. Need for master's-level trained respiratory therapists falls into two main categories, (i) those employed in the field of education and (ii) those in clinical settings.

In the education field, the American Association for Respiratory Care (AARC) (2003) noted that there were over 300 college or university-based respiratory care educational programs in the U.S. that employed approximately 2,700 respiratory care educators. That number can be extrapolated to 3,145 in 2014 and 3,531 in 2024 using the same yearly increase (12.3% over 10 years) as federal data shows for Respiratory Therapists. Again, using federal data for number of openings per year for Respiratory Therapists as a reference point (3.6% openings per year), there will be an estimated 113 openings per year nationwide.

These estimates are likely very conservative given the predicted numbers of retirements: In a 2014 Human Resource Survey, conducted by the AARC, half of the nation's program directors will be retiring within the next decade. Additionally, the same survey indicates that more than half of faculty holding the title of director of clinical education will be retiring in the same span of time. According to AARC approximately 50% of leading researchers and academic instructors throughout the field of Respiratory Care plan to retire by 2020 (AARC, 2014). In terms of what this means for our region, there are approximately 25 Respiratory Care programs in the Intermountain Region (Idaho, Washington, Oregon, Montana, Wyoming, Utah, and Nevada), employing approximately 75 faculty. Given the AARC's estimate, approximately 37 of those 75 faculty may be retiring within the next 5-10 years.

As Dr. Robert Kacmarek, Director of Respiratory Care Services at Massachusetts General Hospital and Professor of Anesthesia at Harvard Medical School stated:

"I personally believe the research outcome is critically needed since the number of respiratory therapists possessing the capability of becoming researchers in respiratory care has greatly limited the number of active investigators in our profession."

In the clinical setting, a 2015 survey conducted by Kacmarek, Barnes, and Durbin identified 2,368 individuals designated as respiratory therapy department directors or managers. This number included only those managers or directors who were also AARC members, so it is likely that this number is larger. Additionally, this number highlights the number of respiratory therapists that may be performing manager or director level work, without the professional designation. For example, a 2003 white paper estimated that 11% of the respiratory care workforce is employed in management and supervision (approximately 11,685 FTE's in the year 2000), and that number was expected to increase exponentially. According to the American Hospital Association (2017), in 2015 there were 5,564 registered hospitals in the U.S. It is likely that each of these institutions has a Respiratory Therapy department with a Respiratory Therapist who coordinates Respiratory Therapy services. However, this is likely an underestimation, as most large hospitals have service-specific directors (e.g. Peds/Neonatal, Critical Care, ECMO). It is likely that each of these positions would be an opportunity for a Respiratory Therapist holding a Master's of Science in Respiratory Therapy degree. We can estimate the number of openings for directors and managers by beginning with the estimate above that 11% of Respiratory Therapists were directors or managers in 2003. Using 15% to account for the increased importance of higher level administration in today's health care climate and using

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

federal data for employment and openings, we can estimate that nationwide there were 18,105 managers and directors in 2014, and that there will be 650 openings per year.

There are only nine programs nationwide that provide a Masters-level education that prepare students to fill these roles. The resulting lack of adequately prepared clinicians who have an advanced understanding of the multifaceted requirements of leadership has the potential to negatively impact not only the progress of the profession but also the community's access to quality health services. The proposed program is dedicated to developing graduates prepared to fill these looming gaps. According to Kelvin Dwello, RRT and Past President of the Idaho Society of Respiratory Care:

"Nationally, the Respiratory Care profession lacks programs to train our next generation of therapists in education, clinical and scientific research, disease management and organizational leadership. We need to bring clinical research and evidence based healthcare to the community more quickly and we need qualified, master's trained practitioners to educate our providers as well as the community to these emerging therapies."

The US Bureau of Labor Statistics' Occupational Outlook Handbook states, "Employment of respiratory therapists is projected to grow 12 percent from 2014 to 2024, faster than the average for all occupations. Growth in the middle-aged and elderly population will lead to an increased incidence of respiratory conditions such as chronic obstructive pulmonary disease (COPD) and other disorders that can permanently damage the lungs or restrict lung function".

According to the Idaho Department of Labor, the number of positions for both postsecondary education administrators and health educators is expected to increase by 19.2% and 17.2%, respectively, from 2014-2024. Idaho Department of Labor is projecting a 30% increase in jobs for postsecondary health specialties teachers. Additionally, employment for medical and health services managers is projected to increase 19.8%.

This is list of job titles available to Respiratory Care practitioners with a master's degree:

1. Instructor, Assistant or Associate Professor, Respiratory Care
2. Clinical Educator, Respiratory Care
3. Director, Respiratory Care
4. Supervisor, Respiratory Care
5. Clinical Research Associate, Respiratory Care
6. Clinical Practice as a Consultant
7. Case Manager

US Bureau of Labor Statistics Job titles for which this degree is relevant include:

1. Respiratory Therapists (29-1126), of which we estimate (see above) that 15% are directors and managers.
2. Medical and Health Services Managers (11-9111) which is too broad to be useful.

Note: Not included in the above two USDOL classifications are educators; see above for estimates.

	State DOL data	Federal DOL data	Other data source: (describe) See paragraphs above for calculations, which are based on
--	----------------	------------------	---

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

			federal DOL data but which include a number of other sources)
Local (Service Area)	Data not of sufficient specificity	Data not of sufficient specificity	
State	Data not of sufficient specificity	Data not of sufficient specificity, but used in estimate in right-hand column	Conservative estimate: 4 openings per year total (0.5% of national number, based on population)
Nation	Data not of sufficient specificity	Data not of sufficient specificity, but used in estimate in right-hand column	Conservative estimate: Educators: 113 openings per year Managers/Directors: 650 openings per year Total: 763 openings per year, a conservative estimate

2014 National Employment Matrix Title and Code		Employment		Annual Job Openings Due to Growth and Replacement Needs 2014-24
Job Title	SOC CODE	2014	2024	
Respiratory Therapists	29-1126	120,700	135,500	4,330
Medical and Health Services Managers	11-9111	333,000	5,450	14,050

2014-2024 Idaho Long Term Employment Projections		Base Employment and Projected Employment		Total Annual Openings
Job Title	SOC CODE	2014	2024	
Respiratory therapists	29-1126	493	568	19
Medical and Health Services Managers	11-9111	1,815	2,175	82

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

- 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 was used, please attach a copy of the survey instrument with a summary of results as **Appendix B**.

The Department of Respiratory Care conducted a web-based survey of 427 students who graduated between 2006 and 2016 with a BS degree in Respiratory Care from Boise State University. There is

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

overwhelming interest in the proposed program, particularly, one at Boise State University. 67% of respondents have or are considering obtaining a master's-level degree and 51% have or are considering a master's-level degree to advance a current career. The department received a response rate of 20% (N=120). Responses are summarized below:

Respondents' plans to utilize the proposed degree included:

- Management or leadership position within a hospital (42%)
- Pursue a teacher or instructor position in an academic setting (26%)
- Continue in clinical practice (14%)
- Management or leadership position outside the hospital (10%)

Respondents who are responsible for hiring practitioners indicated that a candidate who holds a Master of Science in Respiratory Care (MSRC) would be more attractive than a candidate with an undergraduate degree. When prompted why, responses included:

- "Shows drive, motivation, and dedication towards the profession."
- "Infers a higher commitment and skill level."
- "MSRC would be eligible to manage our Associate degree program."
- These respondents also indicated that those employees who hold an MSRC are paid more than those who do not, based on the degree.

Finally, when asked specifically if Boise State were to offer a MSRC degree with an emphasis in educational leadership, 72% of respondents indicated that they would apply as soon as it is available.

A complete summary of questions, results, and interpretation of the Boise State University's Department of Respiratory Care Master of Science in Respiratory Care needs assessment survey can be found in its entirety in Appendix B.

- 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.

It is the official position of the AARC that "respiratory therapists seeking to practice in advanced clinical settings, leadership roles, and in professional educator roles be strongly encouraged to seek higher education at the masters or doctoral levels, demonstrating the value of advanced learning in their own organizations" (AARC, 2013). Additionally, "academic institutions which conduct respiratory therapy education should develop bachelors', masters', and doctoral programs at this time to support the need for such higher education within the field of respiratory care" (AARC 2013). In 2017 AARC.org stated, "The need for critical thinking and non-technical skills has also grown, resulting in a demand for RTs (Respiratory Therapists) who are not only technically competent but also demonstrate skill in communication, deductive reasoning, management, health policy, and education. Advancing the degree of the RT provides a foundation for these skills and provides career opportunities for the RT that might not otherwise exist."

In 2015, the Commission on Accreditation for Respiratory Care (CoARC) stated "increasing numbers of respiratory therapists with advanced education are needed to serve as educators, researchers, managers, clinical specialists, and leaders throughout the healthcare delivery system."

The following quotes give additional indication of the importance of graduate education in the field of

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Respiratory Therapy:

"...the field of Respiratory Care has grown to be an equal partner on the healthcare team with Nursing, Pharmacy, Physical and Occupational Therapy...and others...Many of these specialties offer Doctoral degree opportunities and most have offered Master's degree options for many years. It is essential that institutions of higher learning involved in Respiratory Care Education offer a Master's degree in Respiratory Care so that graduates in this field may be formally prepared at an equivalent level to that of their peer disciplines." - Dave Shuldes, RRT, Director Respiratory Therapy, St. Luke's Health System, Boise, ID (See appendix for full letter of support)

"I have been in the field for 35 years and have witnessed clinicians' struggles to achieve a more advanced level of expertise without the structure of an educational program. I believe this program would provide this structure and help pave the way for more clinicians to achieve and prosper in leadership, educational, and research roles."—John Davies MA, RRT, FAARC FCCP, Clinical Research Coordinator, Duke University Health System (see appendix for full letter of support)

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.

The proposed online program is unique to the region. There are no existing programs in the State of Idaho that offer a Master of Science in Respiratory Care, or the like. The top competitor, in terms of price point, is located at Weber State University (on-campus only); but note that Weber State's competitive price point is for in-state residents. Although there is always the possibility for competition, it is unlikely that any existing Respiratory Care program in the Northwest will be able to offer a comparable program in the foreseeable future.

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	Bachelor of Science in Respiratory Care	IN-PERSON/ONLINE (Degree Completion Program) The Bachelor of Science in Respiratory Care at Boise State University has two separate tracks: An on-campus Bachelor of Science for students new to the field and an online program offering the same degree, but designed as degree advancement option for practicing RRT's to complete their B.S. degree remotely.
	Master of Science in Respiratory Care (Proposed)	ONLINE - The Master of Science in Respiratory Care at Boise State is a single track, cohort based program to be offered online only. The program is designed to prepare candidates for a career within the broader framework of healthcare education, leadership, and institutional management. The program focuses on an integrated approach to the

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

		multidimensional role of an RRT with an advanced degree. Students will learn not only advanced technical and theoretical Respiratory Care concepts, but also an in-depth application of advanced skills required of future leaders in both the academic and institutional settings.
Idaho State University	Associate of Science in Respiratory Care	IN-PERSON The Associate of Science in Respiratory Care at ISU is designed as an entry-level degree for graduates, as the minimum requirement to sit for the National Board of Respiratory Care (NBRC) is currently an Associate-level degree. Students attend curriculum designed to meet the entry level requirements of clinicians, including: Administering respiratory therapy care and life support to patients with deficiencies and abnormalities of the cardiopulmonary system.

Similar Programs offered <u>by other Idaho institutions and by institutions West of the Mississippi</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Weber State University Ogden, UT	MSRT	IN PERSON Master of Science in Respiratory Therapy is a post-professional practice specialty that will assist respiratory therapists to secure advanced roles in clinical practice as consultants, researchers, educators and/or team leaders and department administrators.
Loma Linda University, Loma Linda, CA	MSRC	IN PERSON/ONLINE Master of Science in Respiratory Care seeks to graduate individuals with advanced knowledge and skills in the respiratory care profession including assessment, therapeutic interventions and management of patients with cardiopulmonary related disorders.
University of Texas Health Science Center San Antonio, TX	MSRC	ONLINE The Master of Science in Respiratory Care program is offered only to those who have earned the Registered Respiratory Therapist (RRT) credential and have a bachelor's degree in any field of study.
Texas State University San Marcos, Texas	MRSC	IN PERSON/ONLINE The Master of Science in Respiratory Care combines a research component with a pulmonary physiology foundation required for mid- to high-level clinical specialists, managers, and educators and will prepare individuals to work side-by-side with physicians to provide advanced practice skills.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

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.

The proposed Master of Science in Respiratory Care Program is not similar to any other program offered by an Idaho institution.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

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 eCampus initiative has enabled Department of Respiratory Care to create a consistently high-quality, rigorous, and student-centered educational experience with both meaningful and measurable outcomes.
Goal 2: Facilitate the timely attainment of educational goals of our diverse student population	The online delivery of this program will enable students with work, life, or other adult responsibilities to complete their degree requirements with minimal interruption to both personal and professional responsibilities. Students can reasonably expect to complete this program in two-years with no single semester requiring more than 6 academic credits.
Goal 4: Align university program and activities with community needs	Graduates of the proposed program include both current and future employees of key community stakeholders. Graduates of this program will be prepared to benefit community well-being by being innovative and dedicated academic, community, and organizational leaders.

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 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.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Specialized Accreditation: The Bachelor of Science in Respiratory Care is currently accredited by the Commission on Accreditation for Respiratory Care (CoARC). CoARC has recently established standards for accreditation of degree advancement programs in Respiratory Care. The proposed program is being designed to follow these standards and will begin the accreditation process in Spring of 2018.

Program Development Support: The online Master of Science in Respiratory Care is one of several that are 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 professional created common template aligned with nationally used Quality Matters course design standards.

Academic Integrity: Academic integrity is vital to the mission of Boise State University and encompasses the totality of academic rigor, ethical behavior, intellectual curiosity, appropriate teamwork, and persistence. All assignments submitted by a student must represent his/her own ideas, concepts, and current understanding or must cite the original source. Boise State proactively supports academic integrity by providing training, maintaining a website dedicated to academic integrity, providing tools such as pedagogical strategies, workshops, and tips for designing tests, as well as establishing policies and procedures for students who violate the academic integrity policy within the Student Code of Conduct. For this new online program, we will use the following strategies to encourage academic integrity:

- During the design and development of the curriculum and assessment of each course, instructors will be informed by staff of Boise State's eCampus Center about best practices for online course design based on Quality Matters™ and best practice strategies to promote academic integrity in online education based on WCET's recommendations (Version 2.0, June 2009).
- Through the program development process, course production, course launch support provided by the eCampus Center, and other means, instructors will be reminded about the importance of academic integrity and encouraged to report and act upon suspected violations.
- Academic integrity will be addressed within online student orientation. Programs may require online students to complete the university's Academic Integrity Online Workshop.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students in the syllabus and verbally and may require completion of the university's Academic Integrity Online Workshop.

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.
- 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 passwords and change them every 90 days.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

- When high-stakes exams are required, faculty will be encouraged to utilize remote or online proctoring services when appropriate. In those instances, students will need to provide valid photo identification before gaining access to the graded assessments or other required activities.
- Instructors will utilize Blackboard's Safe Assignment plagiarism detection program when appropriate.
- Instructors are expected to be informed of and aware of the importance of 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.

N/A

8. Teacher Education/Certification Programs All Educator Preparation programs that lead to 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.

Credit hours in required courses offered by the department (s) offering the program.	36
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	36

Please refer to Appendix C for a degree box listing of program curriculum

- 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.

Although the Degree Advancement Standards outlined by the Commission on Accreditation for Respiratory Care (CoARC) are voluntary, the standards provided the framework for development of the Master of Science in Respiratory Care curriculum at Boise State University. The Department of Respiratory Care will apply for Degree Advancement accreditation through CoARC, and accreditation should be in place Spring 2017.

The final 6 of the listed 36 credits of the program curriculum is dedicated to a comprehensive capstone project. The final deliverable outcome of the program will consist of a dedicated, focused project aimed at impacting community or institutional health through the design, implementation, and assessment of patient or practice-centered interventions, health care legislation or policy at the local, state, or national level, or the development, implementation, and evidence-based evaluation of current practice through a systematic review of available information followed by both a conclusion and recommendation for change of practice or policy. These projects will be presented to the faculty and invited peers via a program-specific web-based conference. Students will be expected to produce a defensible presentation worthy of publication in a peer-reviewed academic journal or submission to either the American Association of Respiratory Care (AARC) summer forum conference, or international congress or the American Thoracic Society (ATS) conference. A thesis option will be reserved exclusively for those students who have both the capability and desire to fulfill the thesis requirements set forth by Boise State University, allowable only by unanimous decision by the Master of Science in Respiratory Care faculty.

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.

PLO #1: Professional Communication

Students will demonstrate effective oral and written communication skills consistent with a clinician with an advanced degree. Students will work in diverse contexts to articulately respond to and

manage the unique challenges of inter-professional patient care in diverse environments. The fulfillment of this requirement will include an oral presentation of a student-driven research project, development of a poster consistent with the standards outlined by the American Association for Respiratory Care, and final draft of an article worthy of submission to a peer-reviewed professional journal.

PLO #2: Leadership Development

Students will explore leadership theory in the context of both the educational and clinical environments and apply theoretical perspectives to several projects throughout the curriculum. Students will apply leadership and management theory to a sequential investigative project targeted at identifying, examining, critiquing, and recommending alterations to an organizational management experience.

PLO #3: Educational Development

Students will explore educational theory in the context of academic, professional, and patient-centered programming. Students will apply an evidence-based approach to identify gaps in current professional development opportunities. Students will develop learning objectives specific to the design and presentation of a curriculum proposal for a new educational program in the context of their choosing.

PLO #4: Evidence Based Inquiry

Students will demonstrate an understanding of research design, methods, and analysis to answer a central research question relevant to the advancement of the field. Students will work through the curriculum to meet program milestones, including the presentation of a research proposal to include an introduction to the problem, literature review, and proposed methodology for the final Capstone project. Students will be required to present their proposals by the end of MSRC 530. Upon approval from the faculty, students will continue to conduct a systematic review of literature relevant topic and research development, guided by a faculty advisor, to fulfill the program requirement of defense of the final Capstone project.

PLO #5: Advanced Knowledge

Students will demonstrate an advanced understanding of concepts relating to critical care pathophysiology, disease management, and care coordination. Students will interpret evidence-based literature and apply information in the clinical context to make therapeutic recommendations as an integral part of the interdisciplinary medical team. Students will demonstrate an advanced understanding of clinical management through focused exams and participating in case-based synchronous sessions that are both interactive and collaborative. The program curriculum is designed to prepare graduates for the ACCS, NPS, or RPFT advanced credentialing exams offered through the NBRC.

PLO #6: Organizational Management

Students will explore leadership and management in the context of change theory. Students will examine several facets of organizational management, including mission development, quality improvement standards, staff management, professional development, ethical responsibility, and innovative approaches to issues throughout the healthcare system. Students will conduct a sequential project examining and critiquing a leadership or management approach to a site-specific organizational intervention to demonstrate a thorough understanding of leadership theory through action research.

12. Assessment plans

- a. Assessment Process.** Describe the assessment process that will be used to evaluate

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

how well students are achieving the intended learning outcomes of the program.

The Department of Respiratory Care will review both qualitative evaluation-based information and quantitative academic-based data provided by students who are either actively enrolled in the program or have graduated. The department faculty will use this information to adjust key courses and overall program objectives or requirements.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Information gleaned from both qualitative and quantitative assessments will be presented to department faculty during planned meetings as needed during the semester as well as immediately following each semester. Changes will be made to course and program curriculum as warranted.

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

Below are listed some general examples of assessment measures anticipated throughout the program:

Course specific assessment measures will be used to assess the course-specific objectives. Assessment measures may include quizzes, tests, assignments, or course-specific projects.

- Assessment measures will vary to ensure students demonstrate both oral and written articulation of course-specific content.
- Graduate exit survey to be conducted at the end of students' final semester.
- Stakeholder and graduate/alumni survey to be conducted annually in accordance with CoARC accreditation standards.
- Students will be prepared and encouraged to pursue an advanced credential. The department will track the number of graduates who sit for the NBRC advanced credential exams taken (PLO #5).
- Review number of submitted manuscripts resultant of capstone projects (PLO's 1-6).
- Review number of submitted/accepted presentations because of capstone projects (PLO's 1-6).

Below are listed some specific examples of assessment measures designed to evaluate competency in each of the Program Learning Outcomes. MSRC 5XX refers to the course number in which the assessment is embedded. As is noted, the curriculum is designed to advance competency in each PLO from emergent to mastery of the objective.

PLO #1: Professional Communication

Although professional communication is emphasized in several areas of the curriculum, the oral presentation and final paper for MSRC 570 and MSRC 571 will be used to assess mastery of these oral and written communication competencies. A grade of 80 or better on both assignments will be required to pass the outcome measure for this PLO. Opportunity for remediation will be provided by faculty.

PLO #2: Leadership Development

The Group Leadership Project Assignment in MRSC 535 will require students to work together collaboratively with 3 to 4 other students. It will require them to address a simulated organizational change scenario with establishing of plan for action, delegation of tasks, each student will be required to lead a meeting of the workgroup in a web based meeting, establish a task list and timelines and provide a final report to faculty in written and oral format. A group grade of 80 will be required to

meet this PLO.

PLO #3: Educational Development

As a final assignment in MRSC 525 the student will develop an educational module for presentation to staff on an emerging topic or technology of interest. It will require a set of learning objectives, a pretest, 20-minute educational presentation recorded in voice over PowerPoint or video, and a post test and feedback. A grade of 80 will be required to meet this PLO.

PLO #4: Evidence Based Inquiry

The student will produce a master level evidence-based annotated bibliography as the final assignment in MRSC 570. It will be a comprehensive review and report on 10 to 12 studies in the literature that inform the final capstone project work. A grade of 80 will be required to meet this PLO.

PLO #5: Advanced Knowledge

One of the last assignments in MRSC 530 will be a comprehensive oral exam provided by MRSC faculty that will include material from MRSC 510, 520, & 530. The student will demonstrate in an oral exam that they can function as consultants in respiratory care utilizing the knowledge they acquired in those courses. A group grade of 80 will be required to meet this PLO.

PLO #6: Organizational Management

The final project assignment for MRSC 540 will be for the student to develop a plan for implementing a new respiratory care service line (COPD education, Asthma Education in the ER, etc). This plan will include specific processes for engaging communities of interest, assessing manpower requirement, developing a budget, and presenting a written and oral summary of the plan. A group grade of 80 will be required to meet this PLO.

d. Timing and frequency. When will assessment activities occur and at what frequency?

- Course specific assessments will occur throughout each course, as well as at the end of each course when offered.
- The department will informally review course related data every semester and formally review data annually.
- The department will conduct exit surveys annually.
- The department will send out alumni surveys approximately every three years.
- The department will monitor capstone project submissions annually.

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.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

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)			
	FY14	FY15	FY16	FY17 (most recent)	FY14	FY15	FY16	FY17 (most recent)
BSU (BS Respiratory Care 4-year)	42	41	45	43	14	21	20	16
(BS Respiratory Care Degree Completion)	128	199	243	240	59	59	95	106
ISU	N/A							
UI	N/A							
LCSC	N/A							

- 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 RESPIRATORY CARE (MS)(ONLINE)											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY19 (first year)	FY20	FY21	FY22	FY23	FY24	FY19 (first year)	FY20	FY21	FY22	FY23	FY24
16	35	44	49	49	49	0	0	14	18	23	23

- 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?

This program is designed as a cohort based model and therefore, enrollment is limited to 25

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

students, admitted annually. The cap of 25 students is limited by resources available to the program to both teach in the program and advise capstone projects. The cap of 25 allows the program to remain competitive in admissions without over saturating the market. The projected numbers account for a 10% rate of attrition per cohort year.

In late 2016, Boise State University enlisted EAB to conduct market research regarding the viability of this potential program. The entire document, Market Viability of an Online Master of Science in Respiratory Care, can be found in appendix D; however, the three major findings of the report are outlined here:

- Strong opportunity exists for the development of a Master of Science in Respiratory Care,
- Programs should include concentration in research, management, and education,
- The online format is a feasible model for this program.

Given the interest expressed by graduates of the Boise State University's Bachelor of Science in Respiratory Care program as well as the projected growth of the field outlined by the Market Viability of an Online Master of Science in Respiratory Care report compiled by EAB (2016) (Appendix D), we anticipate steady and sustainable interest for the foreseeable future. Additionally, it is anticipated that many applicants to the proposed program will have been graduates of the Boise State's Degree Completion Program. As is illustrated in Appendix E, this program has showed continual growth. That growth is anticipated to remain consistent given the recommendations of the AARC and the limited availability of AS to BS programs offered online. Given the interest highlighted by our graduate survey and size of graduate pool, it is reasonable to anticipate sustained interest for several cohorts.

- 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 translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, the estimate of the minimum number of credits and student FTEs to achieve breakeven is:

- Year 1: Annual Credits 190, Annual student FTEs 10.55
- Year 2: Annual Credits 509, Annual student FTEs 28.28
- Year 3: Annual Credits 675, Annual student FTEs 37.50
- Year 4: Annual Credits 714, Annual student FTEs 39.67
- Year 5: Annual Credits 719, Annual student FTEs 39.94

The Department of Respiratory Care is providing the initial funds for this program. As is outlined in the budget, a gradual increase to the maximum number of students per cohort is illustrated. This was done intentionally to reflect a conservative start to program enrollment. Given this 'ramp up' period wherein two cohorts of only 16 students are accepted to the program, as is outlined in the budget below, this program intends to break even within the first three years. If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The program's financial sustainability will be evaluated at least annually.

Resources Required for Implementation – fiscal impact and budget

- 17. Physical Resources.**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

There are no additional physical requirements to operate this program successfully.

- 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.

Operating expenses associated with program support staff and faculty is reflected in the budget.

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.

Library resources are sufficient.

- 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?
- 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.
- c. 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?
- d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The table below depicts the schedule of course offerings for the first three years of active program

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

admissions. The new staff devoted to program will include two 1.0 FTE positions with instruction and administrative duties, one classified 0.3 FTE position, and 1-2 adjunct faculty. These resources are based on the limited enrollment caps of the cohort model.

Schedule of Classes Offered for Online MS in Respiratory Care: First three years.										
		Cr.	Fall 2018	Spring 2019	Sum 2019	Fall 2019	Spring 2020	Sum 2020	Fall 2020	Spring 2021
MSRC 500	Educational Leadership	3	X			X			X	
MSRC 505	Evidence Based Medicine	3	X			X			X	
MSRC 510	Advanced Cardiopulmonary Physiology	3		X			X			X
MSRC 515	Applied Research Methods	3		X			X			X
MSRC 520	Advanced Pulmonary Disease Management	3			X			X		
MSRC 525	Educational Methodology	3			X			X		
MSRC 530	Advanced Cardiovascular Disease Management	3				X			X	
MSRC 535	Managing Organizational Change	3				X			X	
MSRC 540	Healthcare Management	3					X			X
MSRC 545	Ethics of the Profession	3					X			X
MSRC 570	Capstone 1	2						X		
MSRC 571	Capstone 2	4						X		
	Total	36								
	Credits offered per semester		6	6	6	12	12	12	12	12
	Required Faculty FTE (40 credits=1FTE)		0.15	0.15	0.15	0.30	0.30	0.30	0.30	0.30

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?

One time funding will come from the Department of Respiratory Care in Year 1 and 2 as reflected in the budget. These funds are not required to be paid back to the Department. By year 3, it is anticipated that fee revenue from enrollments will exceed expenses for the proposed program.

- 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?

N/A

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

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.

N/A

- 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.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. We will charge \$500 per credit hour. For the 36 credits required for completion of the proposed program, the total cost will be \$18,000. A review of five institutions offering a similar online degree found that the cost for in-state residents varied from \$13,497 to \$45,990, with the average at \$25,250. For out-of-state students, the cost varied between \$24,370 and \$45,990.

We project that by the fourth year of the program, it will generate 829 SCH, which will yield a total revenue of \$414,532.

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
DECEMBER 21, 2017**

I. PLANNED STUDENT ENROLLMENT											
		FY	2019	FY	2020	FY	2021	FY	2022	FY	2023
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		10.6	16	28.3	34	40.1	43	46.1	48	47.6	48
B. Shifting enrollments											
<i>Total Enrollment</i>		10.6	16	28.3	34	40.1	43	46.1	48	47.6	48
<i>Student Credit Hours Generated</i>		190		509		723		829		856	
II. REVENUE											
		FY	2019	FY	2020	FY	2021	FY	2022	FY	2023
		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			\$173,943		\$32,492		\$0		\$0		\$0
3. Federal											
4. New Tuition Revenues from Increased Enrollments											
5. Student Fees			\$95,040		\$254,350		\$361,326		\$414,532		\$428,091
6. Other (i.e., Gifts)											
<i>Total Revenue</i>		\$0	\$268,983	\$0	\$286,842	\$0	\$361,326	\$0	\$414,532	\$0	\$428,091
Budget Notes:											
I.A, B.	Calculation of FTE and headcount as follows:										
	1 student FTE = 18 credits: Each full time student will take 36 credits over two years										
	Headcount determined as the distinct number of students in the program that year.										
	Assume that 100% of the enrollments will be new enrollments										
II.2.	To aid with start up expenses, the Respiratory Care Dept will cover deficits in years 1 and 2 using local funds										
II.5.	Student Fee revenue calculated as Student Credit Hours * \$500 per credit.										
	Student Fee revenue is considered to be "one time" revenue										

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

III. EXPENDITURES											
		FY	2019	FY	2020	FY	2021	FY	2022	FY	2023
		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			2.39		2.58		2.58		2.58		2.58
2. Faculty			\$34,200		\$79,800		\$108,000		\$108,000		\$108,000
3. Adjunct Faculty			\$4,500		\$13,500		\$13,500		\$13,500		\$13,500
4. Graduate/Undergrad Assistants											
5. Research Personnel											
6. Directors/Administrators			\$105,800		\$32,000		\$32,000		\$32,000		\$32,000
7. Administrative Support Personnel			\$11,688		\$11,688		\$11,688		\$11,688		\$11,688
8. Fringe Benefits			\$62,783		\$54,050		\$66,052		\$66,052		\$66,052
9. Other:											
Total Personnel and Costs											
		\$0	\$218,971	\$0	\$191,037	\$0	\$231,239	\$0	\$231,239	\$0	\$231,239
Budget Notes (continued)											
III.A.2	12 month 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 .25 FTE, Clinical Faculty .20 FTE by year 2.										
III.A.7	Support Personnel (Administrative Assistant): .30 FTE										
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
DECEMBER 21, 2017**

		FY 2019		FY 2020		FY 2021		FY 2022		FY 2023	
		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			\$5,000		\$5,000		\$5,000		\$5,000		\$5,000
2. Professional Services			\$1,500		\$1,500		\$1,500		\$1,500		\$1,500
3. Other Services			\$10,000		\$5,000		\$5,000		\$5,000		\$5,000
4. Communications											
5. Materials and Supplies			\$5,000		\$5,000		\$5,000		\$5,000		\$5,000
6. Rentals											
7. Materials & Goods for Manufacture & Resale											
8. Miscellaneous - Computer Hardware/Software			\$0		\$3,000		\$0		\$3,000		\$0
Total Operating Expenditures		\$0	\$21,500	\$0	\$19,500	\$0	\$16,500	\$0	\$19,500	\$0	\$16,500
Budget Notes (continued):											
III.B.1	Travel to professional development conferences										
III.B.2	Accreditation Expenses										
III.B.3	Other Services: Promotion and Marketing										
III.B.5	Materials & Supplies: Office supplies and materials										
III.B.8	Miscellaneous: Computer hardware/software										
		FY 2019		FY 2020		FY 2021		FY 2022		FY 2023	
		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

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

		FY	2019	FY	2020	FY	2021	FY	2022	FY	2023
		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											
E. Other Costs											
1. Boise State Central			\$14,256		\$38,153		\$54,199		\$62,180		\$64,214
2. Boise State eCampus Center			\$10,454		\$27,979		\$39,746		\$45,599		\$47,090
3. Boise State Online Innovation Fund			\$3,802		\$10,174		\$14,453		\$16,581		\$17,124
	Utilities										
	Maintenance & Repairs										
	Other										
	Total Other Costs	\$0	\$28,512	\$0	\$76,305	\$0	\$108,398	\$0	\$124,360	\$0	\$128,427
	TOTAL EXPENDITURES:	\$0	\$268,983	\$0	\$286,842	\$0	\$356,137	\$0	\$375,099	\$0	\$376,167
	Net Income (Deficit)	\$0	\$0	\$0	\$0	\$0	\$5,189	\$0	\$39,433	\$0	\$51,924
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: 15% 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 (4% of revenue)										

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

References

- American Association for Respiratory Care (2013). *Position statement of the American Association for Respiratory Care Development of Baccalaureate and graduate education degrees*. Retrieved from file:///Users/Megan/Downloads/Appendix%2003%20-%20AARC%20White%20Papers%20on%20Graduate%20Education%202003%20and%202013.pdf
- American Association for Respiratory Care (2014). AARC Human resource survey of education programs. Retrieved from [file:///Users/Megan/Downloads/Appendix%2011%20-%20AARC%202014%20RT%20Human%20Resources%20Survey%20\(1\).pdf](file:///Users/Megan/Downloads/Appendix%2011%20-%20AARC%202014%20RT%20Human%20Resources%20Survey%20(1).pdf)
- American Association for Respiratory Care (2017). *Transitioning from and Associates degree program to a Baccalaureate degree program*. Retrieved from <https://www.aarc.org/education/educator-resources/transitioning-associate-to-baccalaureate-degree-program/>
- American Hospital Association (2017). Fast Facts on US Hospitals. Retrieved from <http://www.aha.org/research/rc/stat-studies/101207fastfacts%20with%20picture%202017.pdf>
- Commission on Accreditation for Respiratory Care (2015). *Accreditation standards for degree advancement programs in respiratory care*. Retrieved from file:///Users/Megan/Downloads/CoARC_DA_Standards_2015.pdf
- EAB (2016). Market Viability of and Online Master of Science in Respiratory Care. Market Research Brief, 1-18
- Kacmarek, R.M., Barnes, T.A., & Durbin, C.G. (2015) Survey of directors of respiratory therapy departments regarding the future education and credentialing of respiratory care students and staff. *Respiratory Care*, 27(5), 710-720.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

APPENDIX A: Letters of support from community, state, and national stakeholders

Table of Contents Appendix A:

Nolan Bybee, RRT, MBA.....	A.1
<i>Director of Risk Management/Compliance, Madison Memorial Hospital, Rexburg Idaho</i>	
John Davies, MA, RRT, FAARC FCCP	A.2
<i>Clinical Research Coordinator, Duke University Health System, Durham, North Carolina</i>	
Kelvin Dwello, RRT	
<i>Past President, Idaho Society for Respiratory Care.....</i>	A.3
Robert Kacmarek, Ph.D, RRT	A.4
<i>Director of Respiratory Care Services, Massachusetts General Hospital</i> <i>Professor of Anesthesia, Harvard Medical School</i>	
Elizabeth Keys, RRT	A.5
<i>Director of Cardiopulmonary, St. Joseph Regional Medical Center, Lewiston Idaho</i>	
Susan Nanning, RRT-NPS.....	A.6
<i>Manager, Clinical Operations, Seattle Children's Hospital</i>	
Ramona Sailor, RRT	A.7
<i>Past President, Idaho Society of Respiratory Care</i>	
Owen Seatz, MEd, RRT	A.8
<i>Clinical Coordinator, St. Alphonsus Regional Medical Center, Boise Idaho</i> <i>Adjunct Faculty, Department of Respiratory Care, Boise State University, Boise Idaho</i>	
Dave Shuldes, RRT.....	A.9
<i>Director, Respiratory Therapy, St. Luke's Boise, Idaho</i>	
Mark Siobal BS, RRT-ACCS, FAARC.....	A.10
<i>Adjunct Faculty Respiratory Care, Skyline College, San Bruno California</i> <i>Member, Board of Trustees, National Board for Respiratory Care (NBRC)</i>	



Nolan J. Bybee, Director of Risk Management/Compliance

450 E. Main • Box 310 • Rexburg, ID 83440 • (208) 359-6488

nolan.bybee@mmhnet.org

May 12, 2017

Dr. Martin Schimpf
Provost and Vice President for Academic Affairs

Dear Dr. Martin Schimpf,

Recently, I learned that Boise State University is looking to add a Master's Degree of Respiratory Therapy Program. I am very excited about the options this will give to the respiratory therapists working not only in Idaho, but also in the surrounding areas. Respiratory Therapists are some of the most well rounded healthcare professionals. They work as a critical member of the healthcare team, but are oftentimes confused with either the nurse or the doctor. Having an advanced degree in respiratory therapy will help improve the professional image of the profession. I have been a registered respiratory therapist for 19 years. Thirteen years ago, I went back to school to obtain an MBA degree, because I see such great value in obtaining education. I have treasured this degree, but if there was a Master Degree in Respiratory Therapy back then I would have gone that route, because of the great love I have for the profession. I have seen many opportunities where respiratory therapists have greatly contributed to the health and welfare of both in hospital and out of hospital patient care.

As the future of healthcare continues to be uncertain we need professionals who understand how to navigate the sometimes confusing and archaic rules and regulations. I see this Master Degree program will help prepare the respiratory therapist for what lies ahead. Having respiratory therapists at the table when the discussion about the future of healthcare is being decided is critical. In order to continue to be a viable profession we need to advance the degree options of Respiratory Therapists.

I strongly encourage you to support the implementation of the Master Degree of Respiratory Therapy Program at Boise State University. Thank you for all that you do on behalf of the State of Idaho.

Sincerely,

A handwritten signature in black ink, appearing to read 'N. Bybee', with a long horizontal flourish extending to the right.

Nolan J. Bybee, RRT, MBA
(208) 359-6488
450 E. Main Street
Rexburg, ID 83440

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017



Duke University Hospital
Respiratory Care Services

June 12, 2017

Dr. Martin Schimph
Provost and Academic Vice President
Boise State University

Dear Dr. Schimph:

I am writing this letter in support of the development of a Master of Science, Respiratory Care at Boise State University. While there are many entry-level Respiratory Care Programs, there exists a paucity of higher level programs for respiratory therapists. With the overall respiratory care profession growing at a rapid pace, those with advanced degrees will be the next leaders, educators and researchers. The vast majority of respiratory therapy jobs will continue to be in hospitals, but the American Association for Respiratory Care indicates that opportunities to move from a clinical to an academic setting are steadily increasing and those with graduate degrees would be the optimal choice for those positions.

I strongly feel that this program would be a tremendous value for clinicians wanting to achieve a higher level of expertise in the fields of advanced cardiopulmonary care, leadership, educational and research methodology. I have been in the field for 35 years and have witnessed clinicians' struggles to achieve a more advanced level of expertise without the structure of an educational program. I believe this program would provide this structure and help pave the way for more clinicians to achieve and prosper in leadership, educational and research roles.

In summary, I believe the development of a Master of Science in Respiratory Care at Boise State University is not only beneficial, but vital to Respiratory Care as a profession.

Sincerely,

A handwritten signature in black ink, appearing to read 'John Davies', with a large, stylized loop at the end.

John Davies MA RRT FAARC FCCP
Clinical Research Coordinator
Duke University Health System
Durham, NC

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

7/10/2017

• • •

KELVIN DWELLO, RRT
Idaho Society for Respiratory Care
Past President
1055 Curtis St.
Boise ID 837061

Dr. Martin Schimph
Provost and Academic Vice President
Boise State University

Dr. Schimph,

I have recently been made aware of a proposal to add a master's degree for the Respiratory Care program at Boise State University. I would like to voice my support to this endeavor in the hopes that the Idaho State Board of Education, the BSU Health Sciences College and the BSU Governing Board see this as an appropriate addition to the Respiratory Care Program.

The ISRC promotes the advancement of Respiratory Care throughout the great state of Idaho. Two of the goals of the ISRC are to advance professionalism and education of the respiratory care practitioner. Boise State University was one of the first national universities to offer the baccalaureate degree and also one of the first universities to offer associate to baccalaureate degrees for working therapists via an on-line course of study. Adding a Master's Program seems like a natural progression for BSU and the Respiratory Care Program.

Nationally, the Respiratory Care profession lacks programs to train our next generation of therapists in education, clinical and scientific research, disease management and organizational leadership. These are all important skills for the respiratory therapist as healthcare transitions to value and outcome based patient care. We need to bring clinical research and evidence-based healthcare to the community more quickly and we need qualified, master's trained practitioners to educate our providers as well as the community to these emerging therapies.

As a past Respiratory Care Manager and a Vice President of Hospital Operations, I know how important it is to have highly qualified and educated practitioners at the bedside and in the classroom. It has been my experience and is my belief that advanced educational programs like the one you are considering at BSU will not only benefit the Boise Community but will enhance the care delivered throughout the northwest region as these new master's prepared practitioners move through our healthcare systems.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Idaho Society for Respiratory Care

• • •

Sincerely,

A handwritten signature in black ink, appearing to read 'Kelvin Dwello', with a long horizontal flourish extending to the right.

KELVIN DWELLO, RRT

Past President

Idaho Society for Respiratory Care

KELVIN DWELLO, RRT • 2

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017



MASSACHUSETTS
GENERAL HOSPITAL



HARVARD
MEDICAL SCHOOL

Respiratory Care Services
55 Fruit Street, Warren 1225
Boston, Massachusetts 02114-2696
Tel: 617 724-4490
Fax: 617 724-4495
rkacmarek@partners.org

Robert M. Kacmarek, Ph.D., RRT
Director of Respiratory Care Services
Massachusetts General Hospital
Professor of Anesthesia
Harvard Medical School

Dr. Martin Schimph
Provost and Academic Vice-President
Boise State University
1910 University Drive
Boise, ID 83725

May 28, 2017

Dear Dr Schimph:

I write this letter to very enthusiastically support the proposal for a Master of Science in Respiratory Care at Boise State University. As I have discussed on many occasions with Lonny Ashworth, Respiratory Care as a profession lacks individuals specifically prepared in Respiratory Care to assume leadership roles. As a matter of fact there are less than a handful of Master programs nationally offering a Master's of Science in Respiratory Care. It is rare today to find an individual in a leadership position who has an advanced degree in Respiratory Care. I am a perfect example. I have been exceptionally fortunate in my career but my education was not focused on Respiratory Care and all of the advanced clinical skills, pathophysiology and research methodology I mastered on the way were not focused on Respiratory Care.

I am currently a Professor of Anesthesiology, Harvard Medical School and the Director of Respiratory Care at the Massachusetts General Hospital. Unfortunately none of my graduate education focused specifically on Respiratory Care. I have been successful but the road to success would have been much easier and more direct if I had the opportunity to matriculate through a program as being proposed in Respiratory Care at Boise State University. The profession desperately needs programs of this type.

From Lonny Ashworth's description of the program I particularly like the ability of students to choose between two different outcomes; a research outcome and an educational outcome. I personally believe the research outcome is critically needed since the number of respiratory therapists possessing the capability of becoming researchers in respiratory care has greatly limited the number of active investigators in our profession.

I believe that you will be able to attract a large number of therapists to this program. Many therapists are looking for a master's program but find it difficult to locate a program that specifically focuses on the skills needed by respiratory therapist to move into leadership positions.

If there is anything else that I can do to support this developing program please feel free to contact me.

Sincerely,

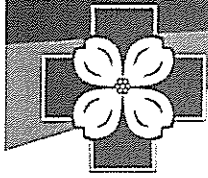

Robert Kacmarek



A Teaching Site
of Harvard Medical School

PARTNERS
IN HEALTH CARE

DECEMBER 21, 2017



ST. JOSEPH

Regional Medical Center

Elizabeth Keys RRT
Director of Cardiopulmonary
St. Joseph Regional Medical Center
Lewiston, ID 83501
(208)799-5463

Dr. Martin Schimpf
Provost and Vice-President for Academic Affairs
Boise State University

May 29th, 2017

Dear Dr. Schimpf,

I am writing you in support of the request to establish a Master of Science, Respiratory Care at Boise State University. Providing an additional platform to receive an advanced degree in Respiratory Care will create pathways for Respiratory Therapists to become faculty educators and advanced clinicians. Boise State University's online Master's program will allow students to remain within their community, and maintain a working status if desired.

The program will produce Respiratory Therapists who will be advanced practitioners with extensive knowledge in educational leadership. Regionally speaking, the number of advanced Respiratory Practitioners with advanced degrees is low. This particular program will create therapists who are fundamentally prepared to manage departments, successful precept new therapists and students, as well as, add to the number of eligible RTs who desire to teach at accredited institutions.

Northern Idaho houses many critical access designated hospitals and rural clinics. Incorporating a Respiratory Therapist with an advanced degree into these institutions will provide additional professional resources, who are experts in speaking to the patient and their family, who understand appropriate disease management, and who understand how to create successful process improvements for patients and medical facilities.

Sincerely,

Elizabeth R. Keys RRT

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017



Respiratory Care Department

June 30, 2017

Dr. Martin Schimph
Provost and Academic Vice President
Boise State University

Dear Sir;

I am writing in support of plans by the Department of Respiratory Care at Boise State University to establish a Master of Science, Respiratory Care by January 2018. As the complexity of our patients and the health care environment constantly evolves, the need for advanced training for healthcare leaders is likewise increased.

The proposed curriculum would offer the type of training that leaders need to work effectively within their organization to provide services that meet the needs of their patients while balancing organizational and regulatory demands. The ability to sift through conflicting studies, biased recommendations and rigid ideologies can only be developed using a scientific approach. I'm pleased to see that the proposed curriculum offers those tools.

I have worked with a number of RT's who are graduates of the Bachelor Degree Program at Boise State and am always impressed with the degree of preparation offered by their undergraduate program. These students are ready to work in demanding clinical situations after a short period of orientation. I am therefore quite confident that this new program would offer the same rigor and professional training that is needed for leaders in the current healthcare environment.

Sincerely,

A handwritten signature in black ink that reads "Susan Nanning, RRT-NPS". The signature is fluid and cursive.

Susan Nanning, RRT-NPS
Manager, Clinical Operations
Seattle Children's Hospital

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

June 13, 2017

Dr. Martin Schimph

Provost and Academic Vice President

Boise State University

Dr. Schimph,

I am a respiratory therapist who graduated in 1978 from Boise State University. Since that time Boise State has expanded the Respiratory Therapy program to a Bachelor's degree. It is now time to have a Master's program.

Respiratory Therapy is a relatively young profession, but we have become valuable health care team members. In order to continue to be valuable to health care, we need to increase our ability to obtain advanced degrees. We need to be seen as committed to the advanced practice of our profession to benefit our patients we see every day.

Many other ancillary health care teams, such as physical therapy, occupational therapy and speech therapy have at their core a Master's degree. The American Association for Respiratory Therapy, which is our national society, has stated they want the entry level to be a Bachelor's degree, with continued advancement into Master's degrees. The Boise State program would be a tremendous help toward that end.

Sincerely,

Ramona Sailor, RRT

Ramona Sailor, RRT

Past president,

Idaho Society for

Respiratory Care



1055 N. Curtis Road

Boise, Idaho 83706

June 12, 2017

Dr. Martin Schimph

Provost and Academic Vice President

Boise State University

1910 University Drive

Boise, Idaho 83725

Dr. Schimph,

I am writing you to express my support for the proposed Masters of Science, Respiratory Care degree. This is a valuable addition to an already educationally robust department that serves our local and national communities. A degree of this magnitude aligns itself with the State of Idaho's current plan to increase the number of post graduate opportunities for students. The proposed program further supports Dr. Kustra's research-based vision for the university and is a natural progression in the department's evolution.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Owen H. Seatz, Jr.".

D. Owen H. Seatz, Jr. MEd, RRT

Clinical Coordinator, St. Alphonsus Regional Medical Center

Adjunct Faculty Member, Boise State University



May 31, 2017

To Whom It May Concern,

I am writing in support of a proposal by the Boise State University Respiratory Care program to provide a Master's of Science in Respiratory Care degree.

From my perspective as a leader at St. Luke's Health System for the past 27 years, successful candidates for such a degree would be highly valuable to our organization. Currently, formal education for Respiratory Therapists who are interested in education or leadership roles is limited to a Bachelor's Degree in Respiratory Therapy (BSRT). The closest options currently available in post-graduate education are Master's in Public Health (MPH), Master's in Healthcare Administration (MHA), and/or Master's in Business Administration (MBA). While these programs are highly valuable in their own right, each degree only partially covers the skills needed to succeed in a clinical leadership or education position in a Health System such as St. Luke's. Clinical leaders and Educators must integrate skills to work directly with many different roles; physicians, nurses, pharmacists, other members of the clinical team, administrative leaders, accountants, IT professionals, human resource professionals and the public. A Master's degree specific to the clinical discipline of Respiratory Therapy that integrates clinical education with leadership skills is an essential ticket for the evolution of clinical leadership positions. St. Luke's Health System will soon be opening its 8th hospital in Nampa and has over 150 clinics. All of these sites will have potential job opportunities for these candidates.

From my perspective as a practicing Respiratory Therapist since 1980, the field of Respiratory Care has grown to be an equal partner on the healthcare team with Nursing, Pharmacy, Physical Therapy, Occupational Therapy, Speech Language Pathology, Medical Imaging, Pathology, Social Work and others. Some of these disciplines have created a Doctoral option as entry level for the field of practice. Many of these specialties offer Doctoral degree opportunities and most have offered Master's degree options for many years. It is essential that institutions of higher learning involved in Respiratory Care Education offer a Master's degree in Respiratory Care so that graduates in this field may be formally prepared at an equivalent level to that of their peer disciplines.

From my perspective as the current Chair of the Advisory Board for the Boise State University Respiratory Therapy program, Boise State is in a unique position to forge the way with this opportunity. The reputation built nation-wide with the Bachelor's degree completion program will result in many candidates seeking the Master's option at BSU from my perspective. Providing a Master's of Science in Respiratory Care will immediately benefit local partners of BSU such as St. Luke's Health System, as well as the patients we serve and the community at large. I highly recommend moving forward.

Respectfully,

David E. Shuldes, BS, RRT

Director, Respiratory Therapy, St. Luke's Boise

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

July 5, 2017

Dr. Martin Schimph
Provost and Academic Vice President
Boise State University

Dear Dr. Schimph,

I am writing this letter in support of the proposed program for the Master of Science in Respiratory Care Educational Leadership at Boise State University.

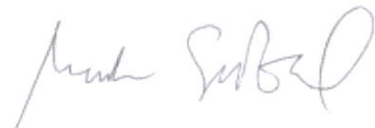
As you are aware, healthcare in general is in the process of dramatic change driven by biomedical innovation and the need to improve care while decreasing costs and improving quality. This evolution is facilitated by research and application of evidence-based care, prevention and management of disease, and collaboration between closely integrated interdisciplinary care teams. Respiratory care practitioners play an important role in the array of healthcare settings and are at the forefront of these processes at all levels and with all patient populations from premature infants to geriatric adults.

In parallel with other groups of healthcare providers, the respiratory care profession is in the midst of a critical transition toward meeting these requirements by advancing the entry level education standards of its practitioners to the baccalaureate degree. The importance of expanding the number of graduate degree holders in respiratory care are critical for this process to occur. Yet, there are currently only seven master's degree programs out of over four hundred accredited respiratory care programs in the country, none of which are located in the western united states.

Successful transition of the respiratory care profession toward meeting the demand for future educators, managers, researchers, and advanced level practitioners is reliant on increasing the number of master's degree prepared respiratory care professionals.

Please consider this in your decision for this important program proposal.

Sincerely,



Mark Siobal BS, RRT-ACCS, FAARC
Adjunct Faculty Respiratory Care Program
Skyline College, San Bruno CA
Board of Trustees Member
National Board for Respiratory Care
siobalm@smccd.edu
IRSA

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

APPENDIX B: MSRC Needs Assessment Summary

APPENDIX B: GRADUATE NEEDS ASSESSMENT SURVEY SUMMARY

Survey Quick facts	
Sample	426 Graduates of BSU BSRT program between 2006 and 2016
Length of time survey available	4 weeks
Total number of prompts	3
Total respondents	120

The 2017 Needs Assessment Survey conducted by the Boise State University Department of Respiratory Care was used to evaluate the level of interest in a potential MSRC program at Boise State as well as to better understand the professional trajectories of our graduates and to identify what gaps exist in the pursuit of professional growth by Respiratory Care Practitioners.

The survey included several path entries, which allowed respondents to provide answers to questions tailored to their experience. For example, if a respondent answered that their role included the responsibility to hire new clinicians, he or she was then sent to a separate set of questions than were respondents whose role did not include such a responsibility.

After piloting the survey to the Boise State University Medical Advisory Board (MAB) members, the survey was edited to reflect feedback from that pilot. Because they were added onto the original survey, questions 22 and 23 appear at the beginning of the survey. Feedback from the MAB indicated that it may be helpful to glean initially whether respondents held an advanced degree and if so, which type of degree.

The following charts will provide a summary of responses to each survey question. Please be advised that due to the branching nature of the survey, not all respondents were asked every question; this was done intentionally. Below each question you will find an interpretation of the data and a brief description of how this information was integrated into the MSRC development process.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

**Boise State University Department of Respiratory Care Master of Science in Respiratory Care Needs
Assessment Survey**

Q22 - Do you currently hold a Master-level degree (or higher) or are in the process of completing degree requirements?

#	Answer	%	Count
1	Yes	15.97%	19
2	No	84.03%	100
	Total	100%	119

It is evident that most respondents do not currently hold a graduate degree. This result is not surprising, given the current graduate options available to Respiratory Care Practitioners.

A “yes” response to Q22, show Q23

Q23 - Which one of the following best describes your degree field?

#	Answer	%	Count
1	Education (e.g. M.Ed.)	16.67%	3
2	Administration (e.g. MBA, MHA)	50.00%	9
3	General, health related (e.g. MPH, MHS)	27.78%	5
4	Respiratory Care (e.g. MSRC)	5.56%	1
5	Advanced practitioner (e.g. PA, NP)	0.00%	0
6	Other	0.00%	0
	Total	100%	18

Of those respondents who do hold a graduate-level degree, most hold a degree pertaining to administration. This is not surprising, as this type of degree is broad and likely allows practicing clinicians to pursue specific administrative roles. Other categories, such as general health related or education were also noted. Again, the selection of broad-based curriculum is likely the result of lack of more specified options for Respiratory Care Practitioners. It was surprising to see that none of the respondents indicated that they held a degree specifically in advanced practice. While in the program, many students indicate a desire to move into this area, specifically towards a Physician Assistant (PA) program. The lack of respondents who hold an advanced practice degree may be because those former students who have moved on to be a PA did not participate in the survey. Or, it may indicate that practicing clinicians tend to stay in the field of Respiratory Care. This scenario may correlate with findings indicated in question number 4 where respondents indicated that the primary rationale for obtaining a graduate degree was to advance into a leadership position within their current institution.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Start of Survey

Q1 - Have you ever considered, or are you currently considering obtaining a Master of Science in Respiratory Care (MSRC) degree?

#	Answer	%	Count
1	Yes	67.24%	78
2	No	32.76%	38
	Total	100%	116

This question sought to investigate whether former students had recognized the need to pursue a graduate degree specific to Respiratory Care. As predicted, most respondents indicated that they had considered pursuing such a degree. This result helped to provide rationale for the development of a MSRC program at Boise State.

Q2 - Which ONE of the following motivators best describes your decision to pursue a graduate degree?

#	Answer	%	Count
1	Personal	20.51%	16
2	To advance my current career	51.28%	40
3	To make me more appealing applicant for a clinical career outside of Respiratory Care (e.g. Physician Assistant)	14.10%	11
4	I would like to change positions within the field of Respiratory Care	12.82%	10
5	Other	1.28%	1
	Total	100%	78

The indication that most respondents who were interested in pursuing a MSRC degree were doing so to advance in their current career. It is likely that this means that these students are interested in advancing in the field of Respiratory Care. It can be inferred that if respondents feel that obtaining a MSRC degree would allow them to advance along their career path, that there must be some value or emphasis placed on such a degree that would distinguish these candidates from those who do not hold the degree. The shift towards an entry-level requirement of a Baccalaureate degree, as emphasized by the AARC, may be a motivating factor in the emphasis of that distinction.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Q3 - Which ONE of the following best describes your timeframe for applying to or beginning a Master of Science in Respiratory Care program?

#	Answer	%	Count
1	Currently enrolled in a program	2.56%	2
2	<1 year	20.51%	16
3	1-2 years	56.41%	44
4	2-3 years	11.54%	9
5	>3 years	8.97%	7
	Total	100%	78

The purpose of this question was to determine the urgency of interest expressed by those respondents who indicated they were interested in pursuing a graduate degree. As is noted here, the timeframe indicated by respondents is consistent with the timeframe proposed for the MSRC program at Boise State.

Q4 - What do you plan to do with your advanced degree?

#	Answer	%	Count
1	Stay in clinical practice	14.10%	11
2	Become a teacher or instructor in an academic setting	25.64%	20
3	Pursue a management or leadership position within the hospital setting	42.31%	33
4	Pursue a management or leadership position outside of the hospital setting	10.26%	8
5	Transition out of Respiratory Care	1.28%	1
6	Other	6.41%	5
	Total	100%	78

As previously discussed, it appears that most respondents who were interested in pursuing a MSRC are interested in pursuing a management or leadership position within the hospital setting, or in transitioning to the academic world. The results of this question reiterated the rationale for the educational leadership focus of the MSRC program

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Q5 - Which ONE of the following barriers best describes why you would not pursue a Master of Science in Respiratory Care degree?

#	Answer	%	Count
1	Time	2.70%	1
2	Finances	5.41%	2
3	I have not found a program that interests me	0.00%	0
4	There is no incentive at my current institution to pursue an advanced degree	40.54%	15
5	Obtaining a Master of Science in Respiratory Care does not interest me	18.92%	7
6	I do not plan to remain in the Respiratory Care profession	8.11%	3
7	Other	24.32%	9
	Total	100%	37

The department was interested in why those respondents who indicated that they were not interested in pursuing a graduate degree felt that way. Overwhelmingly, it appears that the largest barrier to pursuing a graduate degree is the lack of incentives offered by healthcare institutions to do so. This question did not ask which specific incentives were lacking, nor did it inquire further what other reasons may hinder former students from advancing their education.

Q6 - In your current position are you directly involved in hiring Respiratory Care Practitioners?

#	Answer	%	Count
1	Yes	28.70%	33
2	No	71.30%	82
	Total	100%	115

This question was designed specifically to isolate those respondents who currently hold positions wherein they are in the position to hire new clinicians. This was to better understand how a candidate for hire who has a MSRC would be viewed when compared to a candidate who did not hold such a degree. Following this question, respondents who indicated 'yes' were further questioned on their perceptions of candidates who hold an advanced degree as well as an opportunity to highlight which sets of skills they viewed as most important in a candidate holding a MSRC. These questions were designed to evaluate the workforce need.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Q7 - What is the entry level educational requirement to practice in your facility?

#	Answer	%	Count
1	Associate of Applied Science (AAS) or equivalent degree	21.21%	7
2	Associate level degree (AA, AS) or equivalent	66.67%	22
3	Baccalaureate degree or higher required	12.12%	4
	Total	100%	33

This question was designed to reiterate the information gleaned throughout the research phase of program development; that most healthcare institutions still only require the minimum degree requirements for employment. The reason for this is likely multifold. First, the recommendation by the AARC that entry level requirements transition to a minimum of a Baccalaureate degree is a recent one. Additionally, there are a limited number of programs with either a Bachelor of Science (BS) option, or an Associate of Science to Bachelor of Science (AS to BS) is limited. The lack of options for students is likely understood by healthcare institutions who, regardless of recommendations by the AARC, must fill clinical positions. However, the Department of Respiratory Care at Boise State firmly believes in the recommendation of the AARC.

Q8 - All other variables aside, would a candidate applying for a position who holds a Master of Science in Respiratory Care be more attractive than a candidate with an undergraduate degree only?

#	Answer	%	Count
1	Yes	60.61%	20
2	No	39.39%	13
	Total	100%	33

This question was intended to investigate how graduates of this program would be perceived when applying for a job. As is illustrated here, 60% of respondent with hiring responsibilities would favor a candidate who holds a MSRC over one who did not. This finding may indicate that current Respiratory Care leadership understands the importance of advanced education.

Q9 - Please briefly describe why a candidate holding a MSRC would be more attractive than another candidate who did not have such a degree.

It shows drive, motivation, and dedication towards the profession.
Commitment to profession
A candidate with a MSRC has extra years of study and can hopefully contribute to the department based on their insight, knowledge, and experience.
MSRC would be eligible to manage our Associate degree program.
Broader understanding of health care
More education equals stronger knowledge base

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Higher level of understanding
Infers a higher commitment and skill level
It shows proof of commitment to personal and professional betterment.
education
Ability to advance their career and assist others who are wanting to obtain their masters
Shows commitment to the field
Additional education- shows motivation
I would tell me that the candidate is passionate about the field of Respiratory Care and would probably be in a better position to think critically with regards to the challenges in healthcare.
I would hope they would have a more comprehensive view and critical understanding of respiratory care and health care in general.
If they demonstrate a better and deeper knowledge of respiratory care and can teach others.
It shows the initiative for higher learning.

Recurring themes identified in the analysis of the qualitative answers to this question suggest that a candidate holding a MSRC degree is committed to the field, expresses passion for the profession, have a higher level of understanding of important skills, and are likely good candidates for educationally-focused positions. The implications of these responses reiterate both the need for a MSRC program at Boise State as well as the unique niche of the educational leadership focus.

Q10 - Please briefly describe why a candidate holding a MSRC would be less attractive than another candidate who did not have such a degree.

I don't think they'd be less attractive, but it might not be weighted higher than the other.
Unless they were applying for a higher level job it may not make any sense to hire someone that has more schooling but might not have any real experience
In a smaller hospital, there would be no room for such a candidate
I need Therapists who have more clinical experience. I don't know if there is added value in Masters in RC
We base our hiring decisions based on clinical experience and education.
There is not a current pathway for that level of education
Not less, I would consider them equally to a BS candidate
I hire for clinical care and see masters level candidates as moving to management level.
Not less, just not anymore attractive. MSRC is too pigeon hold

Although this question sought to better understand what barriers may be perceived of a candidate with a MSRC; it appears that the primary concern among those who hire candidates is that the MSRC is not perceived as adding to clinical experience. This may also be an indication that employers are concerned that a student may progress from an AS to a BS to a MSRC degree with only the minimum amount of clinical experience required by those degrees. Candidates applying to the MSRC program must have no less than two years of clinical experience to be considered eligible for admission. The Department of

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Respiratory Care agrees that clinical experience remains the cornerstone of the profession. Additionally, the curriculum is designed to culminate with a professional research or community-based project. To best identify gaps in existing practice, clinical experience is imperative. Finally, the curriculum outlined by the MSRC program includes advanced courses rooted in clinical theory.

Q20 - How many employees in your department currently hold a Masters of Respiratory Care degree?

#	Answer	%	Count
1	0	84.38%	27
2	1-3	9.38%	3
3	>3	6.25%	2
	Total	100%	32

The results of this question were not at all surprising, given the very few programs available to clinicians.

Q21 - If you do employ MSRC prepared RT's, are they paid more because they hold a MSRC? If you do not, please choose N/A.

#	Answer	%	Count
1	Yes	62.50%	5
2	No	37.50%	3
	Total	100%	8

The indication that those clinicians who do hold an MSRC are compensated for the advanced degree was promising. This finding reiterates that there is a shift in emphasis towards the pursuit of advanced degrees in the field.

Q11 - Please rank in order of importance which additional skills a practitioner with a MSRC should be able to demonstrate (1 is least important, 5 is most important):

#	Question	1		2		3		4		5		Total
1	Advanced understanding and application of clinical management skills	17.86%	5	32.14%	9	17.86%	5	7.14%	2	25.00%	7	28
2	Knowledge and understanding of cardiopulmonary physiology	39.29%	11	14.29%	4	14.29%	4	17.86%	5	14.29%	4	28
3	Knowledge of organizational and management operations	21.43%	6	14.29%	4	17.86%	5	28.57%	8	17.86%	5	28
4	Demonstration of advanced communication and	10.71%	3	25.00%	7	7.14%	2	28.57%	8	28.57%	8	28

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

	business acumen											
5	Knowledge, understanding, and application of educational technique	10.71%	3	14.29%	4	42.86%	12	17.86%	5	14.29%	4	28

This question was designed to best understand what skills respondents anticipated MSRC prepared clinicians to have. As is illustrated, advanced understanding of physiology, clinical management, and an understanding of best educational methods were the top three skills. This finding again, supported the focus of educational leadership for the MSRC program at Boise State University. Please see the list of courses outlined on pages 18 and 36 of this proposal for a complete list of courses.

Q12 - Does your institution provide incentives for practitioners to obtain a graduate degree?

#	Answer	%	Count
1	Yes	21.93%	25
2	No	60.53%	69
3	I'm not sure	17.54%	20
	Total	100%	114

The finding that there were very few healthcare institutions that provide incentives for those clinicians who pursue a graduate degree was somewhat disheartening. However, it is understood that advanced degrees in the field of Respiratory Care are relatively novel and it is likely that it will take time for the market to realize the value of MSRC prepared clinicians.

Q13 - Please describe the incentives offered by your facility

We have a career ladder.
Advancement
Tuition reimbursement
5,000/year tuition reimbursement
Tuition reimbursement
80% tuition reimbursement up to \$4K annually
Tuition Assistance
Tuition reimbursement
Advancement
increased pay
Tuition assistance
Tuition Reimbursement
Tuition reimbursement`

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Tuition reimbursement, opportunities to complete coursework in conjunction with hospital initiatives, pay increase.
3000\$ per semester
They will help pay for it.
Tuition reimbursement \$2,500 yearly.
One time bonuses and raise
Pay increase, required for management opportunities
Educational reimbursement, tuition reimbursement
Pay increase
Tuition assistance
Decreased tuition

It is apparent that of those healthcare institutions that offer incentives, the most common incentive was tuition reimbursement. It should also be noted that some respondents indicated that an increase in pay was an incentive.

Q14 - If Boise State University offered a Master of Science in Respiratory Care with an emphasis in Educational Leadership, fully online, would you be interested in applying?

#	Answer	%	Count
1	Yes	71.93%	82
2	No	28.07%	32
	Total	100%	114

The Department of Respiratory Care intended this question to best understand how a program offered by the department, through Boise State University would be received. Overwhelmingly, respondents indicated that they would be interested in attending a MSRC program offered by Boise State. This is likely due not only to the reputation of the university, but also due to the success of the online BSRT program offered by the department. Several respondents were likely graduates of this program and are familiar with not only the department, but also online education.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Q15 - How soon would you be interested in applying for such a program?

#	Answer	%	Count
1	As soon as it is available	40.24%	33
2	1-2 years	37.80%	31
3	2-3 years	14.63%	12
4	>3 years	7.32%	6
	Total	100%	82

Of those respondents who indicated an interest in a program offered by Boise State, most indicated an immediate interest. It was also important to note that some respondents indicated that they were not immediately ready for such a program, but would be in a few years. This may indicate that the level of interest in an online MSRC program from Boise State is sustainable.

Q16 - Please describe why you would not attend this program

I already have a masters degree
I would like a masters in a different field of study
My current job at St. Luke's does not give me an incentive to further my education. They would not pay me more to further my education there for I will not sacrifice time and effort I could. W spending with my family to pursue education that would not benefit me.
If I was interested in management or teaching, I would be interested in a masters degree. Otherwise, it does not make sense to obtain an advanced degree.
Although I liked the format of my Bachelors in Respiratory I'm looking at a more generalized degree such as healthcare admin.
I am 59 years old and not interested in advancing my degree
A online Masters program sounds fun, and I love learning and teaching but at this time the advanced degree would not move my career forward outside of becoming an educator which employment is limited.
Interested in clinical specialist. Look at RT practitioner degree
there are no incentives.
I find it is hard to advance as an RT especially in Idaho. I would choose a MS or MBA to advance as I think this would give me a more well rounded knowledge base.
I do not work in the respiratory field anymore, program is not applicable to myself
money, time and no incentive
Not enough time, I have too much student loan debt, there is no incentive to obtain a graduate degree, a graduate degree will not improve my chances of getting another job
on line not recognized is saudi arabia
I do not plan on being a RX educator. I would be better served by a MHA
What is the PURPOSE of a masters in respiratory care degree???
I am currently working on my MAHCA

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

I feel like a Health Services Leadership / Promotion degree would better serve my interests / future.
Too close to retirement. Unrealistic ROI.
Not interested in leadership, or education, interested more in clinical aspect
No incentive. At my hospital there are only 4 RTs with a bachelor's degree myself included out of 30 RT and I don't get paid more than a CRT
Please see previous answer. St. Lukes in Boise, Idaho has made respiratory care a dead end career containing staff with the lowest moral and pay I've ever seen.
Current profession doesn't require
Not interested in further education in resp care
I have a master's

It was important for the department to understand why potential applicants may not want to attend our program. It appears that the primary reason that respondents would not be interested is the lack of incentives offered by their institution.

Q17 - Where do you live?

#	Answer	%	Count
1	American Pacific Northwest	44.64%	50
2	American Southwest	14.29%	16
3	American Midwest	21.43%	24
4	American Southeast	13.39%	15
5	American Northeast	4.46%	5
6	Alaska	0.00%	0
7	Hawaii	0.00%	0
8	International Student	1.79%	2
	Total	100%	112

The department was interested in understanding where those graduates who participated in the survey were from. From this data, we can better understand which options our graduates may have to pursue an advanced education, as well as what the potential job market for MSRC graduates is like. However, given the nature of some of this data, it is difficult to fully understand how the data correlates specifically to region.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Q18 - How long have you been a Registered Respiratory Therapist (RRT)?

#	Answer	%	Count
1	0-5 years	22.81%	26
2	5-10 years	31.58%	36
3	10-15 years	17.54%	20
4	15-20 years	12.28%	14
5	20+ years	15.79%	18
	Total	100%	114

This question was intended to identify how long respondents had been actively working in the clinical field. As is illustrated, most respondents have been practicing less than 15 years. It is important to understand how those clinicians who are either beginning, or are in the middle of their career, view the potential for an advanced degree in the field.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

APPENDIX C: MSRC Degree Box

Degree Requirements

Master of Science in Respiratory Care		
<i>Course Number and Title</i>		<i>Credits</i>
MSRC 500	Educational Leadership	3
MSRC 505	Evidence Based Medicine	3
MSRC 510	Advanced Cardiopulmonary Physiology	3
MSRC 515	Applied Research Methods	3
MSRC 520	Advanced Pulmonary Disease Management	3
MSRC 525	Educational Methodology	3
MSRC 530	Advanced Cardiovascular Disease Management	3
MSRC 535	Managing Organizational Change	3
MSRC 540	Healthcare Management	3
MSRC 545	Ethics of the Profession	3
MSRC 570	Capstone I	2
MSRC 571	Capstone II	4
<i>Total</i>		<i>36</i>

APPENDIX D: EAB Market Viability Report

In 2016, the Department of Respiratory Care began the process of researching the viability of a Master of Science in Respiratory Care (MSRC) degree. Boise State University utilizes a division of The Advisory Board Company known as the EAB to conduct regional and national research regarding existing information regarding program development. In this case, the EAB Market Viability report regarding the development of an MSRC focused on the regional and national employer demand and program design.

Although the information in this report is limited, the generalizability of the information was used to guide the development of the MSRC program at Boise State University and many findings are consistent with the internal graduate survey conducted by the Department of Respiratory Care in 2017.

The entire EAB market viability report is included here for reference.



MARKET RESEARCH BRIEF

Market Viability of an Online Master of Science in Respiratory Care

Analysis of Regional and Nationwide Employer
Demand and Program Design

COE Forum

Joaquin Espinosa
Market Research Associate

Grace Anderson
Market Research Manager

LEGAL CAVEAT

EAB is a division of The Advisory Board Company ("EAB"). EAB has made efforts to verify the accuracy of the information it provides to members. This report relies on data obtained from many sources, however, and EAB cannot guarantee the accuracy of the information provided or any analysis based thereon. In addition, neither EAB nor any of its affiliates (each, an "EAB Organization") is in the business of giving legal, medical, accounting, or other professional advice, and its reports should not be construed as professional advice. In particular, members should not rely on any legal commentary in this report as a basis for action, or assume that any tactics described herein would be permitted by applicable law or appropriate for a given member's situation. Members are advised to consult with appropriate professionals concerning legal, medical, tax, or accounting issues, before implementing any of these tactics. No EAB Organization or any of its respective officers, directors, employees, or agents shall be liable for any claims, liabilities, or expenses relating to (a) any errors or omissions in this report, whether caused by any EAB organization, or any of their respective employees or agents, or sources or other third parties, (b) any recommendation or graded ranking by any EAB Organization, or (c) failure of member and its employees and agents to abide by the terms set forth herein.

EAB, Education Advisory Board, The Advisory Board Company, Royall, and Royall & Company are registered trademarks of The Advisory Board Company in the United States and other countries. Members are not permitted to use these trademarks, or any other trademark, product name, service name, trade name, and logo of any EAB Organization without prior written consent of EAB. Other trademarks, product names, service names, trade names, and logos used within these pages are the property of their respective holders. Use of other company trademarks, product names, service names, trade names, and logos or images of the same does not necessarily constitute (a) an endorsement by such company of an EAB Organization and its products and services, or (b) an endorsement of the company or its products or services by an EAB Organization. No EAB Organization is affiliated with any such company.

IMPORTANT: Please read the following.

EAB has prepared this report for the exclusive use of its members. Each member acknowledges and agrees that this report and the information contained herein (collectively, the "Report") are confidential and proprietary to EAB. By accepting delivery of this Report, each member agrees to abide by the terms as stated herein, including the following:

1. All right, title, and interest in and to this Report is owned by an EAB Organization. Except as stated herein, no right, license, permission, or interest of any kind in this Report is intended to be given, transferred to, or acquired by a member. Each member is authorized to use this Report only to the extent expressly authorized herein.
2. Each member shall not sell, license, republish, or post online or otherwise this Report, in part or in whole. Each member shall not disseminate or permit the use of, and shall take reasonable precautions to prevent such dissemination or use of, this Report by (a) any of its employees and agents (except as stated below), or (b) any third party.
3. Each member may make this Report available solely to those of its employees and agents who (a) are registered for the workshop or membership program of which this Report is a part, (b) require access to this Report in order to learn from the information described herein, and (c) agree not to disclose this Report to other employees or agents or any third party. Each member shall use, and shall ensure that its employees and agents use, this Report for its internal use only. Each member may make a limited number of copies, solely as adequate for use by its employees and agents in accordance with the terms herein.
4. Each member shall not remove from this Report any confidential markings, copyright notices, and/or other similar indicia herein.
5. Each member is responsible for any breach of its obligations as stated herein by any of its employees or agents.
6. If a member is unwilling to abide by any of the foregoing obligations, then such member shall promptly return this Report and all copies thereof to EAB.

Table of Contents

1) Research Methodology.....	4
Project Challenge	4
Methodology and Definitions	4
Burning Glass Labor/Insight™	4
Project Sources	6
Profiled Institutions.....	6
2) Executive Overview	7
3) Program Characteristics	8
Program Structure and Audience	8
Skills and Curriculum	9
Program Specializations	11
Peer and Competitor Programs.....	12
4) Employer Demand and Student Enrollment Trends.....	13
Historical Demand	13
Potential Employer Partners	14
Top Titles	15
Average Salary.....	16
Enrollment Trends	17
Appendix: Networking Contacts	18

1) Research Methodology

Project Challenge	<p>Leadership at Boise State University approached the Forum as they considered opening a Master of Science in Respiratory Care with a focus in respiratory care education. Through a combination of qualitative interviews with administrators of peer programs and quantitative data analytics, the Forum sought to assess the market viability of a Master of Science in Respiratory Care.</p> <p>EAB's market research function provides insights which guide strategic programmatic decisions at member institutions. The Forum combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.</p> <p>EAB reports rely primarily on labor market data from the Burning Glass Labor/Insight™ tool (description below). Reports occasionally use data from the United States Census Bureau and United States Bureau of Labor Statistics data to explore occupation and job trends. Market research reports may also incorporate Integrated Postsecondary Education Data System (IPEDS) data to assess student enrollment, demographics, and completion rates across competitor programs.</p>
Methodology and Definitions	<p>Methodology: Unless stated otherwise, this report includes data from online job postings from November 1, 2015 to October 31, 2016. The Forum identified national and regional historical demand as well as top titles, skills, and employers.</p> <p>Definitions: Annual growth in job postings is measured in the change between July 2013 and June 2016 by six-month halves (i.e., H2 2013 is July 2013 to December 2013).</p> <p>"Direct entry" refers to a program for students with a bachelor's degree, but no registered respiratory therapist credential.</p> <p>"Degree completion" refers to a program for students with a bachelor's degree and a registered respiratory therapist credential.</p> <p>"Regional data" data refers to Idaho, Washington, Oregon, California, Nevada, Utah, Montana, and Wyoming.</p> <p>"Respiratory care professionals" refers to individuals with a master's-level degree in respiratory care with an emphasis on respiratory care education.</p>
Burning Glass Labor/Insight™	<p>EAB's Partner for Real-Time Labor Market Data</p> <p>This report includes data made available through EAB's partnership with Burning Glass Technologies, a Boston-based leader in human capital data analytics. Burning Glass Technologies specializes in the use of web spidering technology to mine more than 80 million online job postings and analyze real-time employer demand. Under this partnership, EAB may use Burning Glass's proprietary Labor/Insight™ tool to answer member questions about employer demand for educational requirements, job titles, and competencies over time, as well as by geography. The tool considers job postings "unspecified" for a skill, industry, employer, geography, certification, or educational requirement when the job posting did not advertise for one of these particular job characteristics. Unspecified postings represent null values and should be excluded from the total number (n value) of job postings analyzed in the query. A</p>

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017

more complete description of the tool is available at <http://www.burning-glass.com/products/laborinsight-market-analysis/>.

For more information about the Labor/Insight™ tool, please contact Betsy Denious, Director of Business Development Learning & Policy at bdenious@burning-glass.com or 301-525-6596.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

DECEMBER 21, 2017

Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries (eab.com)
- National Center for Education Statistics (NCES) (<http://nces.ed.gov/>)
- Profiled Program Websites:
 - Canisius College
<http://www.canisius.edu/respiratory/>
 - Georgia State University
<http://respiratorytherapy.gsu.edu/academics/graduate/master-of-science-in-health-sciences/>
 - Loma Linda University
<https://alliedhealth.llu.edu/academics/cardiopulmonary-sciences/respiratory-care-therapy/respiratory-care-masters>
 - Northeastern University
<http://www.northeastern.edu/online/degrees/masters-respiratory-care-leadership/>
 - Rush University Medical Center
<https://www.rushu.rush.edu/college-health-sciences/academic-programs/master-science-respiratory-care>
 - University of Mary
<http://www.umary.edu/academics/programs/ms-respiratory-therapy.php>
 - Weber State University
http://catalog.weber.edu/preview_program.php?catoid=11&poid=5479&returnto=2687
 - Youngstown State University
http://web.ysu.edu/gen/bcohhs/Master_of_Respiratory_Care_m233.html

Profiled Institutions

The Forum interviewed program directors or profiled programs via secondary research at the following institutions:

A Guide to Institutions Profiled in this Brief¹

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
Canisius College	Northeast	3,000 / 4,000	Master's Colleges & Universities: Larger Programs
Georgia State University	South	25,000 / 32,000	Doctoral Universities: Highest Research Activity
Loma Linda University	Pacific West	1,000 / 4,500	Special Focus Four-Year: Medical Schools & Centers
Northeastern University	Northeast	13,500 / 20,000	Doctoral Universities: Highest Research Activity
Rush University Medical Center	Midwest	500 / 2,500	Special Focus Four-Year: Medical Schools & Centers
University of Mary	Midwest	2,000 / 3,000	Master's Colleges & Universities: Larger Programs
Weber State University	Mountain West	25,500 / 26,000	Master's Colleges & Universities: Larger Programs
Youngstown State University	Midwest	11,000 / 12,500	Master's Colleges & Universities: Larger Programs

1) National Center for Education Statistics.

2) Executive Overview

Strong Opportunity exists for the development of a Master of Science in respiratory care. Despite the low number of job postings for respiratory care professionals with a graduate degree, major respiratory therapy professional associations recognize the increased need for advanced education and credentialing for respiratory therapists. The American Association for Respiratory Care (AARC) specifies that more graduate degree programs in respiratory care must be developed to meet the need for clinical specialists, researchers, faculty, and professional leaders. Currently only six accredited master's-level respiratory care programs exist nationwide, and administrators report growth in program enrollment along with increasing national and regional employer demand.

Offer research, management, and education concentrations within a master's-level respiratory care program. Contacts confirm research, management, and education represent the three most common tracks in respiratory care programs. Employers express the highest demand for respiratory care professionals to fill management-related roles, though the need for respiratory care educators will likely increase as institutions move towards offering master's- and doctoral-level degrees in respiratory care. Institutions report student and employer demand for respiratory care curricula with an education focus.

Institutions offer master's-level respiratory care programs in online, in-person, and hybrid formats. Administrators offer direct entry programs on campus or in a hybrid format, while degree completion programs sometimes occur entirely online. A direct entry program requires the incorporation of clinical hours while a degree completion program does not. Other practical experiences in graduate respiratory care programs include teaching a course, working with the director of the clinical respiratory therapy department, or completing a thesis.

3) Program Characteristics

Program Structure and Audience

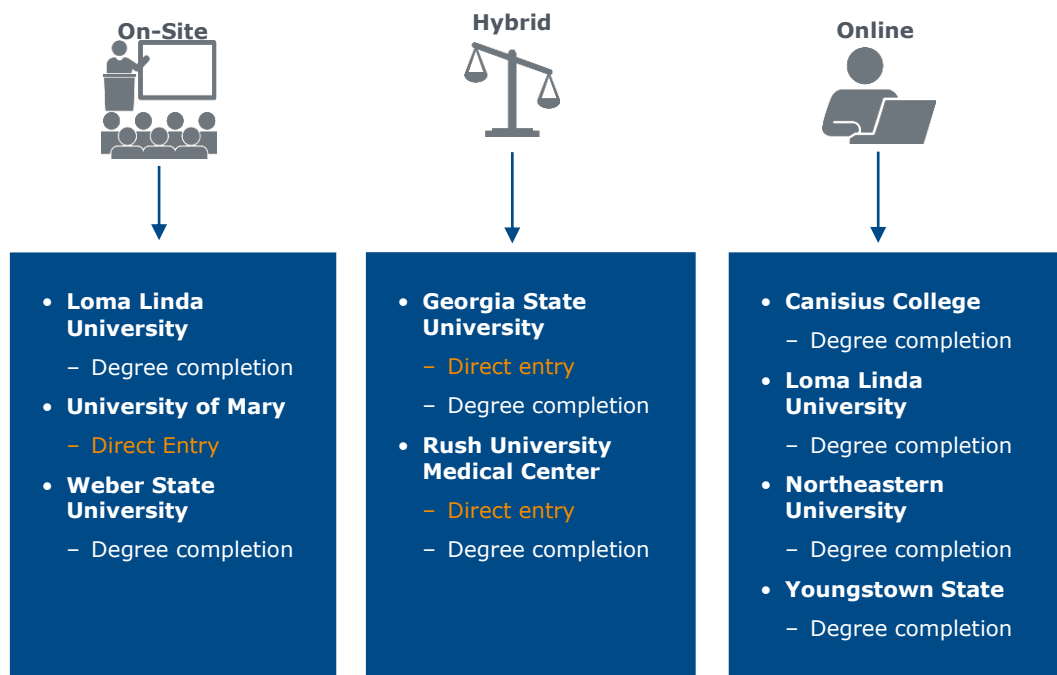
Offer Campus-Based or Hybrid Instruction for a Direct Entry Master's-Level Respiratory Care Program

Administrators only offer degree completion programs entirely online, while direct entry programs remain on campus or occur in a hybrid format. A direct entry program requires the incorporation of clinical hours while a degree completion program does not. Contacts report that direct entry master's students complete over 1,100 clinical hours during their course of study. Coordination and oversight of student clinical placements for a direct entry program may prove difficult in an online format.

While administrators appreciate the ability of online courses to reach a wider audience and provide more flexibility to students, contacts also note courses with a clinical or research component require in-person supervision to ensure quality. Program administrators at **Georgia State University** offer some classes online and continue to experiment with additional courses, with the goal of eventually moving all classes online. However, these efforts only apply to the degree completion program. Contacts note it would prove difficult to administer a direct entry program entirely online and cite their research methods and advanced statistics courses as the biggest hurdle to moving all courses online. Contacts at **Canisius College** cite advising the capstone or research project as the biggest challenge for administrators of an online program.

Master's Degree in Respiratory Care Program Structure

Profiled Programs



Administrators at **Georgia State University** structure their online courses to require students to meet synchronously. Students meet in a "virtual classroom" and the synchronous format allows professors to put students into small groups to work and interact. At **Rush University Medical Center** faculty members use Panopto software to record lectures for their education courses. Faculty members put these lectures online so students can watch them asynchronously.

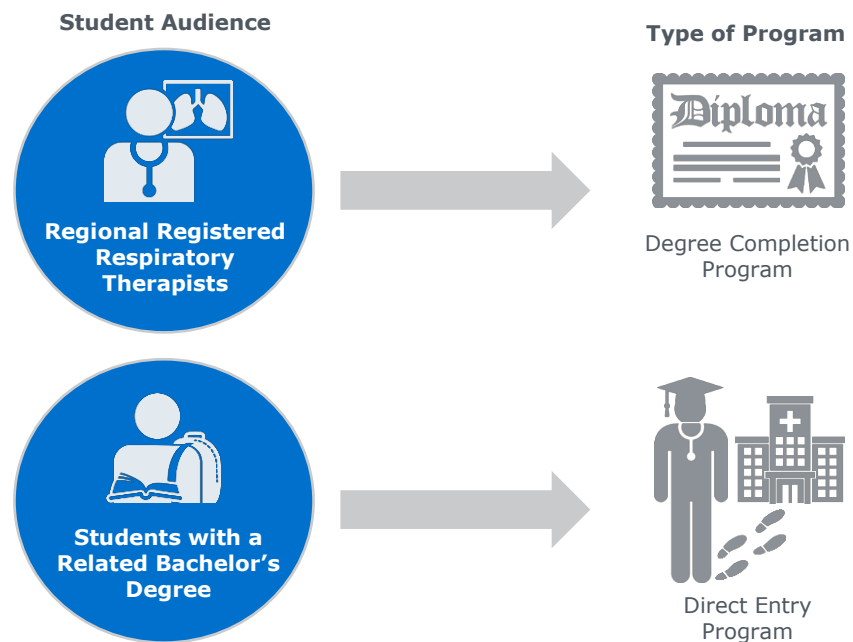
INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

DECEMBER 21, 2017

Administrators from **Canisius College** report that all students in their degree completion program work in the field as respiratory therapists. Some hold roles as educators or strive to become educators, while others seek advanced credentials to move into management positions.

For direct entry programs, contacts also recruit students within their universities and regionally who earned a bachelor's degree as pre-professional education before additional education in a health care field. Physician assistant programs and medical schools remain incredibly competitive, so administrators raise awareness about respiratory therapy as an alternative for the large number of qualified students not admitted to other medical programs each year.

Recruiting Audiences for a Master's-Level Respiratory Care Program



Skills and Curriculum

Employers Seek Professionals with Clinical, Managerial, and Education Skills

Design a master's-level respiratory therapy program curriculum that incorporates advanced clinical practices, managerial, and education skillsets to best meet employer demand for respiratory therapy professionals. Top employer-demanded skills include 'respiratory therapy,' 'patient care,' and 'budgeting.' National employers sought 'respiratory therapy' skills in 47 percent of job postings. Regional employers sought 'patient care' skills in 70 percent of job postings. In addition to specialized medical skills, employers demonstrate high demand for managerial skills such as 'budgeting,' 'staff management,' and 'business administration.'

National employers seek candidates with 'patient/family education and instruction' and 'teaching' skills in 22 and 19 percent of job postings respectively. Regional employers seek candidates with 'teaching skills' in 38 percent of job postings.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

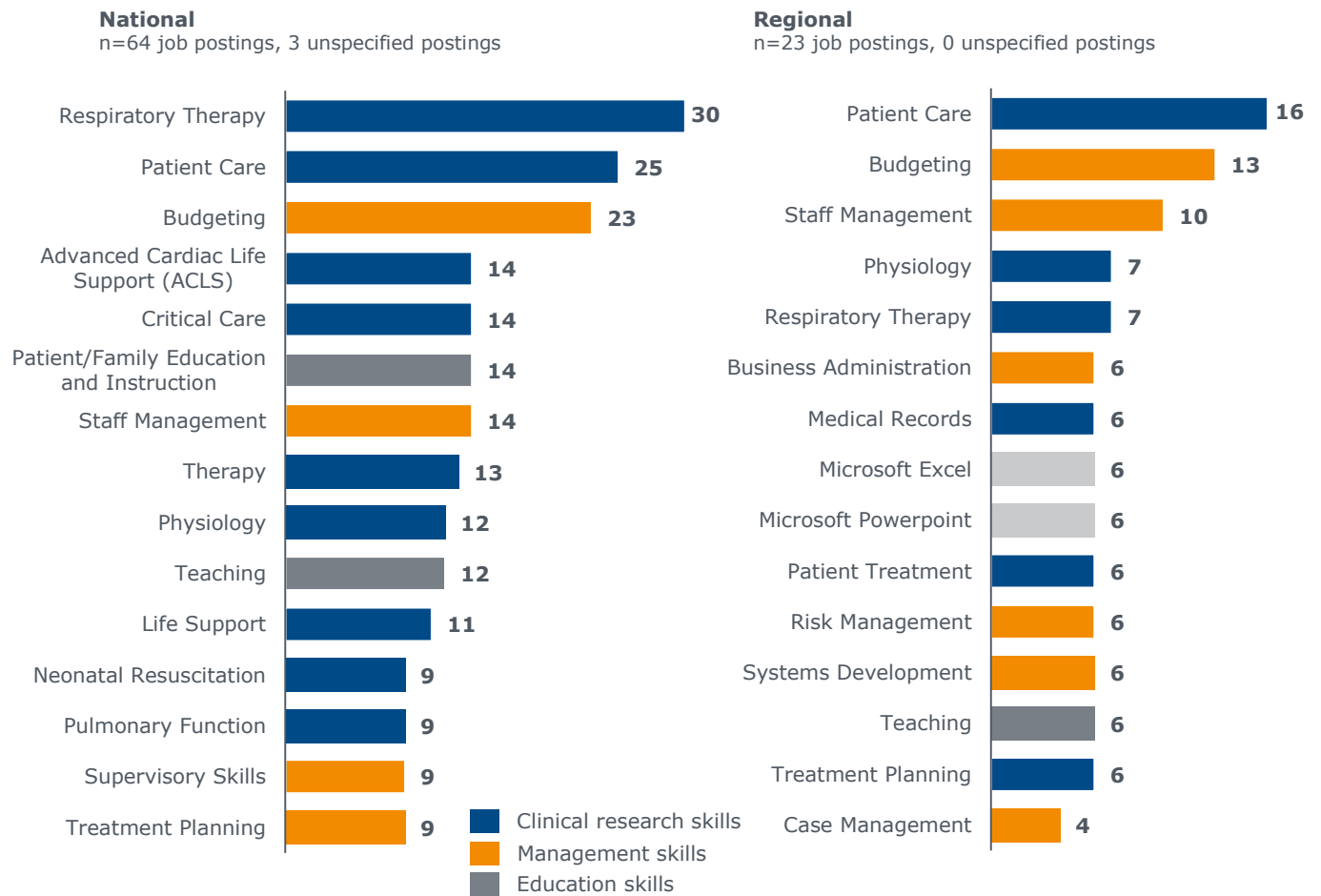
DECEMBER 21, 2017

Administrators at **Youngstown State University** highlight the following as necessary skills for respiratory care professionals:

- Clinical research,
- Grant writing,
- Leadership development, and
- Technology applications related to educational/administrative settings.

Top Skills for Respiratory Care Professionals

November 1, 2015 to October 31, 2016, National and Regional Data²



2) Burning Glass Labor/Insight™.

Program Specializations

Administrators at **Northeastern University** and **Youngstown State University** provide students with different concentrations areas while also requiring students to take both leadership and respiratory care core courses.

Offer Concentrations in Education, Research, and Management to Prepare Students for Employment

Contacts at **Canisius College** and **Weber State University** emphasize the importance of specializations in helping students tailor the program towards their own needs and career goals, and identify the three main tracks in respiratory care programs as:

- Research,
- Management/health administrative services, and
- Education.

Administrators from Canisius College identify education as the most popular concentration in the master's program.

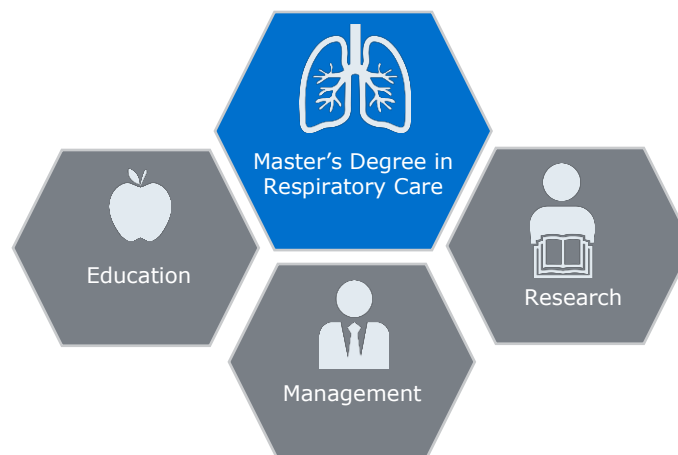
All students in the **Rush University Medical Center's** program take a series of management, education, and research courses. Administrators describe less formal opportunities for specialization:

- Research: Students explore a clinical specialization and ultimately obtain a specialty credential through the National Board for Respiratory Care.
- Management: Students work with the director of the clinical respiratory therapy department.
- Education: Students focus on teaching classes.

Students at the **University of Mary** choose a management track or a research track. Students in the management track shadow the director of the respiratory therapy program and other management personnel in the local hospital to gain practical experience. Most students choose the research track, which involves either a capstone project or a research paper. Students participate in the entire research process of Institutional Review Board approval, data collection, data analysis, and write-up.

Concentrations within Master's Degree Programs in Respiratory Care

Profiled Programs



Peer and
Competitor
Programs

**Few Accredited Master's-Level Respiratory Care Programs
Exist Nationwide**

The Commission on Accreditation for Respiratory Care (CoARC) only recognizes six master's-level respiratory care programs nationwide. Master's-level respiratory care programs may take between one and two years to complete. Administrators report rolling admissions processes and a mix of part-time and full-time students cause overall program length to vary.

Profiles of Master's-Level in Respiratory Care Programs

Profiled Programs

School	Accredited by CoARC ³	Tuition ⁴	Credits for Degree Completion
Rush University Medical Center	Yes	\$70,448	119 (Direct entry) 45 (Degree completion)
Youngstown State University	No	\$50,727* (online, out-of-state)	39 (Degree completion)
Georgia State University	Yes	\$13,752 (resident) \$44,733 (non-resident)	91 (Direct entry) 36 (Degree completion)
University of Mary	Yes	\$38,500	70 (Direct entry)
Loma Linda University	No	\$33,511	47 (Degree completion)
Northeastern University	No	\$29,070	46 (Degree completion)
Canisius College	No	\$25,740	33 (Degree completion)
Weber State University	No	\$4,611 (resident) \$13,837 (non-resident)	36 (Degree completion)

*Calculation represents total tuition for 3 semesters, and includes an online course fee of \$75 per course

3) CoARC refers to the Commission on Accreditation for Respiratory Care - <http://www.coarc.com/>

4) Tuition cost is for direct entry programs, degree completion programs are pro-rated.

4) Employer Demand and Student Enrollment Trends

Historical Demand

Together the American Association for Respiratory Care (AARC), the Committee on Accreditation for Respiratory Care (CoARC), and the National Board for Respiratory Care (NBRC) issued a statement that encourages advanced education and credentialing for respiratory therapists.

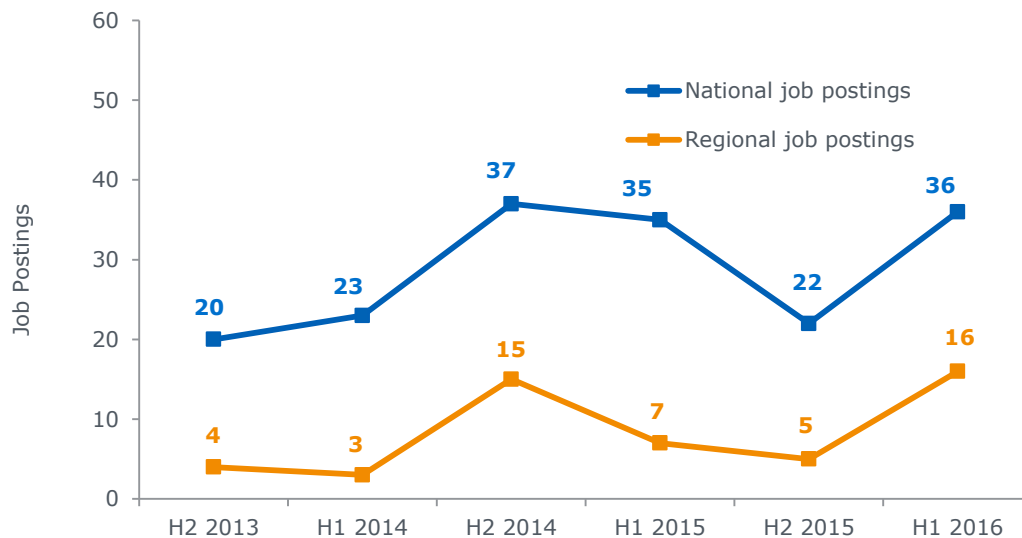
Nationwide Employer Demand for Respiratory Care Professionals Increased 80 Percent over the Last Three Years

National employer demand for master's-level respiratory care professionals grew from 20 jobs in H2 2013 to 36 jobs in H1 2016. Regional employer demand for respiratory care professionals increased from four jobs posted in H2 2013 to 16 in H1 2016. The number of jobs posted nationally that do not require a graduate or professional degree but rather just a respiratory care therapy/therapist bachelor or associate's degree jumps from 64 to 2,028 nationally and 23 to 359 regionally for the last 12 months. However, demand for master's-level respiratory care professionals may increase in the coming years as professional associations encourage advanced credentials.⁵

The Bureau of Labor Statistics (BLS) anticipates employment of "respiratory therapists" to grow 12 percent from 2014 to 2024. The BLS attributes the projected increase in employment to the anticipated surge in respiratory conditions as the middle-aged and elderly population grows. Further, the number of individuals with access to health insurance will increase due to federal health insurance reform.⁶

Historical Demand for Respiratory Care Professionals

H2 2013-H1 2016, National and Regional Data, Graduate or Professional Degree Preferred or Required⁷



5) American Association for Respiratory Care - https://c.aarc.org/resources/bacc_edu/

6) Bureau of Labor Statistics - <http://www.bls.gov/ooh/healthcare/respiratory-therapists.htm>

7) Burning Glass Labor/Insight™.

**Potential
Employer
Partners**

**Partner with Local and Regional Health Care Providers to
Create Experiential Opportunities for Students**

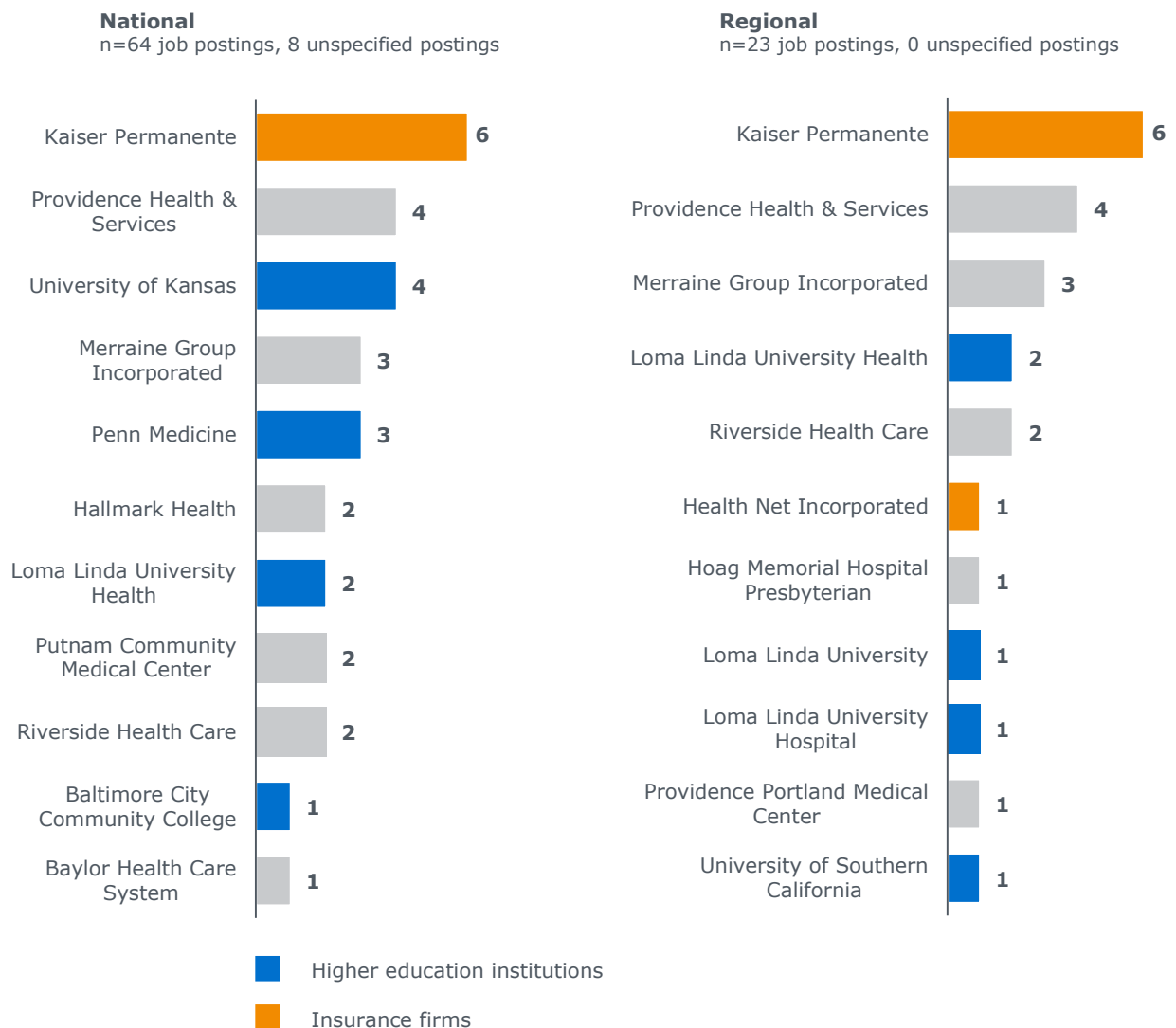
Partner with regional health care providers and university health systems to secure clinical placement sites for students in a direct entry program, or recruit students to a degree completion program. As expected, health care providers demonstrate the highest demand for respiratory care professionals. University hospitals and health centers, such as **Loma Linda University Health**, demonstrate high demand at both the national and regional levels.

Kaiser Permanente posts the greatest number of jobs at both the national and regional levels, with six open positions. Job openings at Kaiser Permanente account for nine percent of all national job postings and 26 percent of all regional job postings in the last year.

Providence Health & Services posts the second greatest number of job postings at both the national and regional levels, with four open positions. With four jobs posted in the last year, the **University of Kansas** also ranks as an employer with high demand at the national level.

Top Employers Seeking Respiratory Care Professionals

November 1, 2015 to October 31, 2016, National and Regional Data⁸



8) Burning Glass Labor/Insight™.

Top Titles

Ensure Curriculum Includes Clinical and Health Management Training at All Levels

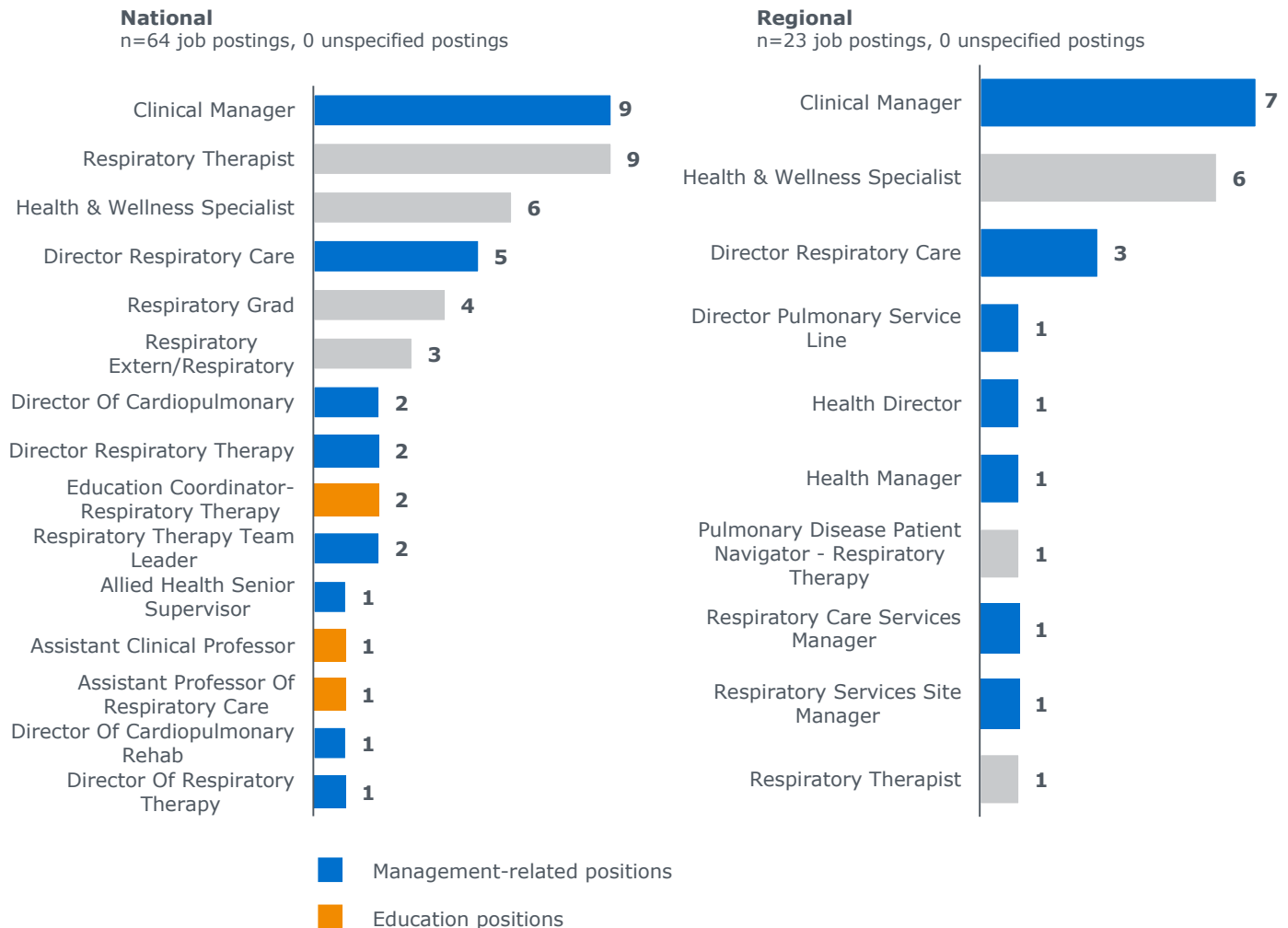
Clinical and managerial roles such as managers, specialists, and directors, represent the most common titles at both the national and regional levels. Administrators at **Boise State University** should offer clinical management training for both entry-level and higher-level positions to help graduates qualify for 'manager' and 'director' positions. Administrators at **Northeastern University** require students to take four leadership courses and offer a health management concentration to meet increasing demand for management professionals within the respiratory care field.

Employers nationwide most frequently seek respiratory care professionals to fill roles as 'clinical managers,' 'respiratory therapists,' and 'health & wellness specialists.' The presence of education-related titles such as 'education coordinator-respiratory care,' 'assistant clinical professor' and 'assistant professor of respiratory care' suggests national demand for respiratory care educators.

At the regional level no commonly posted titles relate to respiratory care education. Similar to national trends, regional employers post the most job openings for 'clinical managers' and 'health & wellness specialists.' The seven posted 'clinical manager' positions account for 30 percent of regional job openings for respiratory care professionals.

Top Titles for Respiratory Care Professionals

November 1, 2015 to October 31, 2016, National and Regional Data⁹



9) Burning Glass Labor/Insight™.

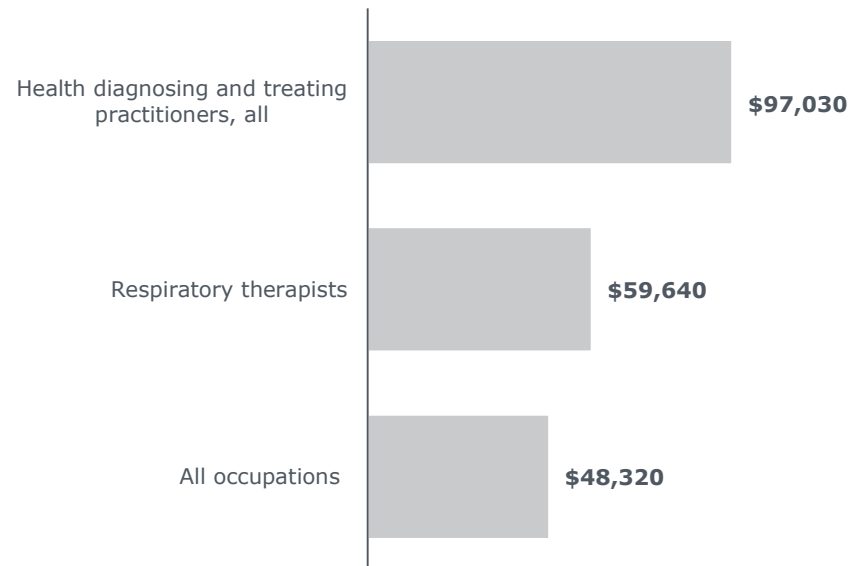
Average Salary

Graduates May Earn an Annual Median Income of \$59,640

The Bureau of Labor Statistics (BLS) reports the median annual wage for “respiratory therapists” as of May 2015 ranged from less than \$47,970 for the lowest 10 percent to over \$80,440 for the highest 10 percent, with a mean annual wage of \$59,640. Respiratory therapists demonstrate a lower annual mean income than “health diagnosis and treating practitioners” (e.g., radiation therapists) whose earn an annual mean income of \$97,030.

Mean Annual Wages for Respiratory Therapists

Nationwide Data, May 2015¹⁰



¹⁰) Bureau of Labor Statistics

Contacts Report Increased Enrollment in Master's-Level Respiratory Care Programs

Although administrators from the **University of Mary** report recruitment challenges for students in the master's-level respiratory care program due to low regional knowledge of respiratory care, all other contacts report a growth in enrollments. At **Georgia State University**, administrators find greater enrollments in their degree completion program than their direct entry program. However, contacts from Georgia State University report steady enrollment of direct entry students. Administrators report more bachelor's-level direct entry candidates than master's-level direct entry candidates.

Alternatively, contacts at **Rush University Medical Center** report greater enrollment in their direct entry program than their degree completion program. Administrators converted their direct entry bachelor's-level program to a master's-level program and discontinued the bachelor's program. Faculty members award degree completion students credit commensurate with their respiratory therapy experience. These students then take the same advanced coursework as the direct entry students.



International Enrollment

Both **Georgia State University** and **Rush University Medical Center** administrators report an international market in addition to a mix of domestic students and both enroll students from Saudi Arabia and India.

Enrollment Trends of Master's-Level Respiratory Care Programs

Profiled Programs



Canisius College

- Due to the rolling admissions process students can be admitted 5-6 times per year.
- Administrators report strong demand for the program and growing enrollment each year.



Georgia State University

- 20-35 degree completion students admitted each year.
- 5-12 direct entry students admitted each year.
- Target combined enrollment for direct entry bachelor's program and direct entry master's program is 40-45 students.



Rush University Medical Center

- 14 percent increase in master's-level applicants from 2012 to 2014.
- 20-25 direct entry students admitted each year.
- 5 degree completion students admitted each year.
- Administrators will admit a maximum cohort of 25 first time entry students and admit all degree completion applicants



University of Mary

- Administrators can admit a maximum of 2 master's students per year.
 - The available number of faculty members remains a constraint on program growth.
- Contacts a lack of applicants to the master's program remains an ongoing challenge.

Appendix: Networking Contacts

Canisius College

Dr. Arthur Taft
Program Director
706-373-8590
tafta@canisius.edu

Georgia State University

Dr. Douglas Gardenhire
Interim Chair and Clinical Associate Professor
404-413-1270
dgardenhire@gsu.edu

Rush University Medical Center

Mr. David Vines
Chair/Program Director
312-942-4408
David_vines@rush.edu

University of Mary

Christine Sperle
Chair/Program Director
701-530-7756
cksperle@umary.edu

APPENDIX E: Sustainability Report of the Boise State University BSRT Program

Boise State University
Department of Respiratory Care
Degree Completion (Advancement) Program Summary

The faculty and staff in the Department of Respiratory Care received permission to institute a Degree Completion Program (DCP) in June 2008.

The DCP allows qualified candidates to complete their Bachelor of Science in Respiratory Care online. The admission requirements for the DCP Program include:

- an Associate Degree in Respiratory Care from a regionally accredited college or university,
- successful completion of undergraduate semester credit hours from a regionally accredited college or university (35 credits for the Associate of Applied Science Degree plus additional course work to satisfy general education requirements, and 64 credits for the Associate of Science Degree),
- credentialed as a Registered Respiratory Therapist by the National Board for Respiratory Care,
- admission to Boise State University.

Nationally, there are less than 50 Bachelor Degree programs in Respiratory Care, leaving many practicing professionals without the opportunity to advance their formal education. The DCP, as an online program, fills this niche appropriately. The delivery of eleven courses (30 credits), which may be taken individually or grouped according to the student's needs and educational plan, provide Registered Respiratory Therapists the opportunity to advance their knowledge and their professional career.

The faculty and staff have developed articulation agreements with eight community colleges and universities, allowing an easily transition for student to earn their Bachelor of Science Degree. Four additional articulation agreements are in progress and are expected to be completed by June 2018.

As noted in the accompanying graphs, the growth in enrollment and in graduates has steadily increased each year. Now, the DCP is the largest Degree Completion (Advancement) Program in the nation, with more than 225 individual students enrolled each semester. This growth in the DCP has allowed the faculty and staff within the Department of Respiratory Care to use the net profits generated as start-up funds for a Master of Science in Respiratory Care.

One question frequently asked by the DCP students is, "when will you be starting a Master's Program". Because of the strong national and international reputation of Boise State's Department of Respiratory Care, a Master's Program is highly sought after by graduates of Boise State as well as graduates of other respiratory care programs.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

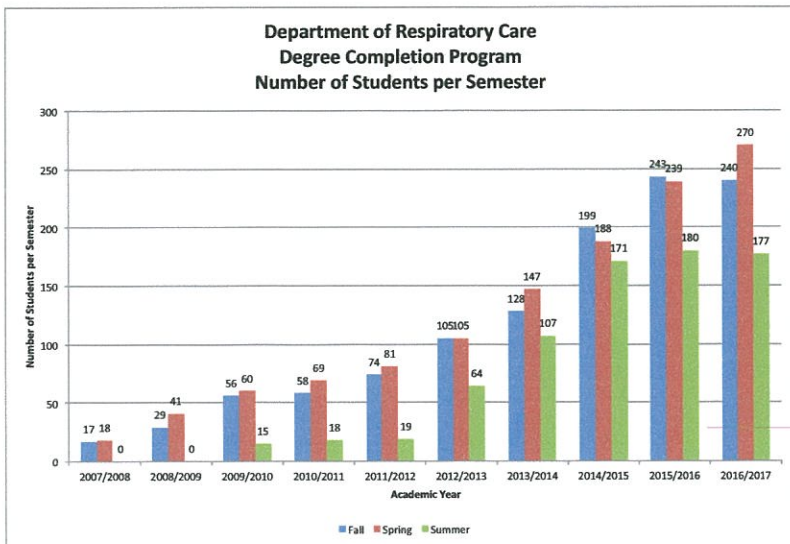
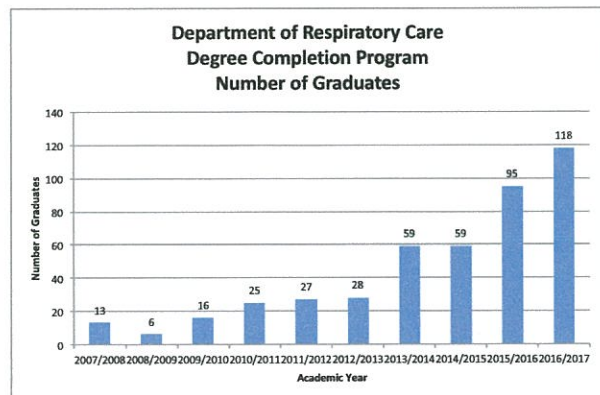
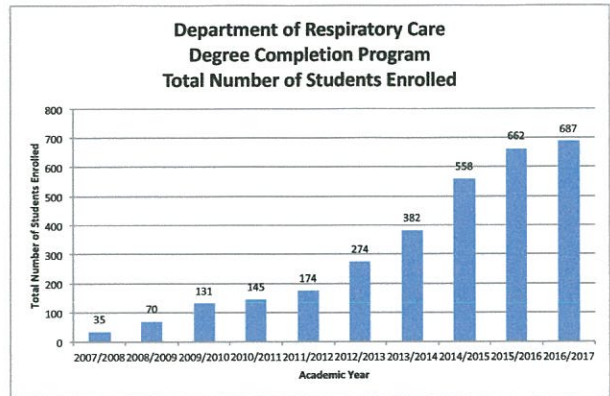
The DCP has grown into a stable, highly-enrolled program, that graduates many students each year. These students are one of the many groups of students who are potential applicants for the proposed Master's Program.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

DECEMBER 21, 2017

DCP Enrollment and Graduation Numbers since 2007

FY	Semester	Students Enrolled	Graduates	FY	Students Enrolled	Graduates
2007 - 2008	Fall 2007	17	5	2007/2008	35	13
	Spring 2008	18	8	2008/2009	70	6
	Summer 2008	0	0	2009/2010	131	16
2008 - 2009	Total	35	13	2010/2011	145	25
	Fall 2008	29	2	2011/2012	174	27
	Spring 2009	41	2	2012/2013	274	28
2009 - 2010	Summer 2009	0	2	2013/2014	382	59
	Total	70	6	2014/2015	558	59
	Fall 2009	56	5	2015/2016	662	95
2010 - 2011	Spring 2010	60	11	2016/2017	687	118
	Summer 2010	15	0	2017/2018	0	0
	Total	131	16	2018/2019	0	0
2011 - 2012	Fall 2010	58	5	2019/2020	0	0
	Spring 2011	69	20			
	Summer 2011	18	0	Fall		
2012 - 2013	Total	145	25	Spring		
	Fall 2011	74	10	Summer		
	Spring 2012	81	13			
2013 - 2014	Summer 2012	19	4			
	Total	174	27			
	Fall 2012	105	9			
2014 - 2015	Spring 2013	105	17			
	Summer 2013	64	2			
	Total	274	28			
2015 - 2016	Fall 2013	128	7			
	Spring 2014	147	39			
	Summer 2014	107	13			
2016 - 2017	Total	382	59			
	Fall 2014	199	29			
	Spring 2015	188	21			
2017 - 2018	Summer 2015	171	9			
	Total	558	59			
	Fall 2015	243	35			
2018 - 2019	Spring 2016	239	33			
	Summer 2016	180	27			
	Total	662	95			
2019 - 2020	Fall 2016	240	38			
	Spring 2017	270	45			
	Summer 2017	177	35			
	Total	687	118			
	Fall 2017					
	Spring 2018					
	Summer 2018					
	Total	0	0			
	Fall 2018					
	Spring 2019					
	Summer 2019					
	Total	0	0			
	Fall 2019					
	Spring 2020					
	Summer 2020					
	Total	0	0			



THIS PAGE INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

COLLEGE OF EASTERN IDAHO

SUBJECT

Associate of Science Degree

REFERENCE

July 2017 The Board approved Associate of Arts Degree program.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G. and III.N.

BACKGROUND/DISCUSSION

College of Eastern Idaho (CEI) is proposing a new Associate of Science degree program. The proposed program is designed to allow students to develop a pathway to completion of an associates and baccalaureate program, depending on each student's goals. Students will be required to complete 60 credit hours consisting of 12-24 college-level credits in the program of study of their choice and any electives that relate to the program. In addition, students will complete the minimum 36 hours of General Education Matriculation (GEM) curriculum prescribed in Board Policy III.N. General Education.

The proposed associate's program will build upon existing partnerships with Idaho's public four-year institutions and will provide for improved curriculum alignment and seamless transfer, thus enabling students to enter baccalaureate programs at "junior" status.

IMPACT

Approval of the academic program will allow CEI students to enroll in the Associate of Science Degree program as degree-seeking undergraduates beginning in Spring 2018. Academic coursework completed will be transferable to other two-year and four-year institutions in Idaho, and will enable students to have another option in the state through which their educational goals can be completed. The curriculum to be offered is consistent with Associate of Science programs offered across the state, and instructional resources will be provided through a one-time legislative appropriation, community college district tax revenue, and tuition and fees. Furthermore, students will be eligible to receive financial aid as a result of having degree-seeking status.

ATTACHMENTS

Attachment 1 – Program Proposal

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Northwest Commission on Colleges and Universities (NWCCU) has reviewed and processed the Associate of Science degree as a minor change under the NWCCU policies on June 28, 2017. Additionally, the Board of Trustees of the

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

College of Eastern Idaho formally approved the Associate of Science degree at their meeting held on November 15, 2017.

The proposed degree is modeled after other existing associate degree programs offered by Idaho community colleges. CEI is committed to working on creating clear pathways and 2+2 options with Idaho four-year institutions. Currently, CEI has established three pathways with the University of Idaho to include Environmental Science, Industrial Technology, and Agriculture. Efforts are underway to create potential options with Idaho State University.

Instead of establishing multiple A.S. degree programs, CEI has indicated it will strive to utilize the existing curriculum structure to designate pathway opportunities for students based on academic and career goals.

CEI projects initial enrollment for the proposed Associates of Science degree to be 350 students in its first year of implementation and anticipates enrollment will continue to increase as the college actively increase recruitment efforts. CEI indicates existing facility capacity will allow for an enrollment of approximately 4,000 students.

The proposed Associates of Science degree is not currently listed on Eastern Idaho Technical College's (EITC) five-year plan due to the prior uncertainty of the outcome of establishing the community college district. EITC/CEI will be working on transitioning and updating their plan this academic year to include other potential academic programs. Once fully transitioned to CEI, the institution will be establishing its own plan.

The proposal was reviewed by the Council on Academic Affairs and Programs and was recommended for approval by the Instruction, Research, and Student Affairs committee on December 7, 2017.

Staff recommends approval.

BOARD ACTION

I move to approve the request by College of Eastern Idaho to create a new Associate of Science degree as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

DECEMBER 21, 2017

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	10/31/17
Institution Submitting Proposal:	College of Eastern Idaho
Name of College, School, or Division:	College of Eastern Idaho
Name of Department(s) or Area(s):	

Program Identification for Proposed New or Modified Program:

Program Title:	Associate of Science Degree				
Degree:	AS	Degree Designation		Undergraduate	Graduate
Indicate if Online Program:		Yes		No X	
CIP code (consult IR /Registrar):	24.0101				
Proposed Starting Date:	January 8, 2018 <i>SK</i>				
Geographical Delivery:	Location(s)	Idaho Falls, Idaho	Region(s)	Region VI	
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:

- | | |
|---|---|
| <input checked="" type="checkbox"/> New Degree Program | <input type="checkbox"/> Consolidation of Existing Program |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program |
| <input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> 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

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

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. This change will allow the College of Eastern Idaho to provide the Associate of Science Degree in addition to the Liberal Arts Degree

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. The College of Eastern Idaho is the fourth community college in Idaho and the first in Region VI. CEI currently offers the Liberal Arts Program but to better serve our student population we need to provide the Associate of Science Degree also. This degree is not substantially different than the Liberal Arts Degree, but it allows students to have a clearer pathway in the science field to enter our pathways to local universities. This will expand the opportunities and expand the courses and programs that can be offered at the new community college.
 - 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 one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

- 1.
- 2.

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)			
State			
Nation			

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

- 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**. We began providing the Liberal Arts Degree to students in fall 2017 and attracted almost 100 students after the vote in May. This has provided higher education opportunities closer to home for many student in Region VI. This opportunity to live at home or in the local area and attend college has been well received in the Eastern Idaho Region. Students will also need to have the opportunity to be more specific as they design their Associates Degree and plan to enter a university. We have worked closely with Idaho State University and the University of Idaho to build pathways for identified degrees. This will help to prevent students from taking courses that will not transfer and meet their Bachelor Degree goals. Adding the Associate of Science Degree allows for better articulation to the local universities and expands the offerings for enrolling students.
- c. **Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc. Students from the local high schools have a low go on rate currently. In the past, they needed to relocate to attend a community college and pay a lower tuition rate. The new community college, offering both a Liberal Arts Degree and the Associate of Science Degree will provide local educational opportunities. Student will not need to relocate and often can remain home for the first two years of their higher education. Many industries will find partnership with CEI to provide educational benefits for employees. Students will also have another community college to offer Dual Credit to decrease the cost and time to a college degree. A "talent pipeline" will be supported by more students having both the Liberal Arts and the Associate of Science Degree as options.
- d. **Societal Need:** Describe additional societal benefits and cultural benefits of the program. Society benefits by citizens who are educated to understand local, regional and national issues and have opportunities to advance and improve as the result of continuing education. The creation of the fourth community college in Idaho opens the educational opportunities to more citizens. This opportunity may apply to new students who are recent graduates from K-12, or citizens who have some college courses but no degree. The community will also have options to take course of interest from a wide offering at CEI. The Liberal Arts Degree has already sparked great community interest and adding the Associates of Science Degree will further that interest and open new opportunities.
- e. **If Associate's degree, transferability:** CEI has built several pathways that transfer seamlessly to both Idaho State University and the University of Idaho. These pathways were built with Deans and Chairs of the universities to ensure that the right courses will transfer seamlessly. This effort will continue with the Associates Degree of Science. Intrusive advising will also help students to choose the correct courses that align with a Bachelor's Degree. CEI is also in the process of building 2 plus 2 options with local universities to ensure equitable transfers. Many of the current pathways designed have been through the curriculum committees for review.
3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities. Similar programs are currently offered by all of the Idaho community colleges. The addition of the Associates of Science will allow CEi to have the

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

same options that are offered at other Idaho community colleges. When possible, we have used the same titles and numbering for the new Liberal Arts Degree and will continue to do the same with the Associates of Science Degree.

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
College of Southern Idaho	AA and AS Degrees	Programs of studies vary
College of Western Idaho	AA and AS Degrees	Programs of studies vary
North Idaho College	AA and AS Degrees	Programs and studies vary
Lewis-Clark State College	AA and AS Degrees	Programs and studies vary

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

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

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. The addition of the Associates Degree of Science will be similar to other degrees offered at all of the other Idaho community colleges. The addition of the Associates Degree of Science will bring CEI into alignment with other Idaho community colleges. This duplication will allow Region VI to have the same opportunities of a local community college to further their education. Currently, Region VI students must travel a great distance or re-located to continue their education past high school. There are many on-line options, but many students are not interested or do not perform in this delivery method.
5. **Describe how this request supports the institution's vision and/or strategic plan.** Our mission at CEI is to provide superior educational services in a positive learning environment. We feel that we can offer more quality programs and degrees with the additional of the Associate of Science Degree. Our strategic plan includes a performance measure to increase the degrees and certifications offered at CEI. Adding another degree will help us to meet and exceed our goals.
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. **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**. We are currently approved by NWCCU to offer both the Liberal Arts Degree and the Associate of Science Degree. We are modeling best practices from the other community colleges in Idaho and out-reaching to other community colleges for practices that have been used to improve performance. We are selecting faculty that have a Master's Degree in the discipline they will teach or 18 graduate credits in discipline with a Master's. We have selected courses with in-put from the Idaho State University and the University of Idaho to build out pathways. Our curriculum committee will have a review process in place to look at content, outcomes and delivery methods. This review will be on a rotating basis Similar to the CTE Programs (every 3 years). The academic courses will also have a template to submit each semester to provide outcome performance. The faculty will have a review template to project needed budget items on a yearly basis as their program expands.
7. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.
- Will this program lead to certification?
Yes_____ No_____
- If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?
8. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan?**
Indicate below.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Yes _____ No X

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? The vote to become a community college took place on May 17, 2017. This did not give us time to have the AA or AS degree on out 5 year plan. This will be corrected on the next 5 year plan submitted to the State.

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? We will lose the high school graduates who will graduate this spring and be looking to enroll in a community college and remain at home to reduce costs. We would lose the ability to offer concurrent and Dual Credit for an entire year. The allotted 5 million from the Governor and legislators would not be able to be used in a timely manner to complete a fully functional community college. All other community colleges in Idaho offer both an AA and AS Degree. This proposal also allows CEI to fully support the "go on" goals in the State.

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. This AS Degree allows CEI to meet the educational needs of Region VI by providing local higher education at a tuition rate similar to other community colleges. While this is not directly tied to the workforce, it does provide continuing education for the workforce for upward mobility and new opportunities.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding. This addition of the Associates of Science is not reliant on other external funding. It will have the same revenue streams as other community colleges in Idaho.
- iii. Is there a contractual obligation or partnership opportunity to justify the program? Universities have reached out to build pathways to move our graduating students towards a Bachelor's Degree. We also have opportunities to build strong Dual Credit partnerships with local high schools.
- iv. Is the program request or program change in response to accreditation requirements or recommendations? This addition of the AS Degree is not part of the accreditation requirements or the recommendations.
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements? This is not a response to teacher certification.

Curriculum, Intended Learning Outcomes, and Assessment Plan

9. Curriculum for the proposed program and its delivery.

- a. Summary of requirements.** Provide a summary of program requirements using the following table.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Credit hours in required courses offered by the department (s) offering the program.	AS Degree will require 60 credit hours
Credit hours in required courses offered by other departments:	12-14 credits need to be in the Program of Study or electives that relate to the program.
Credit hours in institutional general education curriculum	36 credit in General Education
Credit hours in free electives	0-12
Total credit hours required for degree program:	60 credits

- 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. The Associate of Science Degree may have a capstone requirement depending on the pathway to continue on for a Bachelor's Degree. There may be some comprehensive exams for certification that are offered in some programs.

10. 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.

1. Demonstrate effective oral and written communication
2. Demonstrate the ability to use critical thinking
3. Be able to find, understand and critically use information in a field of Study.
4. Be able to use technology effectively and appropriately

Additional learning outcomes may include the following:

1. Exhibit academic readiness by appropriate time management, independent learning and academic honesty.
2. Demonstrate awareness and understanding of the scientific method and its applications, including interpreting and analyzing scientific data.

11. 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. The Instruction Advisory Council (IAC) and the curriculum committees will collect and analyze data collected each year from the programs of study (pathways). This will include data from outcome performance and needs to expand or alter program offerings. The assessment will also include academic completion with degree or transfer attainment. Also retentions and any certification testing success.
- b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program? We will use the Outcome Assessment Template tool and also the periodic Program Review as two of the documents to chart the future plan.
- c. **Measures used.** What direct and indirect measures will be used to assess student learning? The direct and indirect measures are the following:
- i. Pass rate
 - ii. Retention rate

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

- iii. Student satisfaction with instructor and course
- iv. Enrollment

- d. **Timing and frequency.** When will assessment activities occur and at what frequency?
Outcomes are evaluated each semester; Program Reviews are done on a 3 year rotation; Grades are reviewed each semester and mid-term; TSA and Certification testing for various programs.

Enrollments and Graduates

12. **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.

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								

13. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Associates of Science Degree											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY_18 _ (first year)	FY19_ _	FY_20 _	FY21_ _	FY_22 _	FY_23 _	FY_18 _ (first year)	FY_19_ _	FY_20 _	FY_21 _	FY_22 _	FY_23 _
350	800	1,100	1,450	1,620	1,730	20	160	275	363	405	433

14. 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? We have reviewed the numbers of other community colleges to project the numbers above. WE have also met with the local high schools to determine future projections for enrollment. We project that our enrollment will continue to increase as more students attend and the community is fully informed on what is offered at CEI. We also used the pro-forma report used by the community college study panel to project these numbers.

15. 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?

Due to the start-up of the College of Eastern Idaho in May 2017 with the Liberal Arts Degree, and now expanding with the Associates of Science Degree, no minimum enrollments have been established. We had almost 100 student enroll the first semester in 2017 and our projections support that we will have between 500-1,000 students for the spring semester 2018.

Resources Required for Implementation – fiscal impact and budget

16. 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. We propose that we will be able to provide space and equipment for a growing new community college. We have the capacity to support approximately 4,000 students. As a technical college, we had underused space and facilities that will now support CEI and the Degrees offered. No new building s will need to be built in the near future. The increase in funding for the new community college and student tuition will help support any new equipment and technology needed as the college expands.
- 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? Our facility currently will be able to support about 4,00 students so the technical programs will not be displaced due to the AA and AS Degrees offered at CEI. The technical programs have lab space which will not be utilized by the general education courses.
- 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. The addition of general education programs will require a minimum of resources during this start-up period. There are existing lab spaces and computer labs to support the new degrees and students.

17. 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. CEI has a large library space and an adequate budget to purchase software. We expect to need more software and data bases as we build our programs.
- 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. The need for the near future will be additional databases for the new programs being offered. We will be evaluating this area yearly to ensure that students have all of the resources needed to be successful in their program. The librarian has projected about \$25,000 for these purchases.

18. 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? We will need to increase the

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

number of faculty to teach the general education courses, but will be using adjunct faculty in the near future. There will be a few full time hires in strategic programs to help us expand out curriculum committee.

- 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. The existing resources from EITC will help us bridge the need to expand resources immediately. The existing administration, student services, technology and business office will need to expand as the student population grows. We will start this expansion fall 17 and will continue as growth demands.
- c. 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? There will be a minimum impact on the existing programs because we are only adding more general education courses. These courses do not demand the shared space of the technical labs or classrooms. The new AS Degree will require more support staff around the campus and this will be accommodated as the student numbers increase. We will need counselors and advisors who will work with the academic side of the community college. Existing programs all have advisors and counselor who will continue their work with the technical programs.
- d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet. We project we will need to hire the following staff:

a.	FY 18	FY19	FY20	FY21	FY22
Registrar	1		1		
Advisors	2	1		1	
Financial Aid	1	1		1	
Retention	1		1		
Recruitment	2		1		
Faculty Full Time	5	3	2	5	2
Adjunct	12	8	6	5	5

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

19. 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? No reallocation
- 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. There will be new funds coming into the college by the taxing district and tuition and fees to provide new funds. The appropriation from the alcohol tax will also be divided by the four community colleges. The finding needed for both the AA and AS Degrees can be found on an attachment prepared by the community college team
- 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? There is a one-time fund of \$5 million dollars to start off the new community college.
 - 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?
- 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. Student fees will be established under the Board Policy V.R.,3.b when appropriate.
 - 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.

20. 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
DECEMBER 21, 2017**

Retention 1 1

Additional Faculty Needed

	FY18	FY19	FY20	FY21	FY22
Full time	5	3	2	2	2
Adjunct	12	8	6	5	5

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

19. 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?
- 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. There will be new funds coming into the college by the taxing district which was approved by the voters from Bonneville County. There will also be tuition and fees to generate funds plus the alcohol tax that other community colleges receive. The funding needed for CEI can be found on the attachment that was created from researching the start-up costs of a new community college.
- 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? A one-time funding of \$5 million will come from the Governor's office.
 - 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?
- 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.
 - 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.

20. 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 agencies or parties.
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Program Resource Requirements.

- AA Liberal Arts 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).

I. PLANNED STUDENT ENROLLMENT

	FY 18			FY 19			FY 20			FY 21		
	FTE	Headcount		FTE	Headcount		FTE	Headcount		FTE	Headcount	
A. New enrollments		350			800			1100			1450	
B. Shifting enrollments												
Total Enrollment	0	350		0	800		0	1100		0	1450	

II. REVENUE

	FY 18			FY 19			FY 20			FY 21		
	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		\$787,500			\$1,800,000			\$2,475,000			\$3,262,500	
5. Student Fees		Included			included			included			included	
6. Other (i.e., Gifts)												
Total Revenue	\$0	\$787,500		\$0	\$1,800,000		\$0	\$2,475,000		\$0	\$3,262,500	

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

III. EXPENDITURES

IRSA

A. Personnel Costs

	FY 18		FY 19		FY 20		FY 21	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. FTE								
2. Faculty	\$ 200,000		\$ 320,000		\$ 400,000		\$ 480,000	
3. Adjunct Faculty	\$ 28,800		\$ 48,000		\$ 62,400		\$ 74,400	
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	35000		\$ 35,000		\$ 35,000		\$ 35,000	
7. Administrative Support Personnel								
8. Fringe Benefits	\$60,000		\$ 96,000		\$ 120,000		\$ 144,000	
9. Other:								
Total Personnel and Costs	\$323,800	\$0	\$499,000	\$0	\$617,400	\$0	\$733,400	\$0

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

B. Operating Expenditures

	FY 18		FY 19		FY 20		FY 21	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Travel	\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies	\$1,318.00	\$2,000.00	\$1,450.00		\$1,595.00		\$1,441.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	\$3,318	\$2,000	\$3,450	\$0	\$3,595	\$0	\$3,441	\$0

C. Capital Outlay

	FY		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Library Resources		\$5,000		\$8,000		\$7,000		\$5,000
2. Equipment								
Total Capital Outlay	\$0	\$5,000	\$0	\$8,000	\$0	\$7,000	\$0	\$5,000

D. Capital Facilities Construction or Major Renovation

E. Other Costs

Utilites

Maintenance & Repairs

Other

Total Other Cos

TOTAL EXPENDITURES:

Net Income (Deficit)

Budget Notes (specify row and add explanation where needed; e.g., "I.A., B. FTE is calculated using..."):

[illegible]

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 21, 2017**

a. List of Possible Program of Study and Electives for CEI

HUMA 101 Introduction to Humanities 1	3 credits
HUMA 102 Introduction to Humanities 2	3 credits
PHIL 101 Introduction to Philosophy	3 credits
PHIL 202 Ethics	3 credits
ENGL 215 Survey of World Mythology	3 credits
ENGL 277 Survey of American Lit 1	3 credits
ENGL 278 Survey of American Lit 2	3 credits
ARTS 101 Art History 1	3 credits
ARTS 102 Art History 2	3 credits
MUSI 100 Music Appreciation	3 credits
BIOL 227 Human Anatomy and Physiology I	4 credits
BIOL 228 Human Anatomy and Physiology II	4 credits
BIOL 250 Microbiology	4 credits
CHEM 100 Chemistry for Everyday Life	4 credits
GEOG 100 Physical Geology	4 credits
PHYS 100 Survey of Physics	4 credits
CRIJ 103 Introduction to Law and Justice	3 credits
HIST 101 Western Civilization 1	3 credits
HIST 102 Western Civilization 2	3 credits
HIST 111 US History 1	3 credits
HIST 112 US History 2	3 credits
POLS 102 Intro to Political Science	3 credits
PSYC 101 General Psychology	3 credits
SOCY 101 Introduction to Sociology	3 credits
SOCY 105 Human Relations	3 credits

THIS PAGE INTENTIONALLY LEFT BLANK

IDAHO STATE UNIVERSITY

SUBJECT

Doctor of Physical Therapy Program Expansion to Meridian Health Sciences Center

REFERENCE

August 2016

The Board approved the budget line item request to expand the Doctor Physical Therapy program to Meridian.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Idaho State University (ISU) proposes to expand their existing Doctor of Physical Therapy (DPT) Program in Pocatello to include a cohort of students at the Meridian Health Sciences Center (MHSC). The current DPT Program in Pocatello admits 24 students each year into the 3-year graduate program and is proposing to add an additional cohort of 24 students at the MHSC beginning Fall Semester, 2018.

The requested expansion will be tied to the existing DPT Program in Pocatello as the students will receive the same academic curriculum through distance learning technology. This request will not replace any existing programs. The ISU DPT Program is the only one in the state of Idaho and ISU has the statewide responsibility for the program.

IMPACT

Adding an additional cohort of 24 DPT students at the MHSC in 2018 will double the number of graduates in 2021 and therefore increase the number of graduates eligible to be licensed as a physical therapist in the state of Idaho. There is a large, unmet demand for physical therapists in the state that is only projected to increase over time as the percentage of the population over the age of 65 years expands and the state population grows.

Expanding the DPT Program to the MHSC requires building three specialized labs and a classroom all with distance learning technology (to be completed November 2017), interprofessional clinic treatment areas, and adding four new faculty members (two already hired), and one staff position with the office space to support their functions. In addition, 4-6 additional cadavers will need to be purchased by the Treasure Valley Anatomy and Physiology Lab each fall semester. A remodel of the Pocatello campus Garrison 2nd and 3rd floors to add distance learning technology to the existing DPT Program space is also needed (to be completed by June 2018). No new courses will be created for the

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

proposed expansion but additional sections and adjunct faculty may need to be added to and for courses taught by the Department of Biological Sciences at their discretion. Two new classified video instruction managers will be hired to ensure distance learning staffing is sufficient to handle the increased number of classrooms/labs regularly using technology.

ATTACHMENTS

Attachment 1 – Proposal for expansion of the DPT program to Meridian Page 3

STAFF COMMENTS AND RECOMMENDATIONS

ISU provides the foundation for the expansion of the Doctor of Physical Therapy and a clear need for additional physical therapy professionals. ISU's proposed program expansion to Meridian is consistent with their Statewide Program Responsibilities and their Five-Year Plan for Delivery of Academic Programs.

ISU's Physical Therapy program already charges a professional fee each semester to cover ongoing costs of providing the program consistent with Board Policy V.R. The charge of \$880 remains unchanged and will be the same for Pocatello and Meridian cohorts.

The proposal went through the program review process with the Council on Academic Affairs and Programs (CAAP) and was presented to the Board's Instruction, Research, and Student Affairs (IRSA) committee on December 7, 2017.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to approve the Doctor of Physical Therapy Program Expansion to Meridian as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. 2017-08

**Idaho State Board of Education
Proposal for Undergraduate/Graduate Degree Program**


Date of Proposal Submission:	October 2017
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	School of Rehabilitation and Communication Sciences, Kasiska Division of Health Sciences
Name of Department(s) or Area(s):	Department of Physical and Occupational Therapy, Physical Therapy Program


Program Identification for Proposed New or Modified Program:

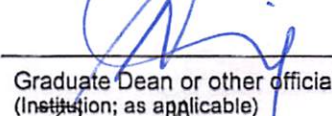
Program Title:	Expand the Physical Therapy Program to the Meridian Health Science Center				
Degree:	DPT	Degree Designation	Undergraduate	<input checked="" type="checkbox"/> Graduate	
Indicate if Online Program:	Yes		<input checked="" type="checkbox"/> No		
CIP code (consult IR /Registrar):	512308				
Proposed Starting Date:	August 2018				
Geographical Delivery:	Location(s)	Meridian, ID (currently in Pocatello)	Region(s)	State	
Indicate (X) if the program is/has:	Self-Support		<input checked="" type="checkbox"/> Professional Fee		
Indicate (X) if the program is:	Regional Responsibility		<input checked="" type="checkbox"/> Statewide Responsibility		

Indicate whether this request is either of the following:

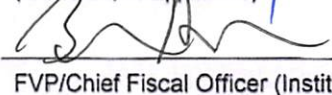
- | | |
|---|---|
| <input type="checkbox"/> New Degree Program | <input type="checkbox"/> Consolidation of Existing Program |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program |
| <input checked="" type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |

 10/9/17
College Dean (Institution) Date

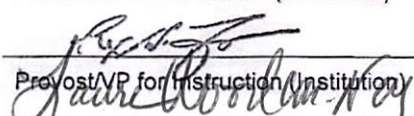
 10/19/17
Vice President for Research (Institution; as applicable) Date

 10/19/17
Graduate Dean or other official (Institution; as applicable) Date

Academic Affairs Program Manager, OSBE Date

 10/31/17
FVP/Chief Fiscal Officer (Institution) Date

Chief Academic Officer, OSBE Date

 10-9-17
Provost/VP for Instruction (Institution) Date

SBOE/Executive Director Approval Date

 11/1/17
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.

This proposal seeks to expand the existing Doctor of Physical Therapy (DPT) Program at Idaho State University in Pocatello to include a cohort of students at the Meridian Health Sciences Center (MHSC). The current DPT Program in Pocatello admits 24 students each year into the 3 year graduate program and we propose adding an additional cohort of 24 students at the MHSC beginning Fall 2018.

The requested expansion will be tied to the existing DPT Program in Pocatello as the students will receive the same academic curriculum through distance learning technology. This request will not replace any existing programs. The ISU DPT Program is the only one in the state of Idaho.

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 one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

1. Physical Therapist

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)			
State	64 (Total Annual Openings)		State: ID DoL 2012 – 2022 Long-Term Projections Line 376

Nation		<p>Job Outlook 2014 – 2024: 34% increase¹</p> <p>Employment Change 2014 – 2024: 71,800¹</p> <p>Predicted 25,000 shortfall of PTs by 2020</p>	<p>1. Federal: Occupational Outlook Handbook</p> <p>2. American Physical Therapy Association</p>
---------------	--	--	--

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

The state and national projections for the next 10 years indicate a strong likelihood of a shortage of physical therapists (PTs) due to retirement of some existing PTs as well as an increase in demand for services due to the increasing proportion of the elderly in the US population. The proposed expansion of the ISU DPT Program to the MHSC in Fall 2018 will double the number of DPT graduates by 2021. The current facilities and clinical networks in Pocatello do not allow for an increase in the number of students in that location. Adding a new cohort of DPT students in Meridian furthers the opportunities for partnerships with health care facilities and practices in the Treasure Valley.

- 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 students was used, please attach a copy of the survey instrument with a summary of results as Appendix A.

There continues to be a robust applicant pool for the DPT Program each year. During the 2016 admissions cycle, more than 200 applicants applied for the 24 seats available. There is ample opportunity to expand and accept a total of 48 students/year from the qualified applicant pool. The admissions process is conducted through a centralized application service and ISU receives applications from Idaho residents as well as nonresidents.

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Expanding the number of students, and ultimately graduates, from the ISU DPT Program provides opportunities to improve the economy in several ways. First, increasing the number of physical therapists educated within the state increases the likelihood those students will stay and practice within Idaho (>55% of graduates typically remain in Idaho each year). Filling job vacancies within the state assists Idaho businesses to ensure they can provide, and bill, for the services provided by PTs. Second, some of the ISU DPT graduates who remain in Idaho open up their own private practice PT clinic within 5 years of graduating. Many of these businesses have thrived and expanded their location to multiple sites within the state (RehabAuthority, Wright Physical Therapy etc.). Lastly, the state of Idaho recently increased the financial allocation to the ISU DPT Program (FY17) to allow hiring additional faculty to support the proposed expansion and these new faculty will be conducting research and submitting requests for external grants.

d. Societal Need: Describe additional societal benefits and cultural benefits of the program.

As described above, Idaho, and the nation, are likely to have a shortage of PTs to provide a valuable health care service. Rural areas are likely to have a harder time filling PT positions than more urban areas. Educating a larger number of DPT graduates within a rural state may increase the likelihood they will remain and practice within Idaho and therefore benefit society through increased access to needed services. There are no direct cultural benefits of expanding the DPT Program.

e. If Associate's degree, transferability:

Not applicable to this proposal.

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 by Idaho public institutions (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Idaho State University	Doctor of Physical Therapy Graduate Program	The ISU DPT Program in Pocatello currently admits 24 students/year that graduate with a DPT degree 3 years later. This proposal requests the opportunity to expand the class size to a total 48 students with 24 students in Pocatello and 24 students at the Meridian Health Sciences Center.

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Utah	Doctor of Physical Therapy Graduate Program	Admits 48 students/year
Eastern Washington University	Doctor of Physical Therapy Graduate Program	Admits 38 students/year
University of Montana	Doctor of Physical Therapy Graduate Program	Admits 34 students/year

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.

The national pool of qualified applicants will support the proposed increase in the number of seats offered by ISU without hindering other institutions in the region and will assist in meeting the increased demand for physical therapists.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

Expanding the number of students in the ISU DPT Program fulfills the mission by providing leadership in the health professions (Core Theme 3) as the only institution in Idaho offering this degree program and increasing opportunities for access (Core Theme 2) to attending.

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 quality of the program will be ensured through numerous levels of oversight within the program, department, school, division, Graduate School, and university. In addition, the Commission on Accreditation of Physical Therapy Education (CAPTE) will review all aspects of the proposed expansion to ensure the 2 cohorts (existing in Pocatello, proposed in Meridian) receive equivalent educational experiences and that the outcomes achieved are consistent with accreditation requirements. A request for substantive changes will be submitted to CAPTE upon state approval of the proposed expansion.

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.

Not applicable, this is a proposed expansion of an existing doctoral program.

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to 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 SBOE 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.

Credit hours in required courses offered by the department (s) offering the program.	94 credits
Credit hours in required courses offered by other departments:	12 credits
Credit hours in institutional general education curriculum	0 credits
Credit hours in free electives	1 credit optional
Total credit hours required for degree program:	106 credits

- 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.

All students participate in clinical practicum in which they practice clinical skills with real patients while supervised by a licensed physical therapist during the academic semester. Students participate in full-time clinical affiliations in which they work 40 hours/week in a clinical site within the US while supervised by a licensed physical therapist. All students take at least 1 credit of research practicum in which they assist in a faculty member's research project. All students sit for a computer-based curriculum comprehensive exam and present a patient case for an oral defense.

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.

Upon completion of the ISU DPT Program students will:

- a. Be prepared to provide a physical therapy examination, evaluation, diagnosis, prognosis, plan of care, and appropriate interventions in a full range of practice settings for patients across the lifespan.
- b. Be capable of documenting patient care in compliance with state and federal regulations using paper and electronic medical record systems.
- c. Be aware of the legal and ethical responsibilities and demonstrate professional behaviors that influence physical therapist practice.
- d. Be eligible to apply to take the National Physical Therapy Examination to obtain a state license to practice physical therapy.

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.

The assessment process used to evaluate student achievement of the intended learning outcomes will include the course grades assigned for didactic and laboratory courses; grades assigned to the practicum and affiliation experiences based upon the competencies achieved within the Clinical Performance Instrument; entry-level rating for all components of the Generic Abilities; passing the final comprehensive examination; and passing a graduate oral defense regarding a patient case.

- b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

The performance indicators for each cohort are evaluated by the departmental curriculum committee to determine whether specific content areas within the curriculum need to be re-evaluated or addressed in another manner. The scores on the National Physical Therapy Exam provide an indication of whether ISU graduates are scoring at, above, or below the national means. The DPT Program subscribes to a curriculum database service (Exxact) that provides an efficient means for identifying how course assignments and exams contribute to developing the abilities specified in the learning outcomes. The data provide a targeted means for making changes that are then reassessed for effectiveness. This existing process for the Pocatello DPT Program cohort will be applied in aggregate as well as by cohort for the MHSC to ensure both sites are meeting the learning objectives for the program.

- c. **Measures used.** What direct and indirect measures will be used to assess student learning?

The direct measures used to assess student learning include all graded assignments and examinations within the curriculum. The Clinical Performance Instrument (CPI) is completed by licensed physical therapists who supervise the students during 5 separate 6 – 8 week affiliations. The 18 skills listed within the CPI must be at entry-level or higher for the student to graduate from the DPT Program. Indirect measures include the comments and opinions of the licensed physical therapists who supervise our students in the clinic during practicums and full time affiliations. The supervising therapists often take students from other PT Programs and

can provide a comparison regarding the skills of our students and students educated in other programs. Another indirect measure is the opinion of employers who hire our graduates. An employee survey is sent out each year to obtain feedback regarding the strengths and weaknesses of our graduates from the employers' perspectives.

d. Timing and frequency. When will assessment activities occur and at what frequency?

Assessment activities are ongoing in each academic and clinical course within the curriculum. Prior to the first full time affiliation after 1 year in the program, students must pass an Objective Structured Clinical Exam with a simulated patient case. Curriculum comprehensive knowledge is assessed one time during the last academic semester in the program through a Final Comprehensive Exam. Each student completes a graduate Oral Defense regarding a patient case in order to demonstrate the understanding of theory, use of evidence, and the ability to address all elements of patient care within the scope of PT practice. The Oral Defense also occurs during the last academic semester. Therefore, students are assessed throughout the semester in each specific course, periodically through progressive clinical scenarios, and then comprehensively at the end of the curriculum.

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.

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)			
	<u>FY14</u>	<u>FY15</u>	<u>FY_16</u>	<u>FY_17</u> (most recent)	<u>FY14</u>	<u>FY_15</u>	<u>FY16</u>	<u>FY17</u> (most recent)
BSU	NA	NA	NA	NA	NA	NA	NA	NA
ISU	24	24	24	24	18	27	24	22
UI	NA	NA	NA	NA	NA	NA	NA	NA
LCSC	NA	NA	NA	NA	NA	NA	NA	NA

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: Doctor of Physical Therapy											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
<u>FY18</u> (first year)	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>	<u>FY23</u>	<u>FY17</u> (first year)	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>FY21</u>	<u>FY22</u>
NEW 48	48	48	48	48	48						
All 3 years:						24	24	48	48	48	48
96	120	144	144	144	144						

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?

The current number of applicants for the ISU DPT Program in Pocatello exceeds 200 each year. Since the current program only accepts 24 students, there is ample room to expand to include 48 students each year. We currently admit 24 students each year in Pocatello and will plan to begin admitting an additional 24 students in Meridian if this proposal is approved. We anticipate continuing to decline admission to qualified applicants despite doubling our admissions by expanding to the MHSC.

Occasionally students admitted to the program withdraw from the program or do not meet the academic or professional standards to continue on in the program. If this consistently occurs during the first 3 years, we will consider increasing admissions by an additional 3 students in order to ensure 48 students graduate 3 years after admission.

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?

A minimum enrollment situation is highly unlikely to occur with this program. We believe students will prefer the Meridian site. However, if unforeseen changes in the profession/university occur, or the application pool declines, a minimum of 36 students will be needed to maintain the 2 sites.

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.

Pocatello Campus

The existing resources include all of the resources (clinical tools and equipment, computers, distance learning equipment, labs, offices, computers etc.) currently supporting the DPT Program. As appropriate, resources may be transported between campuses if needed.

Meridian Health Sciences Center

The Treasure Valley Anatomy and Physiology Lab will provide the necessary requirements for the basic sciences portions of the DPT curriculum. A PT Exercise Science Lab, Neuromanagement lab, Orthopedic Skills Lab, and 40 seat capacity distance learning classroom as well as faculty and staff offices are due to be completed by November 2017 to support the DPT Program expansion. In addition, the already completed PT Exercise Science Lab and the Applied Behavioral Sciences Research lab will provide lab resources for students completing the research practicum portion of the curriculum.

- 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?

Expanding the DPT Program to the Meridian Health Science Center (MHSC) will require an additional 4-6 cadavers be purchased by the Treasure Valley Anatomy and Physiology Lab (TVAPL) each fall semester. Additional demand may be placed on scheduling the distance learning (DL) classrooms currently available at the MHSC. The increased number of cadavers has been planned since the proposal of the TVAPL and the current plans to build space at the MHSC includes additional DL classrooms.

- 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.

No additional resources are being requested to support this proposal. The state and institutional funding provided during FY17 provided the funding to renovate the Pocatello space to incorporate distance learning technology, build the new space at the MHSC, and purchase the classroom and lab equipment required for the programs. In addition, the state funding provided new lines to hire the additional 4 faculty and 1 staff person required to support the expanded program.

The new space needed to support the expansion of the DPT Program to the MHSC includes 2 large teaching labs (orthopedic and neuromanagement), office space for additional faculty and staff (5), a DL classroom, and clinic space. Each lab and classroom has DL technology and relevant physical therapy equipment such as mat tables, plinths, examination tools, and exercise equipment. Two classified video instruction manager positions will be hired to ensure the DL staff is adequate in Pocatello and Meridian. Please see the budget sheet for further detail.

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.

The current library staff and resources will be adequate to support the expansion of the DPT program to the MHSC. The MHSC has a staff librarian with content expertise in the Health Sciences. Online resources through the library web site will allow students at the MHSC to access needed journal articles through our current collection and/or interlibrary loan. Access to the physical collection is available through the MHSC shared library with the high school and through an established process for transporting requested books from the Pocatello campus.

- 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.

Some duplication of Pocatello library resources may be considered needed for program content relevant and up-to-date texts to be housed at the MHSC.

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 additional personnel resources needed to support the expansion of the DPT Program to the MHSC will be 4 additional faculty positions and 1 staff position. The accrediting agency requires students at both sites to receive an equivalent experience. Therefore, we will require faculty members in Pocatello and in Meridian with specific areas of expertise. Both cohorts of students will participate in live and distance lectures, receive supervised onsite lab instruction, and clinical supervision. The faculty to student ratio is typically 1:12 during lab courses. The additional faculty positions include an Assistant PT Program Director (hired), a Director of Clinical Education (hired), and a Clinic Director who will teach in their areas of expertise (orthopedics, neurologic, cardiopulmonary, pediatrics, and geriatrics). No new courses will be created for the proposed expansion and the number of sections will remain the same within the DPT Program courses but additional sections may need to be added to courses taught by the Department of Biological Sciences at their discretion. Two new classified video instruction managers will be hired to ensure DL staffing is sufficient to handle the increased number of classrooms/labs regularly using technology. The source of their salaries will be negotiated as needed by ITS, central administration and the KDHS

- 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.

The existing instructional, support, and administrative resources to support the expansion of the DPT Program to the MHSC include the resources currently supporting the Pocatello DPT Program. In addition, the technology support, administrative support, and potential for co-

instruction exists due to the well-established programs already present at the MHSC. Faculty within the Department of Communication Sciences and Disorders are likely candidates to co-teach some portions of the curriculum, collaborate on interprofessional research projects, and provide support for interprofessional clinical practicum experiences.

- c. 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?

Due to the current level of state and institutional support, the impact on existing programs is likely to be advantageous. Although there will be larger student numbers, adding the DPT Program to the current offerings at the MHSC will provide greater opportunities to share committee assignments, increase faculty supervisors during community health screenings, and may use space more efficiently due to the plan for interprofessional integration of programs. In addition, the proposed expansion will include additional space, rather than using currently occupied space. There is the possibility there may be some additional demand on DL classrooms as well as computer labs. However, every effort will be made to ensure adding the DPT Program to the MHSC benefits existing programs.

- d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The majority of the new personnel have been hired using the new state allocations for FY17. This is required in order to submit the request for expansion to the accrediting body for physical therapy programs (CAPTE).

Assistant PT Program Director (\$90,000) Program administration coordination at the MHSC in addition to teaching in areas of expertise, service, and research activities. (12 months) (Hired and begins October 2017)

Director of Clinical Education (DCE) (\$70,000) Oversee all aspects of part-time practicum and full-time affiliation clinical experiences at onsite and offsite locations. Supervise and coordinate with the Academic Coordinator of Clinical Education at the Pocatello site. In addition, the DCE will teaching in areas of expertise, participate in service, and conduct research activities. (12 months) (Hired and begins October 2017)

Clinic Director (\$65,000) Develop and supervise all aspects of the Meridian branch of ISU Physical and Occupational Therapy Associates as a clinical practice that provides opportunities for supervised student clinical practice, faculty practice, interprofessional practice and research opportunities, and service to the community. The Clinic Director may assist in teaching courses/labs in areas of expertise and interest as well as participate in service and research activities. (12 months)

NOTE: This position will be hired by Fall 2020. Until then, the position has been filled by an Instructional Designer who is working with DPT faculty to improve/enhance their courses using online modules and to prepare for teaching using distance learning technology.

Assistant/Associate Professor (\$65,000) Primary teaching responsibilities in areas of expertise in addition to service and research activities. (9 months) (Hired September 2017)

Adjunct Instructors (\$51,000) Local/regional clinically practicing physical therapists with an interest in teaching in their areas of expertise will be brought in for part or an entire course as appropriate. (Will be hired for Fall 2018 if this proposal is approved.)

Video Instruction Managers (2 = \$71,000) One position of the Garrison DL labs and classrooms in Pocatello and one position for the DL labs/classrooms in Meridian. These positions will be hired before August 2018 and be 12 month positions and the source of their salaries will be negotiated as needed by ITS, central administration and

the KDHS.

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?

The planned expansion was funded by new state dollars beginning with FY17.

- 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.

Idaho State University requested funds from the legislature during the FY17 cycle to support the expansion of the DPT Program to the Meridian Health Science Center. Funds were allocated in the FY17 budget for 4 new faculty positions, 1 staff position, ongoing program/travel support, and one-time funds for purchasing required equipment.

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?

The Idaho legislature provided one-time funds during FY17 to purchase required equipment to support instruction at the MHSC. In addition, an Idaho Department of Labor grant provided the purchase of some of the equipment for the PT Exercise Science Lab during FY16. Additional one-time funds will be requested through grants, donations, and through the use of student professional fees and or clinic revenues if needed to sustain the program's needs.

- 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?

No federal grants, special fee arrangements, or contracts have been acquired to fund the program. The institution will continue to seek funding as needed beyond the state support as the need arises.

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 ISU Physical Therapy Program already levies a professional fee each semester to assist in covering the ongoing costs of providing the program. The value of the professional fee charged to students will remain the same for the Pocatello and Meridian cohorts. There are no changes in how the professional fee meets the requirements of Board Policy V.R., 3.b by expanding the DPT Program to the MHSC. In summary, the professional fee was approved for the existing program because the graduates receive the minimum entry-level degree achieved through specialized higher education and are eligible to seek a Physical Therapy License in the state of their choice. The PT Program is accredited by the Commission on the Education of Physical Therapist Education and requires extraordinary program costs. No course/class fees are charged.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Attachment 1

- 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.

The total cost to the student for the first of three years in the program using 2017 – 2018 values is:

	Resident	Non-Resident
Fall 2017		
Tuition	\$4,464	\$11,852
Professional Fees	\$880	\$3,042
Spring 2018		
Tuition	\$4,464	\$11,852
Professional Fees	\$880	\$3,042
Summer 2018		
Tuition (11 credits)	\$4,464	\$11,852
Professional Fees	\$880	\$3,042
TOTAL	\$16,032	\$44,682
Total Cost of Professional Fees	\$2,640	\$9,126

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
DECEMBER 21, 2017**

Attachment 1

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of
- 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).

I. PLANNED STUDENT ENROLLMENT

	<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	24	24	24	24	24	24	24	24
B. Shifting enrollments	0	0	24	24	48	48	48	48
Total Enrollment	24	24	48	48	72	72	72	72

II. REVENUE

	<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding R	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds	\$587,849.00	\$0.00	\$587,849.00	\$0.00	\$587,849.00	\$0.00	\$587,849.00	\$0.00
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments	\$410,064.00 (estimate 20 ID; 4 non resident)	\$0.00	\$820,128.00 (estimate 40 ID; 8 non resident)	\$0.00	\$1,230,192.00 (estimate 60 ID; 12 non resident)	\$0.00	\$1,230,192.00 (estimate 60 ID; 12 non resident)	\$0.00
5. Student Fees	\$89,304.00 (estimate 20 ID; 4 non resident)	\$0.00	\$178,608.00 (estimate 40 ID; 8 non resident)	\$0.00	\$267,912.00 (estimate 60 ID; 12 non resident)	\$0.00	\$267,912.00 (estimate 60 ID; 12 non resident)	\$0.00
6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenue	\$1,087,217	\$0	\$1,586,585	\$0	\$2,085,953	\$0	\$2,085,953	\$0

Draft- November 6, 2015
Page 1

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Attachment 1

*Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.*

III. EXPENDITURES

	<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	<u>7.0</u>	<u>0.00</u>	<u>7.0</u>	<u>0.00</u>	<u>7.0</u>	<u>0.00</u>	<u>7.0</u>	<u>0.00</u>
2. Faculty	<u>65,000</u>	<u>0</u>	<u>65,000</u>	<u>0</u>	<u>65,000</u>	<u>0</u>	<u>65,000</u>	<u>0</u>
3. Adjunct Faculty	<u>51,082</u>	<u>0</u>	<u>51,082</u>	<u>0</u>	<u>51,082</u>	<u>0</u>	<u>51,082</u>	<u>0</u>
4. Graduate/Undergrad Assistant	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
5. Research Personnel	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
6. Directors/Administrators	<u>230,027</u>	<u>0</u>	<u>230,027</u>	<u>0</u>	<u>230,027</u>	<u>0</u>	<u>230,027</u>	<u>0</u>
7. Administrative Support Personnel	<u>97,614</u>	<u>0</u>	<u>97,614</u>	<u>0</u>	<u>97,614</u>	<u>0</u>	<u>97,614</u>	<u>0</u>
8. Fringe Benefits	<u>183,586</u>	<u>0</u>	<u>183,586</u>	<u>0</u>	<u>183,586</u>	<u>0</u>	<u>183,586</u>	<u>0</u>
9. Other:	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total Personnel and Costs	<u>627,310</u>	<u>0</u>	<u>627,310</u>	<u>0</u>	<u>627,310</u>	<u>0</u>	<u>627,310</u>	<u>0</u>

Draft-November 6, 2015
Page 2

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Attachment 1

	<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<i>B. Operating Expenditures</i>								
1. Travel	\$9,000.00	\$0.00	\$9,000.00	\$0.00	\$9,000.00	\$0.00	\$9,000.00	\$0.00
2. Professional Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Other Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Communications	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Materials and Supplies	\$84,000.00	\$0.00	\$84,000.00	\$0.00	\$84,000.00	\$0.00	\$84,000.00	\$0.00
6. Rentals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Materials & Goods for Manufacture & Resale	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Miscellaneous	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<i>Total Operating Expenditures</i>	\$73,000	\$0	\$73,000	\$0	\$73,000	\$0	\$73,000	\$0
	<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<i>C. Capital Outlay</i>								
1. Library Resources	\$0.00	\$0.00	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00
<i>Total Capital Outlay</i>	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0	\$5,000	\$0

Draft-November 6, 2015
Page 3

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 21, 2017**

Attachment 1

	<u>FY 2019</u>		<u>FY 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>	
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilities	\$0.00	\$0.00	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Maintenance & Rep:	\$0.00	\$0.00	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	0	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Other Costs	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL EXPENDITURES:	<u>\$705,310</u>	<u>\$0</u>	<u>\$705,310</u>	<u>\$0</u>	<u>\$705,310</u>	<u>\$0</u>	<u>\$705,310</u>	<u>\$0</u>
Net Income (Deficit)	<u>\$381,907</u>	<u>\$0</u>	<u>\$881,275</u>	<u>\$0</u>	<u>\$1,380,643</u>	<u>\$0</u>	<u>\$1,380,643</u>	<u>\$0</u>

Budget Notes (specify row and add explanation where needed; e.g., "I.A.B. FTE is calculated using..."):

I.A.B.	
30	Tuition calculated as an estimated 20 new resident students and 4 new non-resident students for each new cohort for first 3 years
33	Professional fee calculated as an estimated 20 new resident students and 4 new non-resident students for each new cohort for first 3 years
	One-time Capital budget of \$1,160,000.00 was received in FY2017 for capital equipment
	Two video instruction managers have been added to ITS, but the actual details of support for ITS will be worked out as we move forward.

Draft-November 6, 2015
Page 4

**AUDIT
DECEMBER 21, 2016**

TAB	DESCRIPTION	ACTION
1	FY 2017 FINANCIAL STATEMENT AUDITS	Motion to approve
2	FY 2017 FINANCIAL RATIOS	Information item
3	FY 2017 NET POSITION BALANCES	Information item
4	LEWIS-CLARK STATE COLLEGE FOUNDATION OPERATING AGREEMENT	Motion to approve

THIS PAGE INTENTIONALLY LEFT BLANK

**AUDIT
DECEMBER 21, 2017**

SUBJECT

College/university FY2017 audit findings reported by the Idaho State Board of Education's external auditor

REFERENCE

December 2016

Board reviewed FY 2016 audit findings

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Bylaws, Section V.H.4.f.

BACKGROUND/DISCUSSION

The Idaho State Board of Education (Board) has contracted with Moss Adams LLP, an independent certified public accounting firm, to conduct the annual financial audits of Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College.

The financial audits for FY2017 were conducted in accordance with Generally Accepted Government Auditing Standards and include an auditor's opinion on the basic financial statements prepared by each of the five institutions.

IMPACT

There were two significant findings for Boise State University, related to internal controls for Research and Development. There was one significant finding for Idaho State University, related to posting of journal entries. Moss Adams' audit results presentation, which was provided to the Audit Committee, is attached for the Board's reference.

ATTACHMENTS

Attachment 1 - Moss Adams Audit Results Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

On November 8, 2017, Moss Adams reviewed their audit findings with members of the Audit Committee and Board staff. This was followed by presentations by senior managers from the audited colleges and universities on their financial statements. Board members were provided with copies of the audit reports and financial statements. The institutions which received significant findings have identified actions to correct and prevent recurrence of the noted problems. Staff recommends acceptance of the financial audit reports submitted by Moss Adams.

AUDIT
DECEMBER 21, 2017

BOARD ACTION

I move to accept from the Audit Committee the Fiscal Year 2017 financial audit reports for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as submitted by Moss Adams LLP in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Audit Committee

Presentation of Audit Results

November 8, 2017

**Boise State University
Idaho State University
University of Idaho
Lewis-Clark State College
Eastern Idaho Technical College**

**Scott Simpson
Tammy Erickson**

Idaho State Board of Education

Audit Committee Debrief

November 8, 2017

Moss Adams Leadership Team

Overall

Scott Simpson, Partner

541-686-1040 scott.simpson@mossadams.com

Institution Specific

Pam Cleaver, Partner

509-248-7750 pam.cleaver@mossadams.com

Tammy Erickson, Partner

509-747-2600 tammy.erickson@mossadams.com

Contract Deliverables

For each institution

- Auditor's Report on Financial Statements – GAAS
- Auditor's Report on Financial Statements – GAGAS
- Auditor's Report on Compliance in Accordance with OMB Uniform Guidance
- Required Communication – AU 260
- AU 265 Letters & Management Letters

Additional items for individual institutions

- NCAA Agreed-Upon Procedures for UI, BSU, ISU Presidents
- Auditor's Report on Financial Statements for Boise State Radio



Idaho State Board of Education

Audit Committee Debrief – cont.

November 8, 2017

Financial Statement Opinion	Internal Control		Uniform Guidance	
	Material Weakness	Significant Deficiency	Opinion	Findings

University of Idaho	Unmodified	None	None	Unmodified	None
Lewis-Clark State College	Unmodified	None	None	Unmodified	None
Boise State University	Unmodified	None	None	Unmodified	Two
Idaho State University	Unmodified	None	One	Unmodified	None
Eastern Idaho Technical College	Unmodified	None	None	Unmodified	None

Required Communications To Those Charged With Governance Formal Letters in each Section	University of Idaho	Lewis-Clark State College	Boise State University	Idaho State University	Eastern Idaho Technical College
Auditor's Responsibility Under Generally Accepted Auditing Standards	As Planned	As Planned	As Planned	As Planned	As Planned
Planned Scope and Timing of the Audit	As Planned	As Planned	As Planned	As Planned	As Planned
Significant Accounting Policies	FN 1	FN 1	FN 1	FN 1	FN 1
Significant Accounting Estimates	As Discussed	As Discussed	As Discussed	As Discussed	As Discussed
Financial Statement Disclosures	12, 13, 17	8, 10, 13	8, 10 11, 12, 14	7, 10, 11, 13	7, 8, 9
Significant Difficulties Encountered During the Audit	None	None	None	None	None
Corrected and Uncorrected Misstatements	None	None	None	None	None
Disagreements with Management	None	None	None	None	None
Management Representations	Available	Available	Available	Available	Available
Management Consultations with Other Accountants	None	None	None	None	None
Other Significant Findings or Issues	None	None	None	None	None
Internal Control Matters to be Reported	None	None	None	One	None
Fraud Uncovered During the Audit	None	None	None	None	None



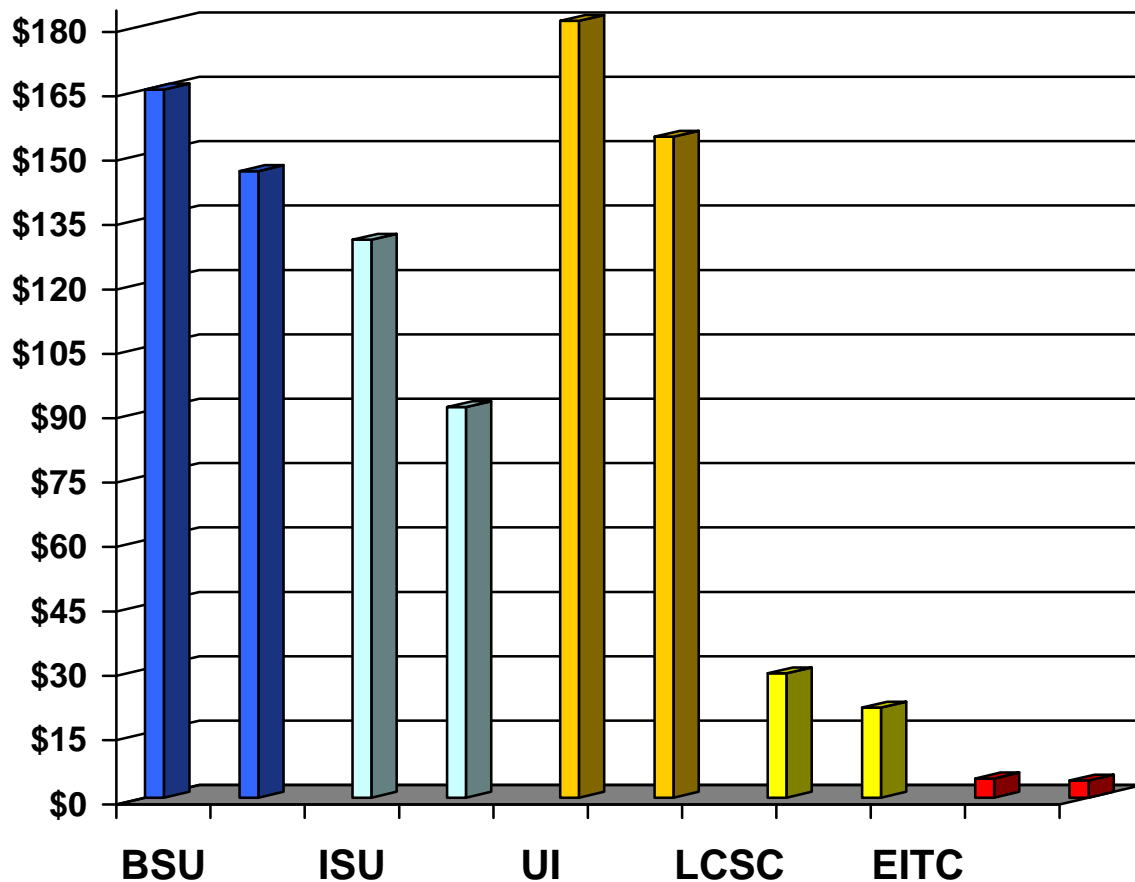
MOSSADAMS

Idaho Colleges and Universities

Presentation of Audit Results – cont.

November 8, 2017

Federal Expenditures By Institution 2012 vs 2017 (in millions)



MOSSADAMS

University of Idaho

Presentation of Audit Results

November 8, 2017

Scott Simpson, Partner

541-686-1040 scott.simpson@mossadams.com

Primary Contacts at Moss Adams for UI

Tammy Erickson, Partner

6 auditors at UI from Moss Adams

1 exempt tax specialist

1 IT specialists

Fieldwork Dates

Interim Fieldwork

May 30 – June 2

F/S Fieldwork

August 21 – 25

Audit Reporting and Timing

Audit Report Dated	September 29, 2017
Audit Report Issued	September 29, 2017
Auditors Report on Financial Statements	Unmodified
Auditors Report on Compliance	Unmodified
Internal Control Issues Identified & Reported	None Reported
Audit findings related to Compliance Audit	None Reported



SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Section I - Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported
- Noncompliance material to financial statements noted? ☐ Yes ☒ No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? ☐ Yes ☒ No

Identification of major federal programs and type of auditor's report issued on compliance for major federal programs:

<i>CFDA Number(s)</i>	<i>Name of Federal Program or Cluster</i>	<i>Type of Auditor's Report Issued on Compliance for Major Federal Programs</i>
Various	Student Financial Assistance Cluster	Unmodified
93.575	Child Care and Development Fund Cluster	Unmodified

Dollar threshold used to distinguish between type A and type B programs: \$ 3,000,000

Auditee qualified as low-risk auditee? ☒ Yes ☐ No

Section II - Financial Statement Findings

None reported

Section III - Federal Award Findings and Questioned Costs

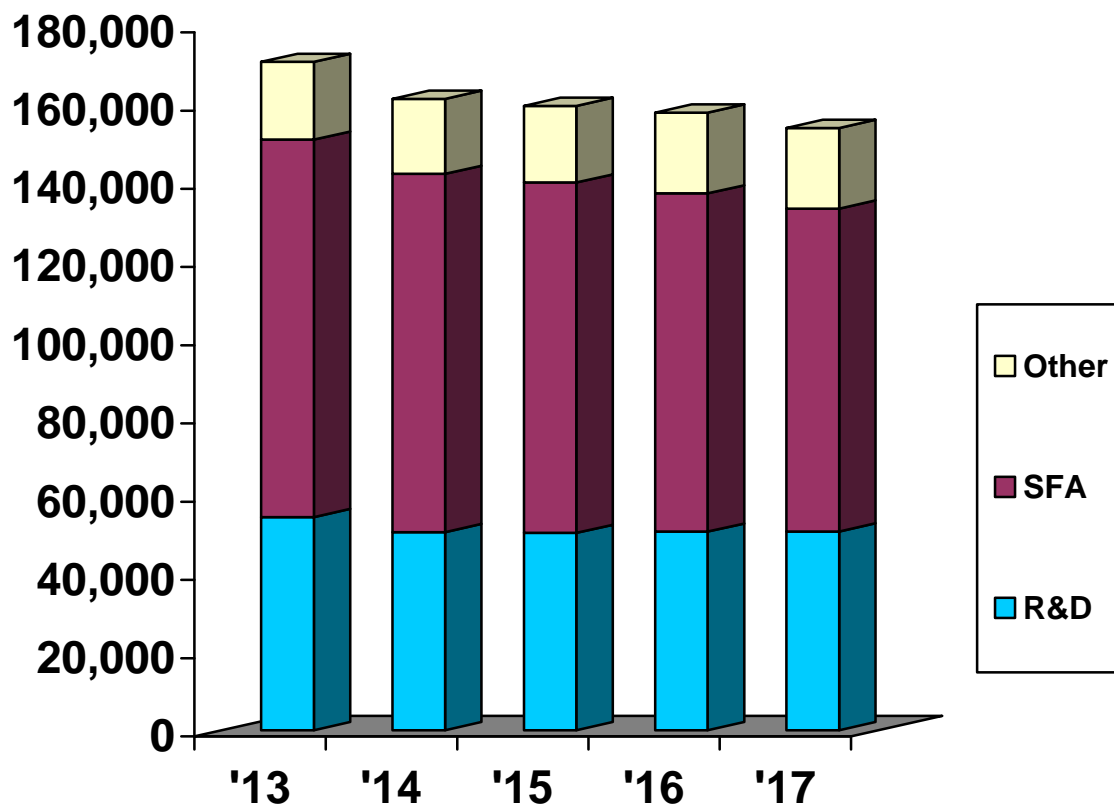
None reported

University of Idaho

Presentation of Audit Results – cont.

November 8, 2017

Federal Expenditures 5 Year Trend *(in thousands)*





*COMMUNICATIONS WITH THOSE
CHARGED WITH GOVERNANCE*

FOR

UNIVERSITY OF IDAHO

June 30, 2017

MOSSADAMS.COM



Communications with Those Charged with Governance

To the Audit Committee
Idaho State Board of Education

We have audited the financial statements of the University of Idaho (University) and the discretely presented component unit, University of Idaho Foundation (Foundation), as of and for the years ended June 30, 2017 and 2016, and the aggregate remaining fund information of the University (the University of Idaho Health Benefits Trust and the University of Idaho Retiree Benefits Trust), as of and for the years ended December 31, 2016 and 2015, and have issued our report thereon dated September 29, 2017. The financial statements of the Foundation and University of Idaho Health Benefits Trust were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundation and the University of Idaho Health Benefits Trust, are based solely on the reports of other auditors. In addition, this required information does not include the other auditors' audit results or other matters that are reported on separately by other auditors. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility Under Auditing Standards Generally Accepted in the United States of America; *Government Auditing Standards*, Issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the Audit Provisions of the OMB Uniform Guidance

As stated in our presentation to the Audit Committee on March 1, 2017, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in accordance with accounting principles generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting.

Our Responsibility Under Auditing Standards Generally Accepted in the United States of America; *Government Auditing Standards*, Issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the Audit Provisions of the OMB Uniform Guidance (continued)

Accordingly, we considered the University's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), we examined, on a test basis, evidence about the University's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement applicable to each of its major federal programs for the purpose of expressing an opinion on the University's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the University's compliance with those requirements.

We also considered the internal controls over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on March 1, 2017.

Qualitative Aspects of Accounting Practices

Significant Accounting Policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the University are described in Note 1 to the financial statements. There were no changes in the application of existing policies during 2017.

Management Judgments and Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We evaluated the key factors and assumptions used to develop the estimates in determining they are reasonable in relation to the financial statements taken as a whole.

The most sensitive estimates affecting the financial statements are as follows:

- Fair value of investments
- The collectability of student loans receivable and accounts receivable
- The useful lives of capital assets
- The compensated absence accrual amount
- The classification of net position by type: net investment in capital assets, restricted for expendable, and unrestricted
- The actuarially determined liabilities related to pensions and other post-employment benefit obligations

Financial Statement Disclosures

We believe the disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were Note 12 related to retirement plans, Note 13 related to postemployment benefits (other than pensions) and retiree benefits trust, and Note 17 related to the Foundation.

Significant Difficulties Encountered During the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

There were no other known or likely misstatements identified during the audit, other than those considered trivial.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain written representations from management that are included in the management representation letter dated September 29, 2017.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a “second opinion” in certain situations. If a consultation involves application of an accounting principle to the University’s financial statements or a determination of the type of auditor’s opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the University’s auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the schedule of expenditures of federal awards (supplementary information) accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Our responsibility for other information in the management's discussion and analysis on pages 4 through 16 and the schedules of University's proportionate share of net pension liability – PERSI base plan, University contributions – PERSI base plan, funding progress – Retiree Benefits Trust and employer contributions – Retiree Benefits Trust on page 73, which is labeled as “required supplementary information,” includes applying certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

50 * 03

This information is intended solely for the use of Idaho State Board of Education Audit Committee and management of the University and is not intended to be, and should not be used by anyone other than these specified parties.

Moss Adams LLP

Portland, Oregon
September 29, 2017

Lewis-Clark State College

Presentation of Audit Results

November 8, 2017

Scott Simpson, Partner

541-686-1040 scott.simpson@mossadams.com

Primary Contacts at Moss Adams for LCSC

Tammy Erickson, Partner
Sasha Correnti, Manager

5 auditors at LCSC from Moss Adams
1 IT specialists

Fieldwork Dates

Interim Fieldwork
F/S Fieldwork

May 8 - 12
August 28 – September 1

Audit Reporting and Timing

Audit Report Dated	September 27, 2017
Audit Report Issued	September 27, 2017
Auditors Report on Financial Statements	Unmodified
Auditors Report on Compliance	Unmodified
Internal Control Issues Identified & Reported	None Reported
Audit findings related to Compliance Audit	None Reported



ATTACHMENT 1
LEWIS-CLARK STATE COLLEGE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2017

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Section I - Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: *Unmodified*

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Noncompliance material to financial statements noted? ☐ Yes ☒ No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? ☐ Yes ☒ No

Identification of major federal programs and type of auditor's report issued on compliance for major federal programs:

<i>CFDA Number(s)</i>	<i>Name of Federal Program or Cluster</i>	<i>Type of Auditor's Report Issued on Compliance for Major Federal Programs</i>
Various	Student Financial Assistance Cluster	<i>Unmodified</i>

Dollar threshold used to distinguish between type A and type B programs: \$ 750,000

Auditee qualified as low-risk auditee? ☒ Yes ☐ No

Section II - Financial Statement Findings

None reported

Section III - Federal Award Findings and Questioned Costs

None reported

ATTACHMENT 1
LEWIS-CLARK STATE COLLEGE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2017



LEWIS-CLARK STATE COLLEGE
SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2017

FINDING 2016-001 – Borrower Data Transmission and Reconciliation (Direct Loan), Significant Deficiency in Internal Control Over Compliance

<i>CFDA Number(s)</i>	<i>Program Name/Title</i>	<i>Federal Agency/Pass-through Entity</i>	<i>Federal Award Number</i>	<i>Award Year</i>
84.268	Student Financial Assistance Cluster	United States Department of Education	P268K160100	2016

Criteria: Per the compliance requirements for student financial assistance, each month, the Common Origination and Disbursement (COD) provides institutions with a School Account Statement (SAS) data file that consists of a Cash Summary, Cash Detail, and Loan Detail records. The College is required to reconcile these files to their financial records on a monthly basis.

Condition: Monthly reconciliations were not performed on a consistent basis. Evidence of review and approval of reconciliations is not retained by the College and a documented policy and procedure does not currently exist.

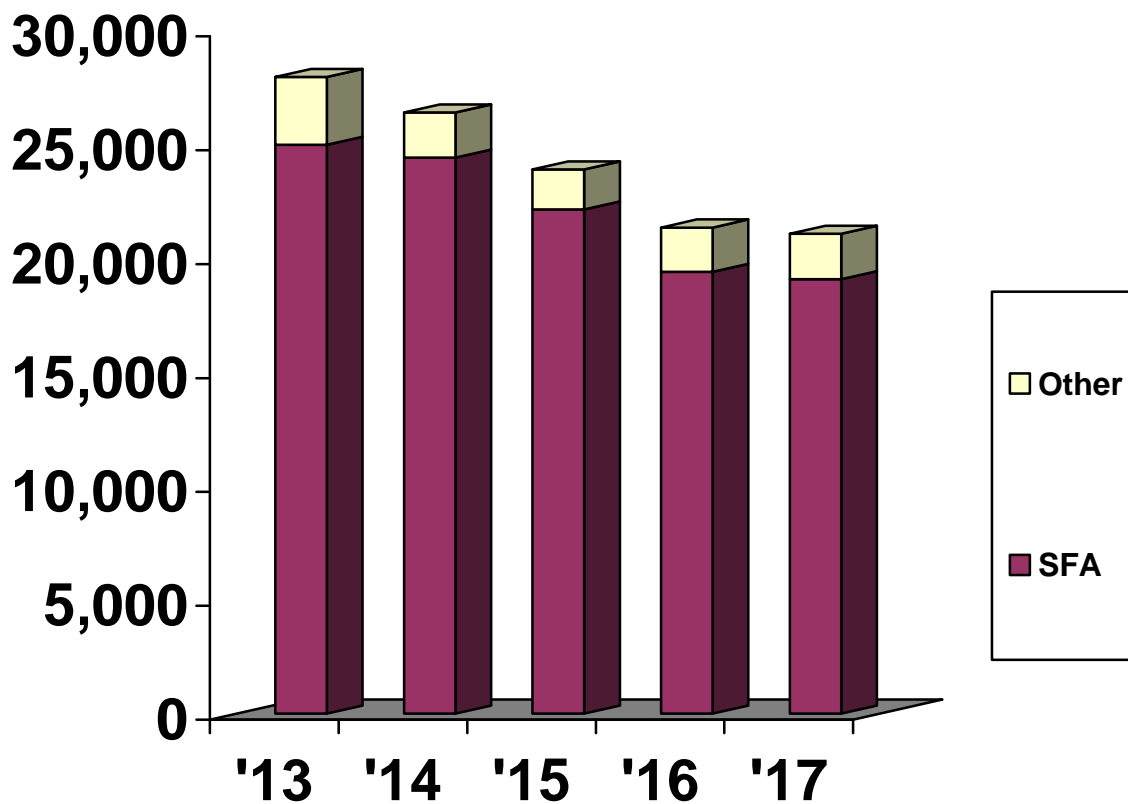
Current Status: Cleared.

Lewis-Clark State College

Presentation of Audit Results – cont.

November 8, 2017

Federal Expenditures 5 Year Trend *(in thousands)*



MOSSADAMS



*COMMUNICATIONS WITH THOSE
CHARGED WITH GOVERNANCE*

FOR

**IDAHO STATE BOARD OF EDUCATION
LEWIS – CLARK STATE COLLEGE**

June 30, 2017

MOSSADAMS.COM



Communications with Those Charged with Governance

Idaho State Board of Education
Lewis-Clark State College

We have audited the financial statements of Lewis-Clark State College and its discretely presented component unit, the Lewis-Clark State College Foundation, Inc. (collectively, College) as of and for the year ended June 30, 2017, and have issued our report thereon dated September 27, 2017. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility Under Auditing Standards Generally Accepted in the United States of America and *Government Auditing Standards*, Issued by the Comptroller General of the United States of America

As stated in a meeting with the Audit Committee on March 1, 2017, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we considered the College's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Our Responsibility Under Auditing Standards Generally Accepted in the United States of America and *Government Auditing Standards*, Issued by the Comptroller General of the United States of America (continued)

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. *Code of Federal Regulations (CFR)* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), we examined, on a test basis, evidence about the College's compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Compliance Supplement* applicable to each of its major federal programs for the purpose of expressing an opinion on the College's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the College's compliance with those requirements.

We also considered the internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with Uniform Guidance.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on March 1, 2017.

Significant Audit Findings and Issues

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the College are described in Note 1 to the financial statements. There were no changes in the application of existing policies during 2017. We noted no transactions entered into by the College during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We evaluated the key factors and assumptions used to develop the estimates in determining they are reasonable in relation to the financial statements taken as a whole.

The most sensitive estimates affecting the financial statements were:

- Allowance for uncollectible accounts receivable
- Useful lives of capital assets
- Valuation of investments
- Actuarial determined liability related to pensions and other post-employment benefit obligations

Financial Statement Disclosures

The disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were disclosure of retirement plans in Note 8 to the financial statements, disclosure of related party transactions in Note 10 to the financial statements, and disclosure of component unit in Note 13 to the financial statements.

Significant Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all factual and judgmental misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. We detected no corrected or uncorrected misstatements of the financial statements as part of our audit.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated September 27, 2017.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" in certain situations. If a consultation involves application of an accounting principle to the College's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the College's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We do not express an opinion or provide any assurance on the information, other than schedule of expenditures of federal awards, because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

✂ ✱ ✂

This information is intended solely for the use of the Idaho State Board of Education and management of Lewis-Clark State College and is not intended to be, and should not be, used by anyone other than these specified parties.

Moss Adams LLP

Portland, Oregon
September 27, 2017

Boise State University

Presentation of Audit Results

November 8, 2017

Scott Simpson, Partner

541-686-1040 scott.simpson@mossadams.com

Primary Contacts at Moss Adams for BSU

Pam Cleaver, Partner

Brandon Flory, Senior Manager

6 auditors at BSU from Moss Adams

1 IT specialists

Fieldwork Dates

Interim Fieldwork

June 5 - 9

F/S Fieldwork

August 28 – September 1

Audit Reporting and Timing

Audit Report Dated

October 13, 2017

Audit Report Issued

October 13, 2017

Auditors Report on Financial Statements

Unmodified

Auditors Report on Compliance

Unmodified

Internal Control Issues Identified & Reported

None Reported

Audit findings related to Compliance Audit

Two Reported



SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Section I - Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported
- Noncompliance material to financial statements noted? ☐ Yes ☒ No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☒ Yes ☐ None reported

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

☒ Yes ☐ No

Identification of major federal programs and type of auditor's report issued on compliance for major federal programs:

<i>CFDA Number(s)</i>	<i>Name of Federal Program or Cluster</i>	<i>Type of Auditor's Report Issued on Compliance for Major Federal Programs</i>
Various	Research & Development Cluster	Unmodified
Various	Student Financial Assistance Cluster	Unmodified
84.027A	Special Education Cluster	Unmodified
11.611	Manufacturing Extension Partnership	Unmodified

Dollar threshold used to distinguish between type A and type B programs:

\$ 952,195

Auditee qualified as low-risk auditee?

☒ Yes ☐ No

Section II - Financial Statement Findings

None reported

Section III - Federal Award Findings and Questioned Costs

FINDING 2017-001 Reporting**Significant Deficiency in Internal Controls over Compliance, Non-compliance**

Federal Programs: Research and Development Cluster (various CFDA numbers) and Special Education Cluster (CFDA #84.027A)

Criteria:

The University is required to submit financial and performance reports within a specified time frame after a reporting period.

Condition:

The University is not in compliance with the federal requirement requiring timely submission of reports. During our testing of this compliance requirement we found that there were multiple instances of reports submitted after the deadline during fiscal year 2017.

For the Research and Development Cluster, one financial report was filed 4 months after the due date and another financial report was filed 2 days after the due date.

For the Special Education Cluster, one performance report was filed 15 days after the due date and another performance report was filed 13 days after the due date.

Questioned costs:

None.

Context:

Of the 11 financial reports examined for the Research and Development Cluster, 2 were submitted late.

Of the 3 performance reports examined for the Special Education Cluster, 2 were submitted late.

Effect:

Reports were not submitted within the required timeframe.

Cause:

There was insufficient monitoring of the deadlines by the Office of Sponsored Programs.

Repeat finding:

No.

Recommendation:

The University should establish and monitor a control system to ensure all reports are prepared and submitted in accordance with the federal requirements.

Views of responsible officials and planned corrective actions:

BSU implemented a new financial system during FY 2017. The post-award work list and calendaring software in the new financial system did not initially function as expected. Prior to this year's Single Audit and continuing to this date, the Office of Sponsored Programs has focused on enhancing the effectiveness of this software to ensure reporting compliance. OSP management has also implemented a process to review and update all work list deliverables and will monitor report deliverable submissions monthly.

FINDING 2017-002 Reporting**Significant Deficiency in Internal Control over Compliance, Non-compliance**

Federal Program: Research and Development Cluster, various CFDA numbers

Criteria:

The University is required to submit financial reports, which are due within a specified timeframe after the reporting period. The federal cash receipts, and federal cash disbursements included in these reports should match or reconcile to the general ledger or other supporting documentation before the reports are filed.

Condition:

During our testing of quarterly SF-425 reports, we noted an instance where the amounts reported on the SF-425 did not match supporting documentation.

Questioned costs:

None.

Context:

Of the 11 financial reports tested, one report did not agree to supporting documentation.

Effect:

The University submitted a report that did not tie to supporting documentation.

Cause:

Due to system conversions during the current fiscal year, there was a lack of a formalized review process to ensure submitted reports agreed to underlying supporting documentation.

Repeat finding:

No.

Recommendation:

We recommend the University ensure all reports are accurate, submitted on a timely basis, and are supported by the general ledger detail or other documents supporting the revenues and expenditures prior to submitting them to the federal awarding agencies.

Views of responsible officials and planned corrective actions:

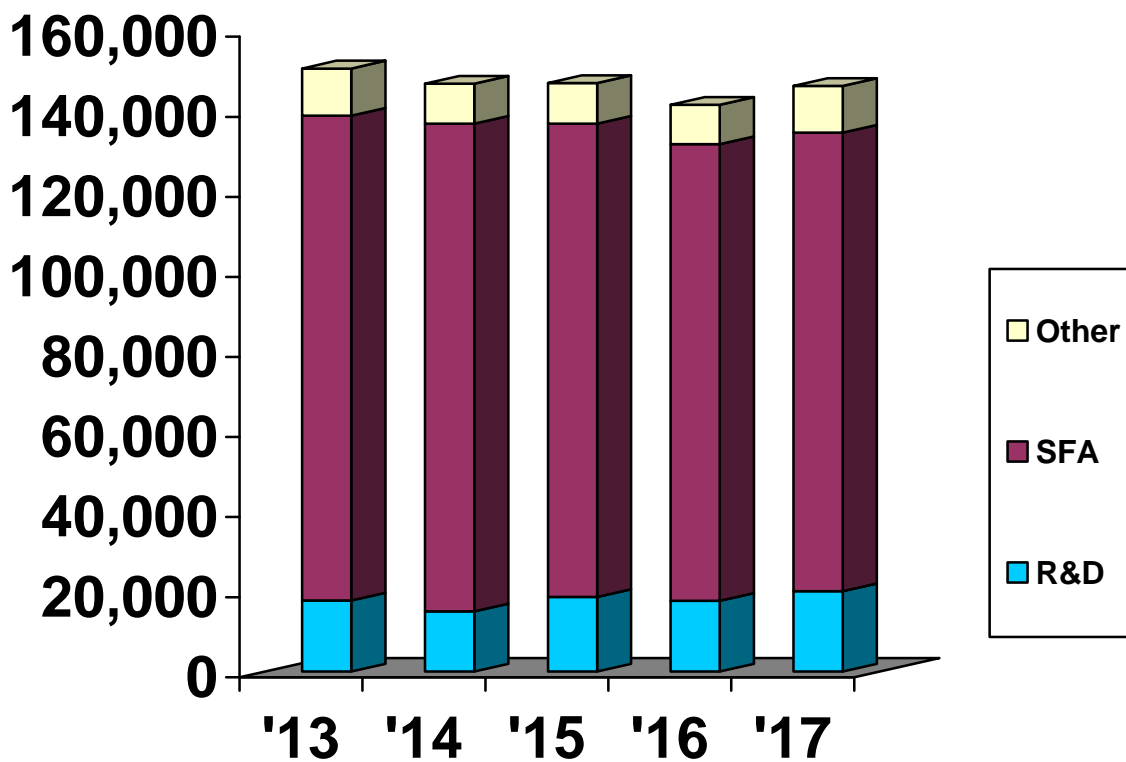
The financial report contained a typographical error and as such did not match the supporting documentation. The supporting financial information was correct, and the correct amount was drawn from the sponsor. OSP will implement a process to review financial reports for typographical errors.

Boise State University

Presentation of Audit Results – cont.

November 8, 2017

Federal Expenditures 5 Year Trend *(in thousands)*





Communications with Those Charged with Governance

To the Audit Committee of the
Idaho State Board of Education

We have audited the financial statements of Boise State University (the University) and its discretely presented component unit, Boise State University Foundation, Inc. (Foundation) as of and for the years ended June 30, 2017 and 2016, and have issued our report thereon dated October 13, 2017. We did not audit the financial statements of Boise State University Foundation, Inc., a discretely presented component unit. Those financial statements were audited by other auditors whose report thereon has been furnished to us, and our opinion, insofar as it relates to the amounts included for that component unit, is based solely on the report of other auditors. In addition, this required information does not include the other auditors' audit results or other matters that are reported on separately by other auditors. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility under Auditing Standards Generally Accepted in the United States of America and *Government Auditing Standards*, Issued by the Comptroller General of the United States of America

As stated in the meeting with the Audit Committee on March 8, 2017, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we considered the University's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), we examined, on a test basis, evidence about the University's compliance with the types of compliance requirements described in the U.S. *Office of Management and Budget (OMB) Compliance Supplement* applicable to each of its major federal programs for the purpose of expressing an opinion on the University's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the University's compliance with those requirements.

We also considered the internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with Uniform Guidance.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in in our meeting on March 8, 2017.

Qualitative Aspects of Accounting Practices

Significant Accounting Policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the University are described in Note 1 to the financial statements. There were no changes in the application of existing policies during 2017 except for the implementation of GASB Statement No. 79 – *Certain External Investment Pools and Pool Participants* and GASB Statement No. 82 – *Pension Issues*, as described in Note 1 to the financial statements. We noted no transactions entered into by the University during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Management Judgments and Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We evaluated the key factors and assumptions used to develop the estimates in determining they are reasonable in relation to the financial statements taken as a whole.

The most sensitive estimates affecting the financial statements were:

- Allowance for uncollectible accounts receivable at June 30, 2017
- Useful lives of capital assets
- Valuation of investments

- Actuarial determined liability related to pensions and other post-employment benefit obligations

Financial Statement Disclosures

We believe the disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were:

Note 8 - Bonds and notes payable

Note 10 - Retirement plans and post retirement use of unused sick leave

Note 11 - Pension plans

Note 12 - Postemployment benefits other than pensions

Note 14 - Component unit - Boise State University Foundation

Significant Difficulties Encountered in Performing the Audit

The Audit Committee should be informed of any significant difficulties encountered in dealing with management related to the performance of the audit.

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. There were no material misstatements detected as a result of our audit procedures which required correction by management, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 13, 2017.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the University's financial statements, or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the University's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

This information is intended solely for the use of the Audit Committee of the Idaho State Board of Education and management of Boise State University and is not intended to be, and should not be, used by anyone other than these specified parties.

Moss Adams LLP

Eugene, Oregon
October 13, 2017

Idaho State University

Presentation of Audit Results

November 8, 2017

Scott Simpson, Partner

541-686-1040 scott.simpson@mossadams.com

Primary Contacts at Moss Adams for ISU

Scott Simpson, Partner
Kyle Hauser, Manager

5 auditors at ISU from Moss Adams
2 IT specialists

Fieldwork Dates

Interim Fieldwork
F/S Fieldwork

May 30 – June 2
August 28 – September 1

Audit Reporting and Timing

Audit Report Dated	October 13, 2017
Audit Report Issued	October 13, 2017
Auditors Report on Financial Statements	Unmodified
Auditors Report on Compliance	Unmodified
Internal Control Issues Identified & Reported	One Reported
Audit findings related to Compliance Audit	None Reported



**IDAHO STATE UNIVERSITY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2017**

Section I - Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: *Unmodified*

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☒ Yes ☐ No
- Noncompliance material to financial statements noted? ☐ Yes ☒ No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Any audit findings disclosed that are required to be reported in accordance with section 2 CFR Section 200.516(a)?

☐ Yes ☒ No

Identification of major federal programs and type of auditor's report issued on compliance for major federal programs:

		<i>Type of Auditor's Report Issued on Compliance for Major Federal Programs</i>
<i>CFDA Numbers</i>	<i>Name of Federal Program or Cluster</i>	
Various	Student Financial Assistance Cluster	Unmodified
Various	Research & Development Cluster	Unmodified

- Dollar threshold used to distinguish between type A and type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

☒ Yes ☐ No

Section II - Financial Statement Findings

FINDING 2017-001 – Lack of Manual Journal Entry Review, Significant Deficiency in Internal Controls

Criteria:

Manual journal entries should be reviewed by an individual separate from the individual posting the entry to the general ledger.

**IDAHO STATE UNIVERSITY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2017**

Condition:

Certain manual entries posted to the general ledger showed no evidence of review. This appeared to be isolated to one individual.

Context:

It was observed that certain manual entries posted to the general ledger showed no evidence of review.

Effect:

Without a secondary review of manual journal entries, misstatements posted to the general ledger could go undetected.

Cause:

Over the past few years, significant turnover in the finance and accounting department and this situation appeared to be isolated to one individual.

Recommendation:

We recommend that the University review all of their policies and procedures surrounding manual journal entries, such that all manual journal entries be formally reviewed and that evidence of review is documented.

Views of responsible officials and planned corrective actions:

In March of 2017, we initiated a self-generated transition and reorganization of our controller's office staff. Subsequently, through a course of internal assessment management has looked at ways to improve processes and workflow. We acknowledge the identified control weakness of journal entry review. As a result, we have implemented the practice of having secondary review and sign off for all journal entries.

Section III - Federal Award Findings and Questioned Costs

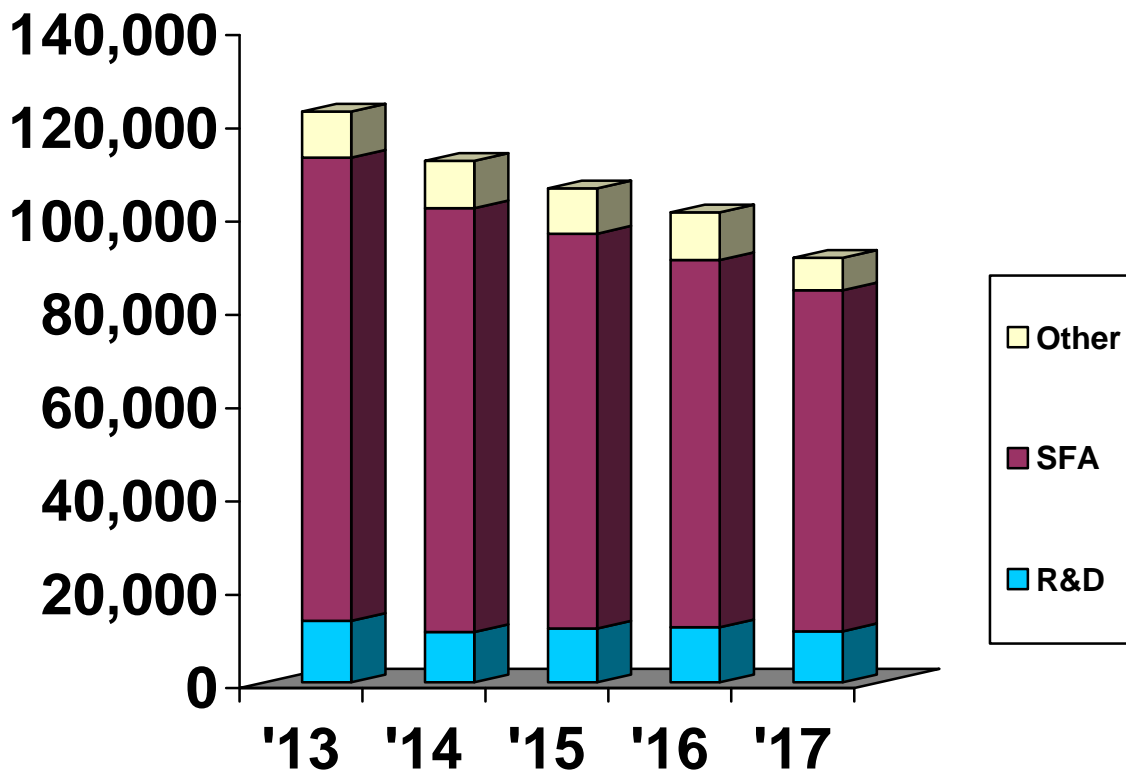
None

Idaho State University

Presentation of Audit Results – cont.

November 8, 2017

Federal Expenditures 5 Year Trend *(in thousands)*



*COMMUNICATIONS WITH THOSE
CHARGED WITH GOVERNANCE*

FOR

IDAHO STATE UNIVERSITY

June 30, 2017



Communications with Those Charged with Governance

To the Audit Committee
Idaho State Board of Education

We have audited the financial statements of Idaho State University (University) and its discretely presented component unit; Idaho State University Foundation, Inc. as of and for the year ended June 30, 2017, and have issued our report thereon dated October 13, 2017. We did not audit the financial statements of Idaho State University Foundation, Inc., a discretely presented component unit, as described in Note 13. Those financial statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for that component unit, is based solely on the report of other auditors. In addition, this required information does not include the other auditors' audit results or other matters that are reported on separately by other auditors. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility Under Auditing Standards Generally Accepted in The United States of America Government Auditing Standards, Issued by the Comptroller General of the United States of America

As stated in our engagement contract dated November 18, 2015, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial statement audits contained in Government Auditing Standards and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we considered University's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.



Our Responsibility Under Auditing Standards Generally Accepted in The United States of America Government Auditing Standards, Issued by the Comptroller General of the United States of America (continued)

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), we examined, on a test basis, evidence about the University's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement applicable to each of its major federal programs for the purpose of expressing an opinion on the University's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the University's compliance with those requirements.

We also considered the internal controls over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

Other Information in Documents Containing Audited Financial Statements

Our responsibility for other information in the management's discussion and analysis as listed in the table of contents and certain information in Note 10, Pension Plan, and Note 11, Postemployment Benefits Other Than Pensions, labeled as "required supplementary information", and the schedule of expenditures and federal awards, includes applying certain limited procedures to the required supplementary information and other supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements.

We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on March 1, 2017.



Significant Audit Findings and Issues

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the University are described in Note 1 to the financial statements. No new accounting policies were adopted and there were no changes in the application of existing policies during 2017. We noted no transactions entered into by the University during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were the allowance for uncollectible accounts receivable, the useful lives of capital assets, the valuation of investments, and the actuarially determined liability related to other post employment benefit obligations and pension liability. We evaluated the key factors and assumptions used to develop management's estimates in determining they are reasonable in relation to the financial statements taken as a whole.

Financial Statement Disclosures

We believe the disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. We believe the most sensitive disclosures affecting the financial statements were Note 7 related to noncurrent liabilities, Notes 10 and 11 related to retirement plans, and Note 13 related to the component unit.

Significant Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all factual and judgmental misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. There were no material misstatements detected as a result of our audit procedures which required correction by management, either individually or in the aggregate, to the financial statements taken as a whole.



Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 13, 2017.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" in certain situations. If a consultation involves application of an accounting principle to the University's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the University's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

EO * OR

This information is intended solely for the use of Idaho State Board of Education Audit Committee and management of Idaho State University and is not intended to be, and should not be used by anyone other than these specified parties.

Moss Adams LLP

Portland, Oregon
October 13, 2017

Eastern Idaho Technical College

Presentation of Audit Results

November 8, 2017

Scott Simpson, Partner

541-686-1040 scott.simpson@mossadams.com

Primary Contacts at Moss Adams for EITC

Scott Simpson, Partner
Kyle Hauser, Manager

4 auditors at EITC from Moss Adams

Fieldwork Dates

Interim Fieldwork
F/S Fieldwork

May 22 - 26
August 22 - 25

Audit Reporting and Timing

Audit Report Dated	October 20, 2017
Audit Report Issued	October 20, 2017
Auditors Report on Financial Statements	Unmodified
Auditors Report on Compliance	Unmodified
Internal Control Issues Identified & Reported	None Reported
Audit findings related to Compliance Audit	None Reported



Eastern Idaho Technical College
June 30, 2017

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Section I - Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: *Unmodified*

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported
- Noncompliance material to financial statements noted? ☐ Yes ☒ No

Federal Awards

Internal control over major federal program:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Any audit findings disclosed that are required to be reported in accordance with 2CFR 200.516(a)? ☐ Yes ☒ No

Identification of Major Federal Programs and Type of Auditor's Report Issued on Compliance for Major Federal Programs

<i>CFDA Number(s)</i>	<i>Name of Major Federal Program or Cluster</i>	<i>Type of Auditor's Report Issued on Compliance for Major Federal Program(s)</i>
Various	Student Financial Assistance Cluster	<i>Unmodified</i>

Dollar threshold used to distinguish between type A and type B programs: \$ 750,000

Auditee qualified as low-risk auditee? ☒ Yes ☐ No

Section II - Financial Statement Findings

None reported

Section III - Federal Award Findings and Questioned Costs

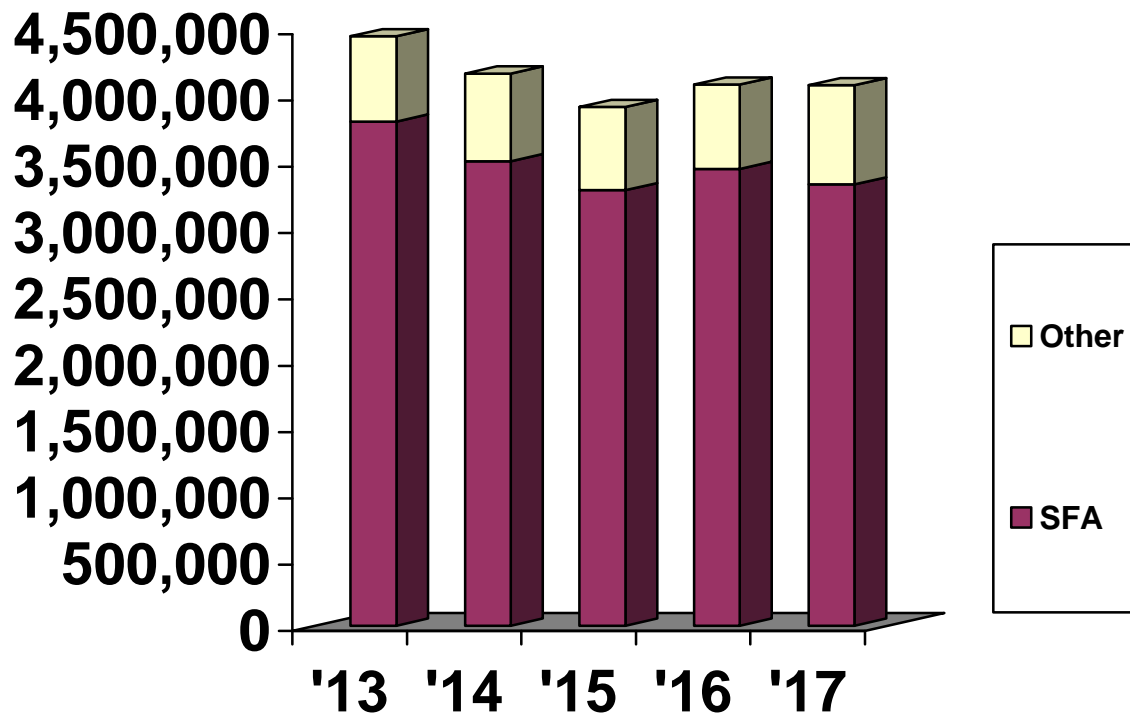
None reported

Eastern Idaho Technical College

Presentation of Audit Results – cont.

November 8, 2017

Federal Expenditures 5 Year Trend



*COMMUNICATIONS WITH THOSE
CHARGED WITH GOVERNANCE*

FOR

Eastern Idaho Technical College

June 30, 2017



Communications with Those Charged with Governance

To the Audit Committee
Idaho State Board of Education

We have audited the financial statements of Eastern Idaho Technical College (College) and its discretely presented component unit; Eastern Idaho Technical College Foundation, Inc. as of and for the year ended June 30, 2017, and have issued our report thereon dated October 20, 2017. We did not audit the financial statements of Eastern Idaho Technical College Foundation, Inc., a discretely presented component unit, as described in Note 9. Those financial statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for that component unit, is based solely on the report of other auditors. In addition, this required information does not include the other auditors' audit results or other matters that are reported on separately by other auditors. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility Under Auditing Standards Generally Accepted in The United States of America Government Auditing Standards, Issued by the Comptroller General of the United States of America

As stated in our engagement contract dated November 18, 2015, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial statement audits contained in Government Auditing Standards and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we considered College's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.



Our Responsibility Under Auditing Standards Generally Accepted in The United States of America Government Auditing Standards, Issued by the Comptroller General of the United States of America (continued)

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), we examined, on a test basis, evidence about the College's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement applicable to each of its major federal programs for the purpose of expressing an opinion on the College's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the College's compliance with those requirements.

We also considered the internal controls over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

Other Information in Documents Containing Audited Financial Statements

Our responsibility for other information in the management's discussion and analysis as listed in the table of contents and certain information in Note 7, Pension Plan, and Note 8, Postemployment Benefits Other Than Pensions, labeled as "required supplementary information", and the schedule of expenditures and federal awards, includes applying certain limited procedures to the required supplementary information and other supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements.

We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on March 1, 2017.



Significant Audit Findings and Issues

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the College are described in Note 1 to the financial statements. No new accounting policies were adopted and there were no changes in the application of existing policies during 2017. We noted no transactions entered into by the College during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were the allowance for uncollectible accounts receivable, the useful lives of capital assets, and the actuarially determined liability related to other post employment benefit obligations and pension liability. We evaluated the key factors and assumptions used to develop management's estimates in determining they are reasonable in relation to the financial statements taken as a whole.

Financial Statement Disclosures

We believe the disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. We believe the most sensitive disclosures affecting the financial statements were Notes 7 and 8 related to retirement plans, and Note 9 related to the component unit.

Significant Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all factual and judgmental misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. There were no material misstatements detected as a result of our audit procedures which required correction by management, either individually or in the aggregate, to the financial statements taken as a whole.



Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 20, 2017.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" in certain situations. If a consultation involves application of an accounting principle to the College's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the College's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

EO * CR

This information is intended solely for the use of Idaho State Board of Education Audit Committee and management of Eastern Idaho Technical College and is not intended to be, and should not be used by anyone other than these specified parties.

Moss Adams LLP

Portland, Oregon
October 20, 2017

Idaho State Board of Education

Presentation of Audit Results – cont.

November 8, 2017

We are proud to be the auditor for Idaho Colleges and Universities and would like to extend our thanks to the Board Members, the Office of the State Board, and the Institutions.

Questions & Comments?

MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

THIS PAGE INTENTIONALLY LEFT BLANK

**AUDIT
DECEMBER 21, 2017**

SUBJECT

FY 2017 College and Universities' Financial Ratios

BACKGROUND/DISCUSSION

The ratios presented measure the financial health of each institution and include a "Composite Financial Index" based on four key ratios. The ratios are designed as management tools to measure financial activity and key trends within an institution over time. They typically do not lend themselves to comparative analysis between institutions because of the varying missions and structures of the institutions and current strategic initiatives underway at a given institution at a given time.

Institution foundations are reported as component units in the college and universities' financial statements. The nationally-developed ratio benchmarks model is built around this combined picture.¹ An institution's foundation holds assets for the purpose of supporting the institution. Foundation assets are nearly all restricted for institution purposes and are an important part of an institution's financial strategy and financial health.

This year the institutions were asked to add two additional ratios: Debt Burden and Life of Capital Assets. The Debt Burden ratio is calculated as debt service divided by adjusted expenditure. The benchmark for this ratio is set by the institution for no more than 8% per Board policy. The Age of Capital Assets ratio is calculated as accumulated depreciation divided by depreciation expense. The benchmark for this ratio is 10 for research institutions and 14 for undergraduate liberal arts institutions.

Ratio	Measure	Benchmark
Primary reserve	Sufficiency of resources and their flexibility; good measure for net assets	.40
Viability	Capacity to repay total debt through reserves	1.25
Return on net assets	Whether the institution is better off financially this year than last	6.00%
Net operating revenues	Whether institution is living within available resources	2.00%
Composite Financial Index	Combines four ratios using weighting	3.0
Debt Burden	Institution's dependence on borrowed funds	<= 8%
Age of Capital Assets	Recent vs deferred investments	10 - 14

IMPACT

¹ See *Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks* (7th ed.). New York, NY: Prager, Sealy & Co., LLC; KPMG, LLP; Attain, LLC. The model's well vetted analysis developed by industry experts has been around and evolving since 1980. It is widely used and accepted in the higher education finance community.

AUDIT
DECEMBER 21, 2017

These financial ratios and analyses are provided in order for the Board to review the financial health and year-to-year trends at the institutions. The ratios reflect a financial snapshot as of fiscal year end. The Audit Committee reviews key financial performance factors on a quarterly basis.

ATTACHMENTS

Boise State University	Page 3
Idaho State University	Page 5
University of Idaho	Page 7
Lewis-Clark State College	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

Staff will provide a brief tutorial on the definition and uses of the four key ratios and the Composite Financial Index. Institution representatives will be ready to provide a brief analysis of their financial ratios and answer Board members' questions.

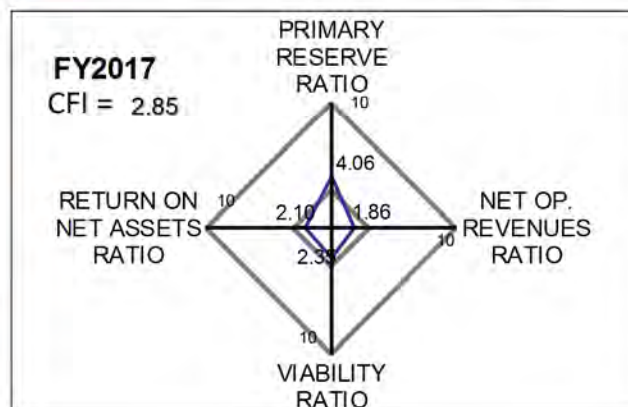
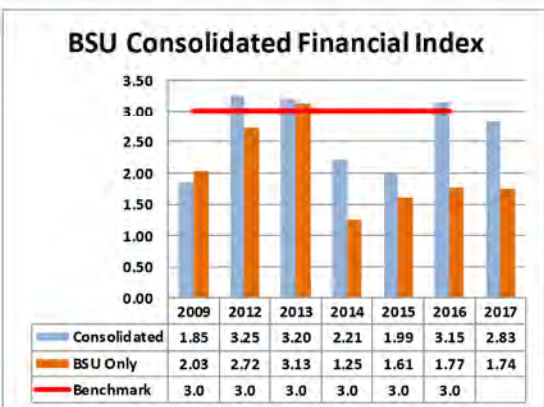
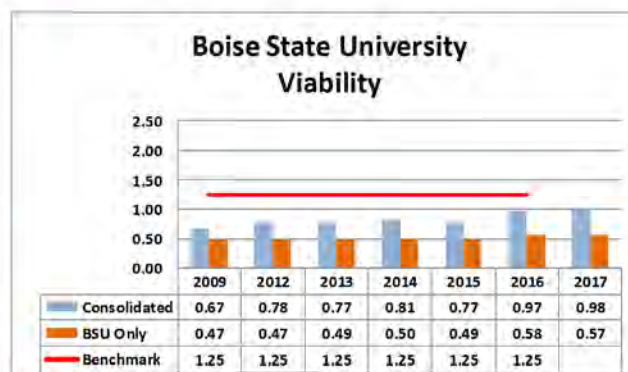
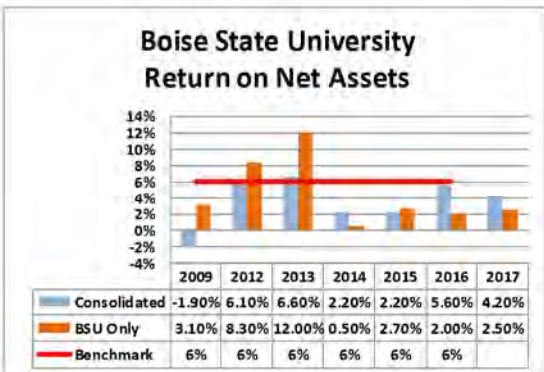
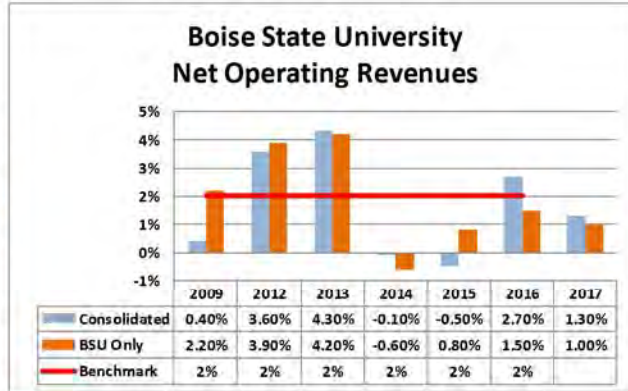
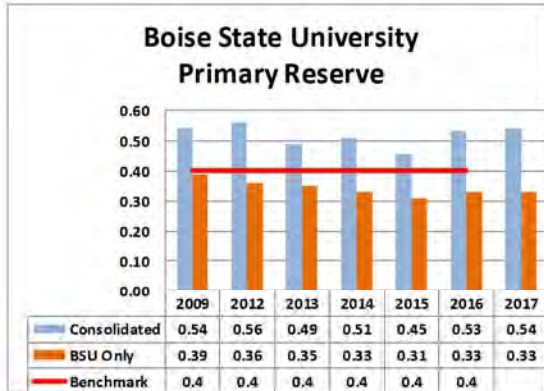
BOARD ACTION

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

AUDIT DECEMBER 21, 2017

Boise State University

	2009	2012	2013	2014	2015	2016	2017	Benchmark
Primary Reserve	0.54	0.56	0.49	0.51	0.45	0.53	0.54	0.40
	0.39	0.36	0.35	0.33	0.31	0.33	0.33	0.40
Net Operating Revenues	0.40%	3.60%	4.30%	-0.10%	-0.50%	2.70%	1.30%	2.00%
	2.20%	3.90%	4.20%	-0.60%	0.80%	1.50%	1.00%	2.00%
Return on Net Assets	-1.90%	6.10%	6.60%	2.20%	2.20%	5.60%	4.20%	6.00%
	3.10%	8.30%	12.00%	0.50%	2.70%	2.00%	2.50%	6.00%
Viability	0.67	0.78	0.77	0.81	0.77	0.97	0.98	1.25
	0.47	0.47	0.49	0.50	0.49	0.58	0.57	1.25
CFI	1.85	3.25	3.20	2.21	1.99	3.15	2.83	3.00
	2.03	2.72	3.13	1.25	1.61	1.77	1.74	3.00

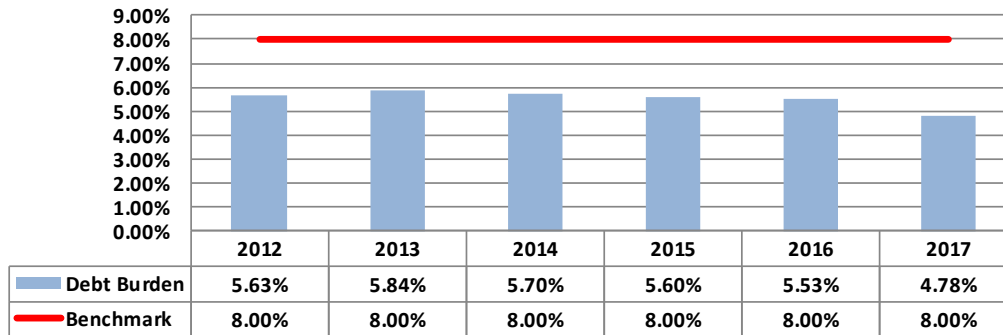


**AUDIT
DECEMBER 21, 2017**

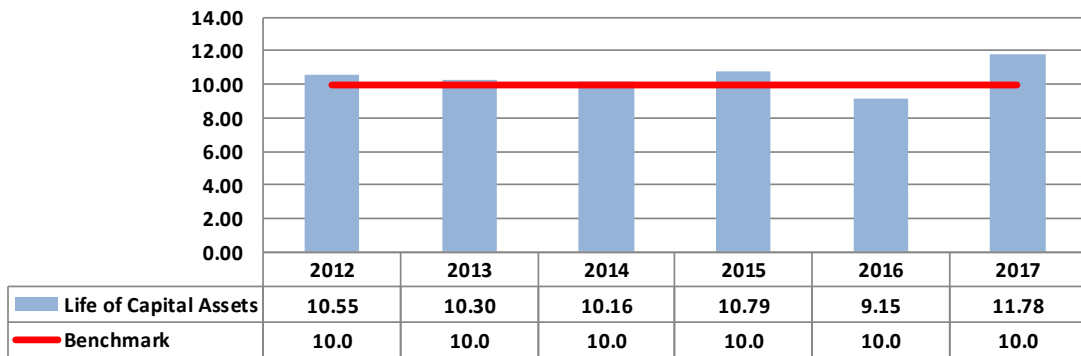
Boise State University

	2012	2013	2014	2015	2016	2017	Benchmark
Debt Burden	5.63%	5.84%	5.70%	5.60%	5.53%	4.78%	8.00%
Life of Capital Assets	10.55	10.30	10.16	10.79	9.15	11.78	10.00

**Boise State University
Debt Burden Ratio**



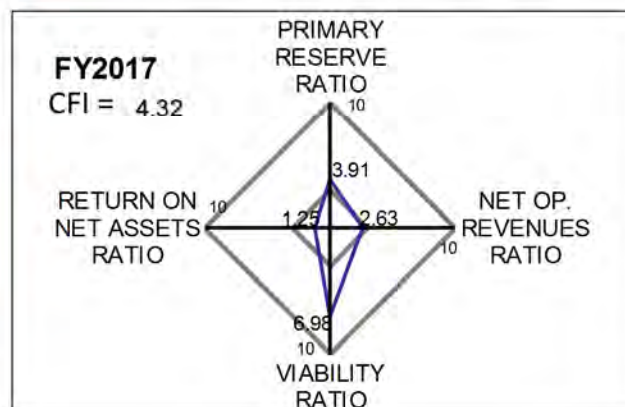
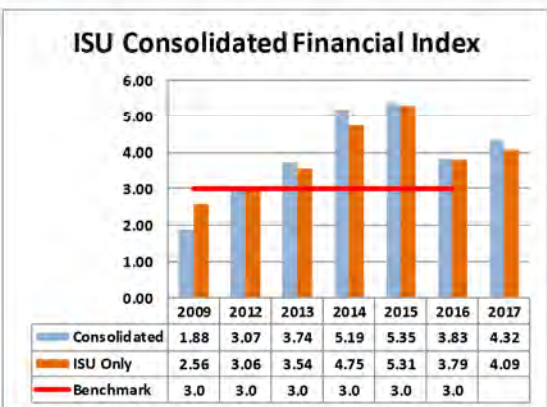
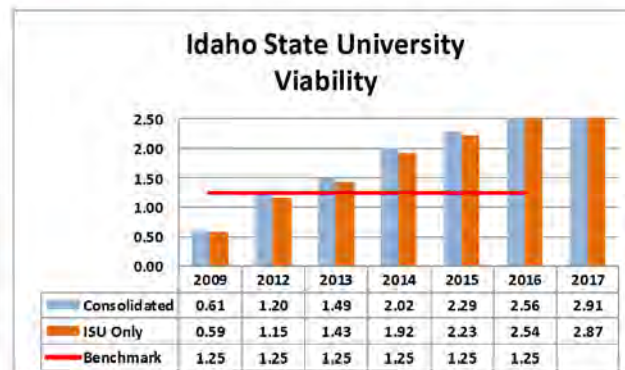
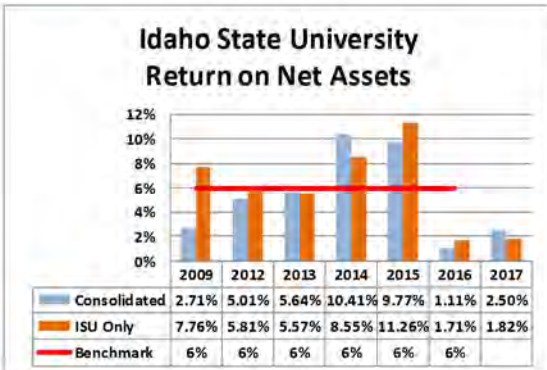
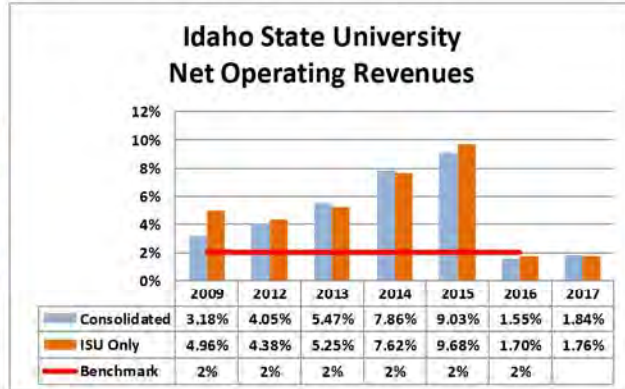
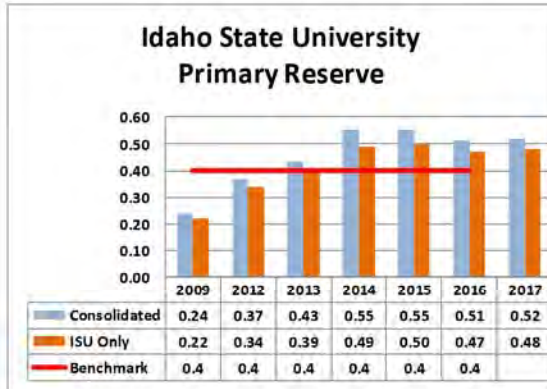
**Boise State University
Life of Capital Assets**



AUDIT DECEMBER 21, 2017

Idaho State University

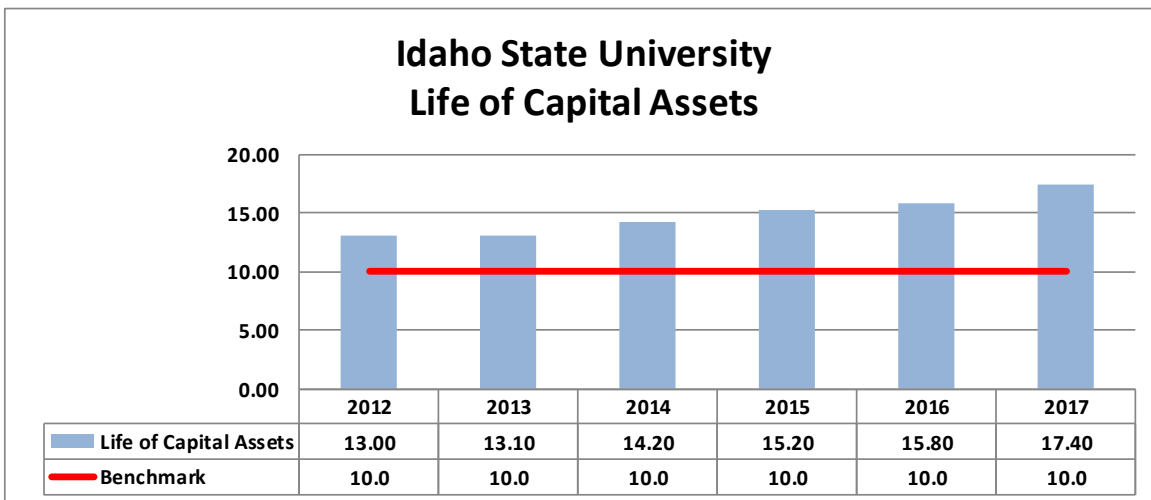
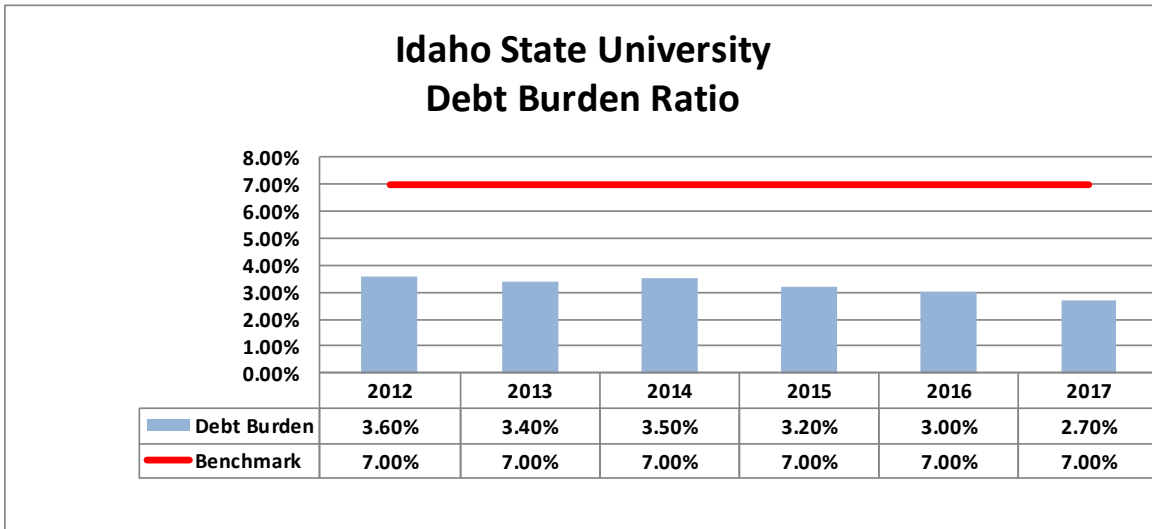
	2009	2012	2013	2014	2015	2016	2017	Benchmark
Primary Reserve	0.24	0.37	0.43	0.55	0.55	0.51	0.52	0.40
	0.22	0.34	0.39	0.49	0.50	0.47	0.48	0.40
Net Operating Revenues	3.18%	4.05%	5.47%	7.86%	9.03%	1.55%	1.84%	2.00%
	4.96%	4.38%	5.25%	7.62%	9.68%	1.70%	1.76%	2.00%
Return on Net Assets	2.71%	5.01%	5.64%	10.41%	9.77%	1.11%	2.50%	6.00%
	7.76%	5.81%	5.57%	8.55%	11.26%	1.71%	1.82%	6.00%
Viability	0.61	1.20	1.49	2.02	2.29	2.56	2.91	1.25
	0.59	1.15	1.43	1.92	2.23	2.54	2.87	1.25
CFI	1.88	3.07	3.74	5.19	5.35	3.83	4.32	3.00
	2.56	3.06	3.54	4.75	5.31	3.79	4.09	3.00



**AUDIT
DECEMBER 21, 2017**

Idaho State University

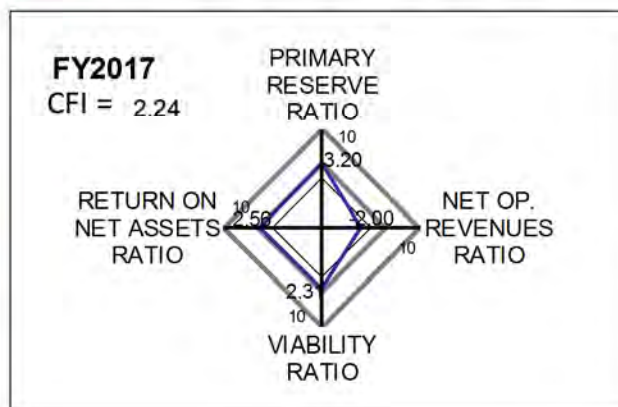
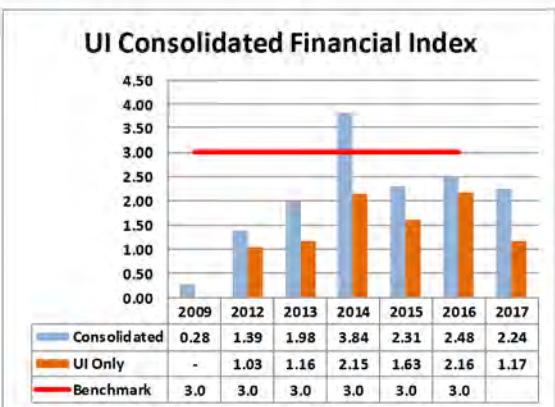
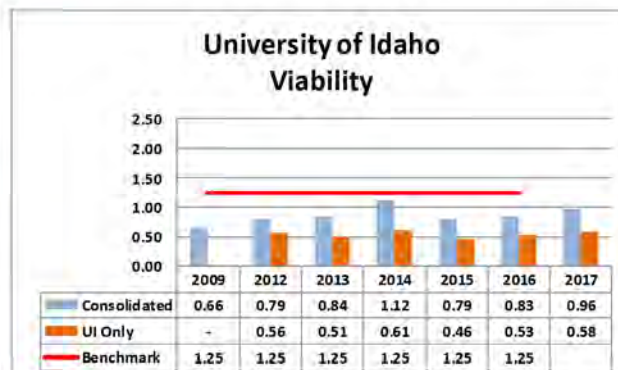
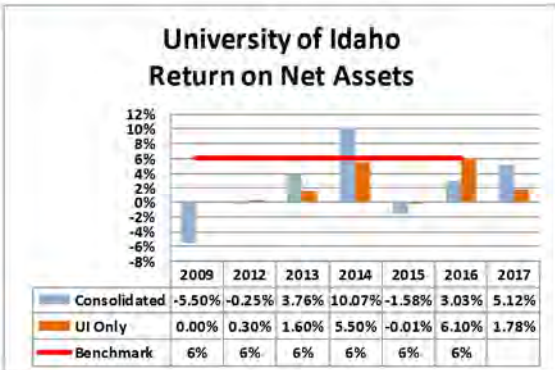
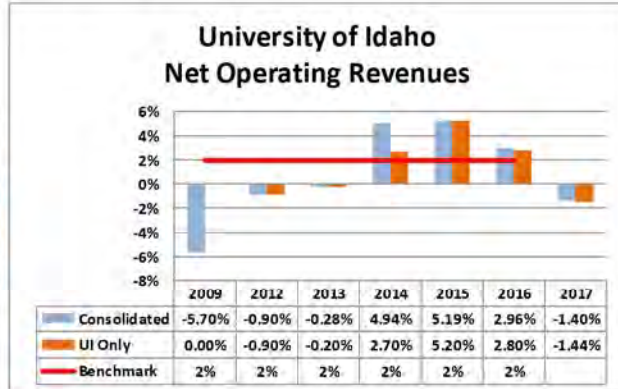
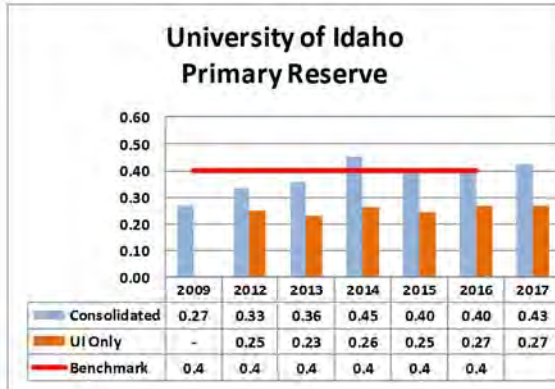
	2012	2013	2014	2015	2016	2017	Benchmark
Debt Burden	3.60%	3.40%	3.50%	3.20%	3.00%	2.70%	7.00%
Life of Capital Assets	13.00	13.10	14.20	15.20	15.80	17.40	10.00



AUDIT DECEMBER 21, 2017

University of Idaho

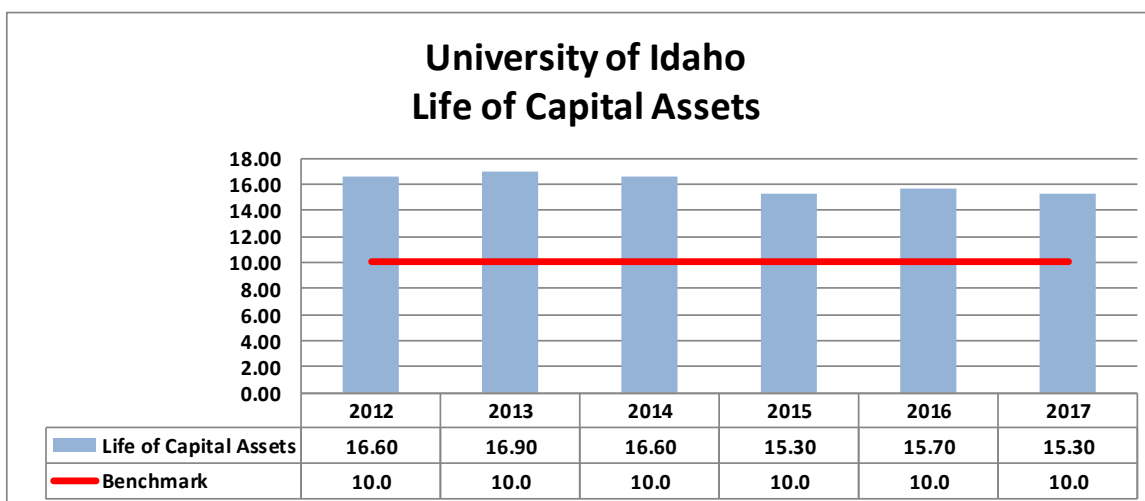
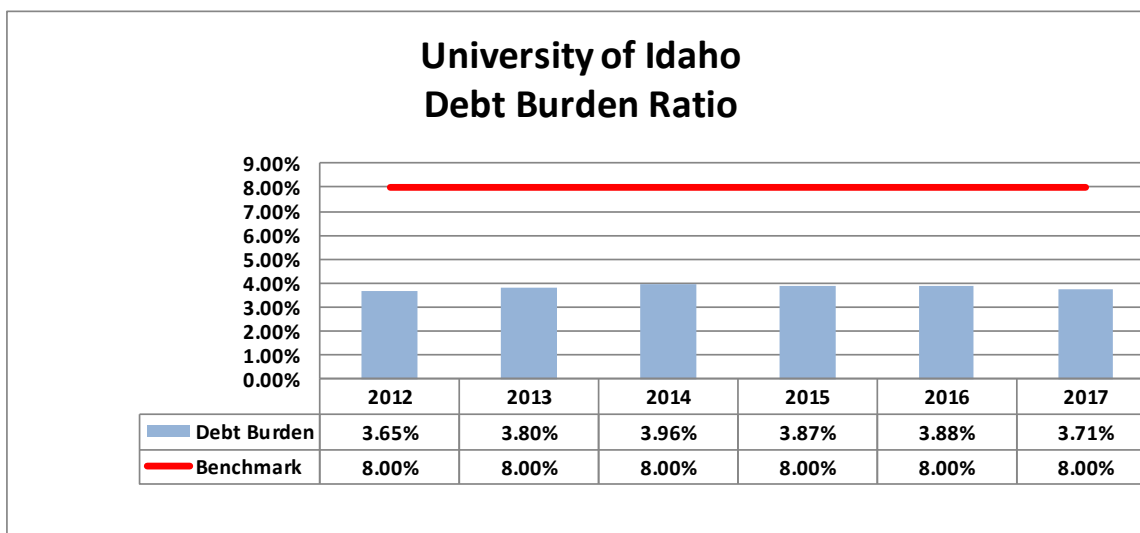
	2009	2012	2013	2014	2015	2016	2017	Benchmark
Primary Reserve	0.27	0.33	0.36	0.45	0.40	0.40	0.43	0.40
	-	0.25	0.23	0.26	0.25	0.27	0.27	0.40
Net Operating Revenues	-5.70%	-0.90%	-0.28%	4.94%	5.19%	2.96%	-1.40%	2.00%
	0.00%	-0.90%	-0.20%	2.70%	5.20%	2.80%	-1.44%	2.00%
Return on Net Assets	-5.50%	-0.25%	3.76%	10.07%	-1.58%	3.03%	5.12%	6.00%
	0.00%	0.30%	1.60%	5.50%	-0.01%	6.10%	1.78%	6.00%
Viability	0.66	0.79	0.84	1.12	0.79	0.83	0.96	1.25
	-	0.56	0.51	0.61	0.46	0.53	0.58	1.25
CFI	0.28	1.39	1.98	3.84	2.31	2.48	2.24	3.00
	-	1.03	1.16	2.15	1.63	2.16	1.17	3.00



**AUDIT
DECEMBER 21, 2017**

University of Idaho

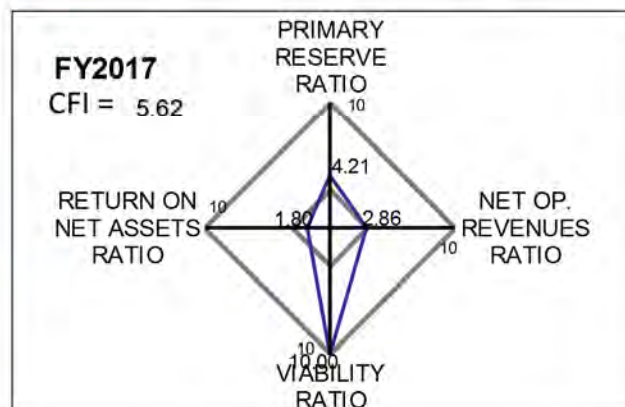
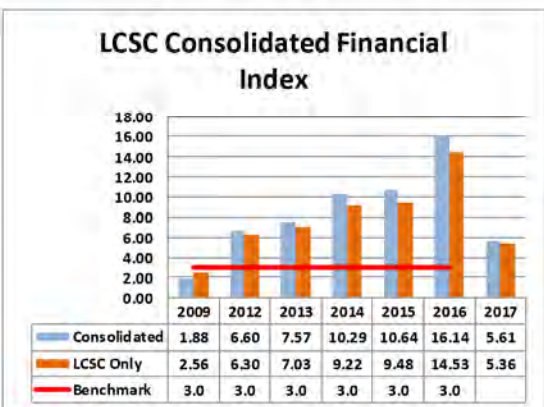
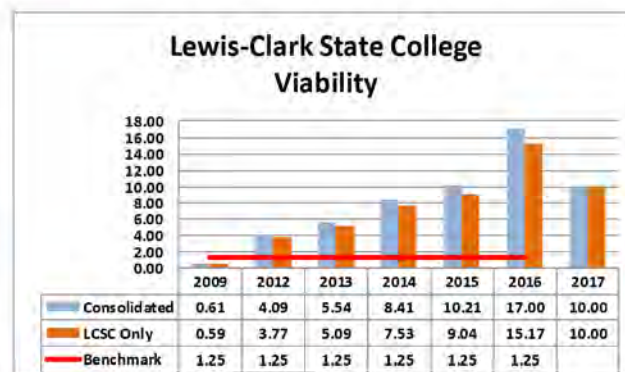
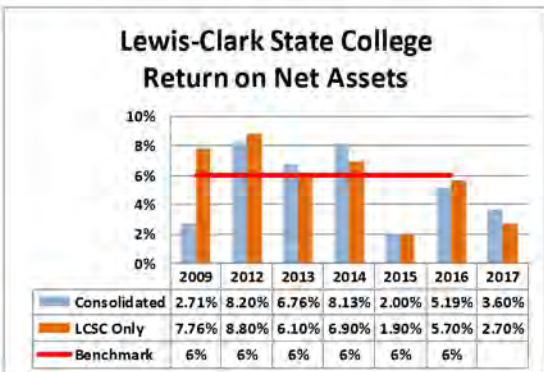
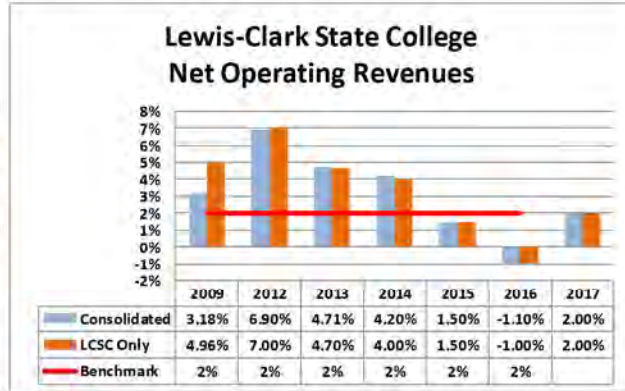
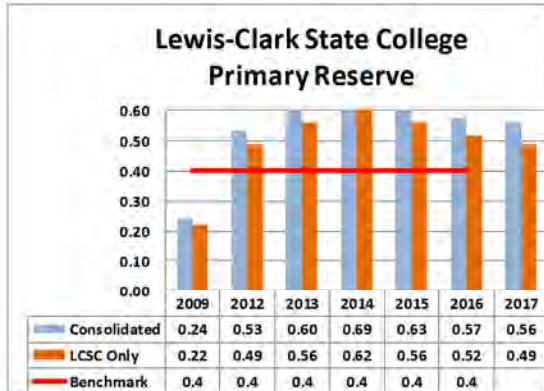
	2012	2013	2014	2015	2016	2017	Benchmark
Debt Burden	3.65%	3.80%	3.96%	3.87%	3.88%	3.71%	8.00%
Life of Capital Assets	16.60	16.90	16.60	15.30	15.70	15.30	10.00



AUDIT DECEMBER 21, 2017

Lewis-Clark State College

	2009	2012	2013	2014	2015	2016	2017	Benchmark
Primary Reserve	0.24	0.53	0.60	0.69	0.63	0.57	0.56	0.40
	0.22	0.49	0.56	0.62	0.56	0.52	0.49	0.40
Net Operating Revenues	3.18%	6.90%	4.71%	4.20%	1.50%	-1.10%	2.00%	2.00%
	4.96%	7.00%	4.70%	4.00%	1.50%	-1.00%	2.00%	2.00%
Return on Net Assets	2.71%	8.20%	6.76%	8.13%	2.00%	5.19%	3.60%	6.00%
	7.76%	8.80%	6.10%	6.90%	1.90%	5.70%	2.70%	6.00%
Viability	0.61	4.09	5.54	8.41	10.21	17.00	10.00	1.25
	0.59	3.77	5.09	7.53	9.04	15.17	10.00	1.25
CFI	1.88	6.60	7.57	10.29	10.64	16.14	5.61	3.00
	2.56	6.30	7.03	9.22	9.48	14.53	5.36	3.00

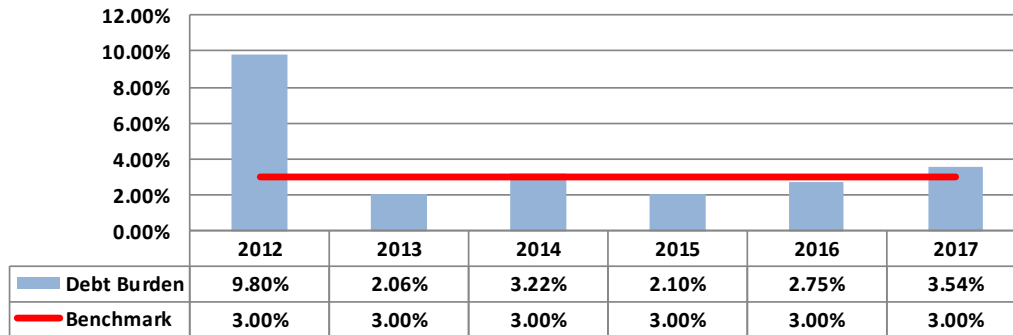


**AUDIT
DECEMBER 21, 2017**

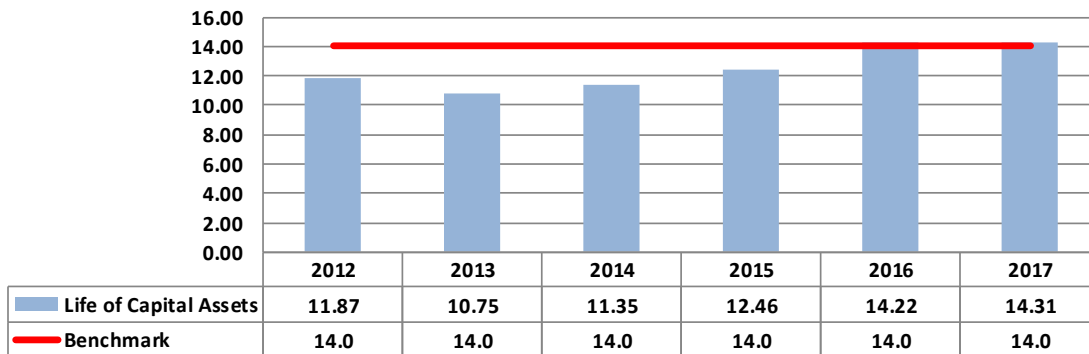
Lewis-Clark State College

	2012	2013	2014	2015	2016	2017	Benchmark
Debt Burden	9.80%	2.06%	3.22%	2.10%	2.75%	3.54%	3.00%
Life of Capital Assets	11.87	10.75	11.35	12.46	14.22	14.31	10.00

**Lewis-Clark State College
Debt Burden Ratio**



**Lewis-Clark State College
Life of Capital Assets**



**AUDIT
DECEMBER 21, 2017**

SUBJECT

FY 2017 College and Universities' Unrestricted Net Position Balances

REFERENCE

December 2012-2017

Annual Audit reports submitted to the Board

BACKGROUND/DISCUSSION

Net position balances provide a tool to gauge the amount and types of assets held by an institution. An analysis of unrestricted expendable assets provides insights into some of the "reserves" which might be available in order for an institution to meet emergency needs. The net position balances as of June 30, 2017 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College are attached. The net position reports for the four institutions are broken out by the following categories:

Invested in capital assets, net of related debt: This represents an institution's total investment in capital assets, net of accumulated depreciation and outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included.

Restricted, expendable: This represents resources which an institution is legally or contractually obligated to spend in accordance with restrictions imposed by external third parties.

Restricted, nonexpendable: This represents endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal.

Unrestricted: This represents resources derived from student tuition and fees, and sales and services of educational departments and auxiliary enterprises. These resources also include auxiliary enterprises, which are substantially self-supporting activities that provide services for students, faculty and staff. Not all sources of revenue noted above are necessarily present in the unrestricted position.

Within the category of **Unrestricted Position**, the institutions reserve funds for the following:

Obligated: Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which contractual commitments exist.

**AUDIT
DECEMBER 21, 2017**

Designated: Designated net position represents balances not yet legally contracted but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative cost recovery returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note: Designated reserves are not yet legally contracted, so technically they are still subject to management decision or reprioritization. However, it's critical to understand that these net position balances are a snapshot in time as of June 30, 2017, so reserves shown as "designated" on this report could be "obligated" at any point in the current fiscal year.

Unrestricted Funds Available: Balance represents reserves available to bridge uneven cash flows as well as future potential funding shortfalls such as:

- Budget reductions or holdbacks
- Enrollment fluctuations
- Unfunded enrollment workload adjustment (EWA)
- Unfunded occupancy costs
- Critical infrastructure failures

IMPACT

The volatility of state funding as well as fluctuations in enrollment and tuition revenue necessitates that institutions maintain fund balances sufficient to stabilize their operating budgets. As such, the Board has set a minimum target reserve of 5%, as measured by "Unrestricted Available" funds divided by annual operating expenses. This benchmark was originally included in the Board's strategic plan but removed when the plan was recently streamlined. Staff has proposed (in a separate agenda item) an amendment to Board Policy V.B. to incorporate the 5% target in policy. The institutions' unrestricted funds available as a percent of operating expenses over the past five fiscal years are as follows:

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
BSU:	5.0%	6.1%	5.1%	5.3%	5.5%
ISU:	12.6%	16.2%	15.6%	11.8%	7.8%
UI:	2.7%	4.2%	5.1%	5.4%	5.0%
LCSC:	5.1%	6.5%	6.3%	6.0%	5.2%

ATTACHMENTS

BSU Net Position Balances	Page 4
ISU Net Position Balances	Page 6
UI Net Position Balances	Page 8
LCSC Net Position Balances	Page 10

AUDIT
DECEMBER 21, 2017

STAFF COMMENTS AND RECOMMENDATIONS

All four of the affected institutions met the Board's 5% reserve target in FY2017. Representatives from the institutions are ready to provide a brief analysis of their financial net position balances and year-to-year trends.

BOARD ACTION

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

Idaho College and Universities - BOISE STATE UNIVERSITY
Net Position Balances
As of June 30, 2017

Net Position:		6/30/2017
1	Invested in capital assets, net of related debt	269,287,743
2	Restricted, expendable	13,617,685
3	Restricted, nonexpendable	-
4	Unrestricted	114,456,751
5	Total Net Position	397,362,179
6	Unrestricted Net Position:	114,456,751
	Obligated (Note A)	
7	Debt Reserves	19,433,298
	Capital Projects	
7	Facilities	11,782,534
8	Equipment	3,064,239
	Program Commitments	
9	Academic	5,762,879
10	Research	457,693
11	Other	2,920,009
12	Administrative Initiatives	2,888,082
13	Total Obligated	46,308,734
	Designated (Note B)	
	Capital Projects	
14	Facilities	21,701,878
15	FFE	2,958,600
16	Program Commitments	
17	Academic	9,438,056
18	Research	4,988,643
19	Other	1,428,488
20	Administrative Initiatives	6,361,185
21	Other	483,300
22	Total Designated	47,360,150
23	Unrestricted Funds Available (Note C)	20,787,867
24	FY16 Operating Expenses	377,968,103
25	Ratio of Unrestricted Funds Available to operating expenses	5.50%
26	5% of operating expenses (minimum reserve target)	18,898,405
27	Two months of operating expenses	62,994,684
28	Ratio of Unrestricted Funds Available to two months of operating expenses	33%
29	Number of days expenses covered by Unrestricted Funds Available	20

Note A: **Obligated** - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service and staffing commitments for outstanding debt and personnel. These amounts also consist of inventories and other balances for which a contractual commitments exist.

Note B: **Designated** - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note C: **Unrestricted Funds Available** - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding.

Idaho State University

Net Asset Balances

As of June 30, 2017

Information Taken from Workpapers Relating to Audited Financial Statements

1	Net Assets:	FY17
2	Invested in capital assets, net of related debt	\$131,220,667
3	Restricted, expendable	\$4,380,824
4	Restricted, nonexpendable	
5	Unrestricted	\$114,090,114
6	Total Net Assets	<u>\$249,691,605</u>
7		
8	Unrestricted Net Assets:	114,090,114
9	Obligated (Note A)	
10	Debt Reserves	11,539,778
11	Capital Projects	
12	Facilities	11,336,332
13	Equipment	7,295,286
14	Program Commitments	
15	Academic	11,365,684
16	Research	-
17	Other	
18	Administrative Initiatives	561,650
19	Other	788,548
20		-
21	Total Obligated	<u>42,887,278</u>
22		
23	Designated (Note B)	
24	Capital Projects	
25	Facilities	26,284,005
26	Equipment	
27	Program Commitments	
28	Academic	14,550,556
29	Research	2,177,852
30	Other	5,383,090
31	Administrative Initiatives	1,231,937
32	Other	847,318
33	FY18 Budget Deficit	1,334,329
34	Total Designated	<u>51,809,086</u>
35		
36	Unrestricted Available (Note C)	<u>19,393,750</u>
37		
38	Operating expenses	247,447,738
39	Ratio of Unrestricted Funds Available to operating expenses	7.8%
40	5% of operating expenses (minimum available reserve target)	12,372,387
41		
42	Two months operating expenses	41,241,290
43	Ratio of Unrestricted Funds Available to two months of operating expenses	47%
44	Ratio of Designated and Unrestricted Funds Available to operating expenses	29%
45	Ratio of Obligated, Designated and Unrestricted Funds Available to operating expenses	46%
46	Number of days expenses covered by Unrestricted Funds Available	28.61

Note A: Obligated - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which a contractual commitments exist.

Note B: Designated - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note C: Unrestricted Funds Available - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are: enrollment fluctuations, budget reductions or holdbacks.

**Idaho College and Universities
Net Position Balances**

As of June 30, 2017

Information Taken from Workpapers Relating to Audited Financial Statements

1	Net Position:		University of Idaho
2	Invested in capital assets, net of related debt		\$ 258,252,892
3	Restricted, expendable		39,604,882
4	Unrestricted		70,144,622
5	Total Net Position		\$ 368,002,396
6	Unrestricted Net Position:		\$ 70,144,622
7	Obligated (Note A)		
	- Debt Service Obligations	\$ 13,939,602	
	- Capital Project and Equipment Fund Obligations	7,192,556	
	Total Obligated Funds		\$ 21,132,158
8	Designated (Note B)		
	Academic Funds:		
	- Dedicated Course Fees	\$ 1,086,984	
	- Research Funds	2,212,053	
	- Faculty Start-up Funds	1,047,266	
	- Support Funds	3,503,454	
	Total Academic Funds		\$ 7,849,757
	Agricultural Extension Funds:		
	- Agricultural Extension Education Funds	\$ 398,852	
	- Agricultural Extension Research Funds	943,209	
	- Agricultural Extension Support Funds	814,163	
	Total Agricultural Extension Funds		2,156,224
	Student Funds:		
	- Student Services Funds	\$ 802,323	
	- Student Scholarship Funds	290,442	
	Total Student Funds		1,092,764
	Faculty Start-up & Research Support Funds (from F&A)		6,015,356
	Anticipated University Capital Projects:		
	1) Pullman-Moscow Airport project (\$250,000/yr - 2 yr project)	\$ 200,000	
	2) Renfrew large classrooms project (\$400,000/yr - 2 yr project)	400,000	
	3) West campus project (initial planning and design)	350,000	
	4) Northern Idaho building project (increased from \$666,667 to \$1,000,000)	333,333	
	5) WWAMI project	1,500,000	
	Total Anticipated University Capital Projects		2,783,333
	Service Centers		3,559,898
	Benefits & Self-Insured Health Plan		3,038,118
	Auxiliary Services Funds		1,797,594
	Facility/Departmental Repair and Replacement Funds		676,259
	Total Designated Funds		\$ 28,969,303
9	Unrestricted Available (Note C)		\$ 20,043,161
10	Operating expenses		\$398,016,824
11	Ratio of Unrestricted Funds Available to operating expenses		5.0%
12	5% of operating expenses (minimum available reserve target)		\$19,900,841
13	Two months operating expenses		\$66,336,137
14	Ratio of Unrestricted Funds Available to two months of operating expenses		30%
15	Number of days expenses covered by Unrestricted Funds Available		18

**Idaho College and Universities
Net Position Balances**

As of June 30, 2017

Information Taken from Workpapers Relating to Audited Financial Statements

NOTES

Note A: Obligated - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which contractual commitments exist.

Note B: Designated - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note C: Unrestricted Funds Available - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:

Budget reductions or holdbacks
Enrollment fluctuations
Unfunded Enrollment Workload Adjustment (EWA)

Lewis-Clark State College

Net Position Balances

As of June 30, 2017

1	Net Position:	LCSC
2	Invested in capital assets, net of related debt	\$51,510,374
3	Restricted, expendable	980,320
4	Restricted, nonexpendable	0
5	Unrestricted	24,574,809
6	Total Net Position	\$77,065,503
7		
8	Unrestricted Net Position:	\$24,574,809
9	Obligated (Note A)	
10	Debt Service	\$0
11	Program Commitments	634,780
12	Capital Projects	14,548,879
13	Total Obligated	\$15,183,659
14		
15	Designated (Note B)	
16	Capital Projects	
17	Facilities	\$93,000
18	Equipment	0
19	Program Commitments	
20	Academic	2,422,545
21	Other	3,251,763
22	Other	960,672
23	Total Designated	\$6,727,980
24		
25	Unrestricted Available (Note C)	\$2,663,170
26		
27	Operating expenses	\$51,673,136
28	Ratio of Unrestricted Funds Available to operating expenses	5.2%
29	Ratio of Designated and Unrestricted Funds Available to operating expenses	18.2%
30	Ratio of Obligated, Designated and Unrestricted Funds Available to operating expenses	47.6%
31	5% of operating expenses (minimum available reserve target)	\$2,583,657
32		
33	Two months operating expenses	\$8,612,189
34	Ratio of Unrestricted Funds Available to two months of operating expenses	31%
35	Number of days expenses covered by Unrestricted Funds Available	19

Note A: **Obligated** - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which a contractual commitment exists.

Note B: **Designated** - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note C: **Unrestricted Funds Available** - Balance represent reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:

Enrollment fluctuations
Budget reductions or holdbacks

LEWIS-CLARK STATE COLLEGE

SUBJECT

Revised operating agreement with Lewis-Clark State College (LCSC) Foundation

REFERENCE

October 2009	Board approved LCSC operating agreement with LCSC Foundation
August 2012	Board approved revised operating agreement
February 2015	Board approved revised operating agreement

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section V.E.

BACKGROUND/DISCUSSION

State Board policy stipulates that *“each institution shall enter into a written operating agreement with each recognized foundation that is affiliated with the institution.”* The proposed revision to the LCSC operating agreement updates the agreement approved by the Board in 2015 to address the following points:

- 1) Extends the term of the agreement from March 2018 to March 2021.
- 2) Revises Exhibit F to further clarify the intention of Board Policy V.E. by adding the statement, *“No board member shall accept from any source any material gift or gratuity in excess of fifty dollars (\$50.00) that is offered, or reasonably appears to be offered, because of the position held within the Foundation; nor should an offer of a prohibited gift or gratuity be extended by such an individual on a similar basis”* at the conclusion of paragraph three.

IMPACT

The proposed revisions will update the agreement to reflect a three-year extension to March of 2021 and will provide clarity within the conflict of interest form to align more clearly with Board Policy V.E.

ATTACHMENTS

Attachment 1 – Revised LCSC Foundation Operating Agreement	Page 3
Exhibit A - Gift Acceptance Policy	Page 13
Exhibit B - Accounting of Gift Revenue Policy	Page 14
Exhibit C - Investment Policy Statement	Page 15
Exhibit D - Director's Insurance	Page 19
Exhibit E - Committee Descriptions	Page 21
Exhibit F – Policy on Conflict of Interest	Page 23

AUDIT
DECEMBER 21, 2017

STAFF COMMENTS AND RECOMMENDATIONS

The revised language in Exhibit F follows the wording included in Board Policy V.E.2.c.v. on Conflict of Interest and Code of Ethics and Conduct. The Audit Committee reviewed the proposed revision to the LCSC-LCSC Foundation Operating Agreement at its meeting on November 8, 2017 and has forwarded it to the Board for approval. Approval of the proposed revised agreement will also restart the three-year cycle for future Board review and approval, if no other substantive revisions are needed prior to March 2021.

Staff recommends approval.

BOARD ACTION

I move to approve the revisions to the Operating Agreement between Lewis-Clark State College and the Lewis-Clark State College Foundation, Inc., as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

FOUNDATION OPERATING AGREEMENT

THIS OPERATING AGREEMENT, made and entered into this _____ day of _____, **2018**, by and between LEWIS-CLARK STATE COLLEGE, hereinafter referred to as "College", and LEWIS-CLARK STATE COLLEGE FOUNDATION, INC., hereinafter referred to as "Foundation",

WHEREAS, the Foundation is a non-profit corporation incorporated on April 4, 1984 pursuant to the Idaho Nonprofit Corporation Act for the purpose of supporting Lewis-Clark State College, its students, staff, faculty and programs;

WHEREAS, the Foundation has been recognized as a tax-exempt entity under Section 501(c)(3) of the Internal Revenue Code;

WHEREAS, the parties hereby acknowledge that they will at all times conform to, and abide by, the Idaho State Board of Education's ("State Board") Governing Policy and Procedures, Gifts and Affiliated Foundations policy, Section V.E.; and

WHEREAS, the parties enter into this Agreement to establish the operating agreement between the parties, all as is required under Section V.E.2.c, of the State Board's Policies and Procedures.

NOW, THEREFORE, in consideration of the premises and the mutual covenants and agreements herein contained, the parties agree as follows:

ARTICLE I Foundation's Purposes

The Foundation is the primary affiliated foundation responsible for securing, managing and distributing private support for the College. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall:

1. solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the College from the general public (including individuals, corporations, other entities and other sources);
2. manage and invest the money and property it receives for the benefit of the College; and
3. support and assist the College in fundraising and donor relations. In carrying out its purposes the Foundation shall not engage in activities that conflict with:
 - a. 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);
 - b. applicable policies of the State Board; or
 - c. the role and mission of the College.

ARTICLE II

Foundation's Organizational Documents

The Foundation shall provide copies of its current Articles of Incorporation and Bylaws to the College. All amendments of such documents shall also be provided to the College and State Board. Furthermore, the Foundation shall, to the extent practicable, provide the College with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws.

Article III

Institutional Resources and Services

- 1. Staff.** The Director of College Advancement, an employee of the College, shall serve as Executive Director of the Foundation and shall supervise the College Advancement Staff who are likewise employees of the College and who will provide administrative services to the Foundation. The College is responsible for the employment and compensation of College Advancement Staff providing services to the Foundation, including the Director of College Advancement in his or her capacity as Executive Director of the Foundation. Subject to approval by the President of the College, the Foundation may appoint an employee of the College to serve as Treasurer. The Treasurer shall provide and/or supervise the provision of financial and accounting services for the Foundation. While providing services to the Foundation, College employees are subject to the oversight and direction of the Board of Directors of the Foundation. Executive officers of the College (President and Vice Presidents) shall not serve as Foundation Board officers or staff members.
- 2. Other Services.** The College shall provide the following additional services to the Foundation:
 - a.** Access to the College's financial system to receive, disburse and account for funds of the Foundation. Except for funds transferred into Foundation's brokerage accounts, all funds received by the Foundation shall be deposited with the College and credited to one or more agency accounts established in the name of the Foundation within the College's financial system. In using the College's financial services, the Foundation shall comply with the College's financial and administrative policies and procedures.
 - b.** Accounting services, to include cash receipts and disbursements, accounts receivable and payable, bank reconciliation, reporting and analysis, and internal auditing.
 - c.** Investment, insurance, and similar services.
 - d.** Development services, including research, information systems, donor records, communications and special events.
- 3. Facilities, Furnishings and Office Equipment.** The business office of the Foundation shall be located in the College Advancement Office at 500 8th Avenue, Lewiston, Idaho. The College will provide office space to the Foundation including providing all maintenance and utilities, and local and long-distance telephone service for use in the business of the Foundation. The furnishings, computers, copiers and other items of office equipment used in the Foundation's office are owned by the

College but shall be made available for use in the business of the Foundation. The cost of repairing, maintaining and replacing such furnishings and equipment shall be paid by the College.

- 4. Reimbursement.** Except as otherwise provided in this Agreement, the Foundation shall have no obligation to reimburse the College for costs incurred by the College for personnel, use of facilities or equipment or for other services provided to the Foundation by the College. No payments shall be made directly from the Foundation to College employees in connection with resources or services provided to the Foundation under this Agreement.

Article IV Management and Operation of Foundation

1. Gift Solicitation.

- a. Form of Solicitation.** Any and all Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the College; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides with the Foundation's Board of Directors.
- b. The Foundation is Primary Donee.** Absent unique circumstances, donors shall be requested to make gifts directly to the Foundation rather than to the College.
- c. Real Property.** No gifts, grants or transfers of real or personal property will be accepted by the Foundation which do not comply with state law, State Board and College policy.
- d.** The Foundation shall not accept gifts or grants containing a condition committing the College financially or contractually without prior written approval of the College President or VP for Finance and Administration.

2. Receiving, Depositing, Disbursing and Accounting for Funds.

- a. General.** College Advancement staff on behalf of the Foundation shall receive, accept and administer gifts in accordance with the Foundation's Gift Acceptance Policy and Policy for Accounting of Gift Revenue, copies of which are attached hereto as Exhibits A and B. The College's financial systems and administrative policies and procedures will be utilized in receiving, depositing, disbursing and accounting for funds of the Foundation.
- b. Institutional Funds Transferred to the Foundation.** In compliance with the policies of the State Board, the College shall not transfer institutional funds, assets, or liabilities directly or indirectly to the Foundation without the prior approval of the State Board and the Foundation Board of Directors. Segregation of duties among College employees who provide accounting and reporting support to the Foundation will be maintained to prevent unauthorized access to or transfer of funds to or from the College and Foundation.
- c. Funds Transferred to College.** Funds, including gifts designated by the donor to a specific College department or program, will not be transferred

from the Foundation to the College except as approved by the Foundation Board of Directors. The College official responsible for that department or program will be notified of the transfer and the purpose of the gift by the College Advancement Staff. The College official into whose department or program Foundation funds have been transferred shall be responsible to account for those funds in accordance with College policies and procedures, to use those funds for their designated purposes, and shall notify the Foundation of the use of those funds on a timely basis. Once funds have been transferred to the College, the transferred funds shall be the property of the College.

- 3. Signature Authority.** Foundation expenditures, transfer of funds and financial transactions must be authorized and approved by the Board of Directors or officers designated by the Board. Signature authority on behalf of the Board shall be exercised only by the Foundation President and Vice President. No College employee (including, but not limited to, the College President or Vice Presidents) shall have the authority to sign on any transaction on behalf of the Foundation.
- 4. Investment Policies.** Gifts will be invested in accordance with the guidelines set out in the "Investment Policy Statement," a copy of which is attached hereto as Exhibit C. The responsibility for investment of gifted funds resides with the Foundation's Board of Directors who act upon the recommendations promulgated by the Foundation's Finance and Investment Committee. College employees may provide technical information and reports to the Committee but have no voting rights and are not part of the policy approval process.
- 5. Insurance.** To the extent that the Foundation is not covered by the State of Idaho Risk Management insurance, the Foundation shall maintain insurance to cover the operations and activities of its Board of Directors and Officers, attached as Exhibit D.
- 6. Separation of Foundation and College Funds.** Foundation and College funds will not be co-mingled. Foundation funds will be deposited in the College's financial system and credited to the appropriate agency account in the Foundation name. It shall be the responsibility of the Foundation Treasurer to reconcile the Foundation's agency accounts on a monthly basis. The Foundation Treasurer shall make a monthly written financial report to the Foundation Board in accordance with generally accepted accounting principles.
- 7. Description of Organizational Structure of Foundation.**
 - a. Foundation Board of Directors.** The Foundation is a non-profit corporation organized under the laws of the State of Idaho. It is governed by a board of not more than thirty (30) directors. The directors are elected by the Foundation Board members. Foundation Directors serve staggered terms of up to three (3) years. The President, the Provost and Vice President for Academic Affairs, the Vice President for Finance and Administration, the Vice President for Student Affairs, the Treasurer (if a College employee has been designated to fill this position), the Faculty Senate Chair-Elect and the LCSC Alumni Association Board Representative are Designated Members of the

Foundation who are entitled to attend meetings of the Foundation Board of Directors but are not entitled to vote. Other College officials may serve as advisors to Foundation's Board and may be invited to attend meetings of the Foundation Board on a case-by-case basis.

- b. Board Committees.** The standing committees of the Foundation Board of Directors shall be the Executive Committee, the Scholarship Committee, and the Finance and Investment Committee. The composition, duties and authority of each of those committees is set out on Exhibit E.
- c. Executive Director.** The chief operating officer of the Foundation is its Executive Director who is employed by the College as Director of College Advancement. In the performance of his or her duties with the Foundation, the Executive Director shall report to and be subject to the direction of the Foundation Board of Directors. The Executive Committee of the Foundation Board may prepare and provide to the College President an annual written job performance evaluation of the Executive Director.
- d. Officers.** The Foundation President is elected by the Board of Directors. The Foundation Board of Directors also elects a Vice President, Secretary, and Treasurer. Subject to the mutual consent of the Foundation Board of Directors and the College President, an employee from the College staff may be appointed to serve as Treasurer. In the performance of his or her duties with the Foundation, the Treasurer shall report to and be subject to the direction of the Foundation Board of Directors.

Article V

Relationship between the Foundation and the College

1. Access to Foundation Books and Records.

- a.** The financial records of the Foundation shall be available to the College, its officers and representatives in accordance with the policies and procedures of the College. Other financial records of the Foundation shall be made available to the College at reasonable times upon written request of the College President or his or her designee.
- b.** Donor records containing information with respect to gifts to the Foundation are the property of the Foundation and shall be maintained and secured by the College. The Foundation and the College shall take the steps necessary to monitor and control access to donor records and to protect the security of the donor database. The College shall not access such information except in compliance with the Foundation's donor confidentiality policies. The College shall enforce policies that support the Foundation's ability to respect the privacy and preserve the confidentiality of donor records. The Foundation will provide information contained in donor records to College officials upon request in accordance with applicable laws, Foundation policies and guidelines. Such information may also be provided to Foundation officers and Foundation Board members.

- 2. Foundation Budget.** The Finance and Investment Committee of the Foundation Board shall, in consultation with the College President or his or her designee, develop a proposed annual operating budget and capital expenditure plan. After a final

review by College President, the budget and capital expenditure plan shall be presented to the full Foundation Board for approval.

- 3. Compensation to College Employees.** It is not anticipated that Foundation will provide supplementary compensation to College employees. The Foundation Board of Directors may provide funds to the College annually for Faculty and Staff Achievement Awards. The College identifies the faculty and staff members who will be recipients of those awards and disburses the funds to the recipients.

Article VI

Audit and Reporting Requirements

- 1. Fiscal Year.** The Foundation and the College shall have the same fiscal year.
- 2. Independent Audit.** The business and affairs of the Foundation shall be audited annually as a component unit of the College by the independent certified public accountants who are the auditors for the College. Those accountants shall not be officers or directors of the Foundation. The audit shall be a full scope audit, performed in accordance with generally accepted auditing standards and prepared in accordance with Government Accounting Standards Board (GASB) principles or Financial Accounting Standards Board (FASB) principles, as appropriate. The cost of the audit shall be paid by the College. A written report of the audit shall be provided to the Idaho State Board of Education.
- 3. Foundation Reports to the College President.** The Foundation shall provide the following reports to the President of the College. Except for the audit report prepared by College's independent auditor, these reports will be prepared by or under the direction of the Executive Director. Copies of each report shall be provided to the Foundation Board. The reports and their frequency are as follows:
 - a.** Annual financial audit report;
 - b.** Annual report of transfers made to the College, summarized by departments;
 - c.** Annual report of unrestricted funds received, and of unrestricted funds available for use in that fiscal year;
 - d.** A list of Foundation officers and directors shall be provided annually and the President shall be promptly notified of any changes in that list;
 - e.** A list of any College employees for whom the Foundation made payments to College for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment
 - f.** A list of all state and federal contracts and grants managed by the Foundation;
 - g.** An annual report of the Foundation's major activities;
 - h.** An annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the College; and
 - i.** An annual report of any actual litigation involving the Foundation during its fiscal year, as well as legal counsel used by the Foundation for any

purpose during such year. This report should also discuss any potential or threatened litigation involving the Foundation.

Article VII Conflicts of Interest and Code of Ethics

1. Conflicts of Interest Policy Statements. The Foundation has adopted a written policy addressing the manner the Foundation will address conflict of interest situations. The Foundation's Conflict of Interest Policy is attached as Exhibit F.

2. Dual Representation. Under no circumstances may a College employee represent both the College and the Foundation in any negotiation, sign for both entities in transactions, or direct any other institution employee under their immediate supervision to sign for the related party in a transaction between the College and the Foundation. This shall not prohibit College employees from drafting transactional documents that are subsequently provided the Foundation for its independent review, approval and use.

3. Contractual Obligation of College. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the College without first obtaining the prior written approval of the College. College approval of any such contract shall comply with policies of the State Board with respect to approval of College contracts.

4. Acquisition or Development of Real Estate. The Foundation shall not acquire or develop real estate or otherwise build facilities for the College's use without first obtaining approval of the State Board. In the event of a proposed purchase of real estate for such purposes by the Foundation, the College 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 College's use shall be a coordinated effort of the College and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to Idaho Code Section 67-2345(1)(c).

Article VIII General Terms

1. Effective Date. This Agreement shall be effective on the date set forth above.

2. 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 College choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the College to pay,

within 180 days of written notice, all debt incurred by the Foundation on the College's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives.

Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the College that is not cured within the time frame set forth above, the College may require the Foundation to pay any debt it holds on behalf of the 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 the parties are unable to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

- 3. 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 three (3) years or more frequently if otherwise requested by the State Board.
- 4. Modification.** Any modification to the Agreement or Exhibits hereto shall be in writing and signed by both Parties.
- 5. Providing Document to and Obtaining Approval from the College.** Unless otherwise indicated herein, any time documents are to be provided to the College or any time the College's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the College's President or an individual to whom such authority has been properly delegated by the College's President.
- 6. Providing Documents to and Obtaining Approval from the Foundation.** Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.
- 7. Notices.** Any notices required under this agreement may be mailed or delivered as follows:

President
Lewis-Clark State College
500 8th Avenue
Lewiston, ID 83501

- 8. No Joint Venture.** At all times and for all purposes of this Operating Agreement, the College and the Foundation shall act in an independent capacity and not as an agent or representative of the other party.
- 9. Liability.** The College and 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.
- 10. Indemnification.** The College and the 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 College's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.
- 11. 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, the dispute will be referred to the President of the Foundation and the College President. If the Foundation and the College President cannot resolve the dispute, then the dispute will be referred to the Foundation President and the State Board of Education for resolution. If they are unable to resolve the dispute, the parties 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 unsolved, 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.
- 12. Dissolution of Foundation.** Consistent with provisions appearing in the Foundation's Bylaws and/or Articles of Incorporation, should the Foundation cease to exist or cease to qualify as an Internal Revenue Code §501(c)(3) organization, the Foundation will transfer its assets and property to the College, to a reincorporated successor Foundation organized to benefit the College, or to the State of Idaho for public purposes, in accordance with Idaho law.
- 13. Assignment.** This Operating Agreement is not assignable by either party, in whole or in part.
- 14. Governing Law.** This Operating Agreement shall be governed by the laws of the State of Idaho.

15. Severability. If any provision of this Operating Agreement is held invalid or unenforceable to any extent, the remainder of this Operating Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

16. Entire Operating Agreement. This Operating Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

17. List of Attachments

- Exhibit A – Gift Acceptance Policy
- Exhibit B – Policy for Accounting for Gift Revenue
- Exhibit C – Investment Policy Statement
- Exhibit D – Directors and Officers Liability Insurance
- Exhibit E – Committee Descriptions
- Exhibit F – Policy on Conflict of Interest

IN WITNESS WHEREOF, the College and the Foundation have executed this agreement on the above specified date.

LEWIS-CLARK STATE COLLEGE

BY _____

COLLEGE

LEWIS-CLARK STATE COLLEGE
FOUNDATION, INC.

BY _____

FOUNDATION

EXHIBIT A

LEWIS-CLARK STATE COLLEGE FOUNDATION, INC.

Gift Acceptance Policy

Gifts to Corporation

In General

Donors may make gifts to the corporation by naming or otherwise identifying the corporation. Gifts shall vest in the corporation upon receipt and acceptance by it, whether signified by a Director, officer, employee or agent of the corporation.

Acceptance of Governing Documents

Each donor, by making a gift to the corporation, accepts and agrees to all the provisions of the Articles of Incorporation and (the) Bylaws.

Split Interest Gifts

The corporation shall have the power and authority to arrange and administer deferred and other split-interest gifts, including, but not limited to, charitable lead and remainder unitrusts and annuity trusts, and charitable gift annuities, but only as permitted by the laws of the State of Idaho. If a gift is made to the corporation or a third party (in trust or otherwise) to make income or other payments for a period of a life or lives or other periods to any individuals or for noncharitable purposes, followed by payments to the corporation, or to make income or other payments to the corporation, followed by payments to any individuals or for noncharitable purposes, only the payments to the corporation shall be regarded as subject to the corporation's Articles of Incorporation and (the) Bylaws and then only when the corporation becomes entitled to their use. The Directors may take such actions as it, from time to time, deems necessary to protect the corporation's rights to receive such payments.

Restricted Gifts, Acceptance

Any donor may, with respect to a gift made by such donor to the corporation, provide at the time of the gifts restrictions or conditions which are not inconsistent with the charitable purposes of the corporation, as to (i) the manner of distribution, including amounts, times and conditions of payment and whether from principal or income, and (ii) the name, as a memorial or otherwise, for a fund given, or addition to a fund previously held, or anonymity for the gift. Restrictions involving the naming of a fund as a memorial or otherwise may be satisfied by keeping such name appropriate accounts reflecting the interest of such funds in a common investment. Nothing in the foregoing shall obligate the corporation to accept any gift or to perform any act, which, in the opinion of the Directors, will not be in the best interests of the corporation or which may jeopardize or cause it to lose its status as an exempt organization described in Section 501 (c) (3) of the Internal Revenue Code.

EXHIBIT B

LEWIS-CLARK STATE COLLEGE FOUNDATION, INC.

Policy for Accounting of Gift Revenue

1. ***Fiduciary Responsibility.*** Each gift, regardless of value, form, or designated use, shall be accounted for at the time of receipt until used as directed by the donors in support of the mission of the Foundation and/or the College. During such time as funds are retained, they shall be invested in accordance with procedures of the Finance and Investment Committee. The development office shall be responsible for any reports to donors on the use of their funds, to be accomplished in concert with operating managers and the accounting department.
2. ***Allocation to Restricted Funds.*** Gifts received for restricted purposes (either temporarily restricted or permanently restricted) shall be separately accounted for in order to maintain stewardship of these funds as donors direct. The segregation of these funds is to be performed by the accounting department, who shall report to donors on their disposition and use through the development office.
3. ***Expenditure Controls.*** The uses of gift revenue, especially restricted gifts shall be fully accounted for, beginning with their deposit to temporarily restricted fund accounts, stewardship, disposition reports, and with expenditures only as directed by the donor in keeping with the mission of the College and/or the Foundation.
4. ***Allocation to Endowment.*** Funds restricted to endowment or so restricted by the Foundation Board shall be invested and accounted for in accord with policies of the Finance and Investment Committee.
5. ***Investment of Funds.*** All gifts received shall be invested until used in accord with donor wishes, using short-term or long-term investment plans as defined by the Finance and Investment Committee. Funds restricted to endowment or so restricted by the Foundation Board shall be invested and accounted for as directed by the Finance and Investment Committee. Investment earnings shall be used only for the purposes specified by the donor or the Board, with amounts as resolved by the Finance and Investment Committee.
6. ***Accounting Reports.*** Regular accounting reports will summarize the disposition of all money, illustrating their present disposition by source, purpose or use, and fundraising program, which shall be prepared for each Foundation Board meeting and distributed to the Board members.

EXHIBIT C

Lewis-Clark State College Foundation Investment Policy Statement

PURPOSE

The purpose of this Investment Policy Statement (IPS) is to establish a clear understanding between the Lewis-Clark State College Foundation ("Foundation") and the Foundation's professional "Advisor" as to the investment objectives and policies applicable to the Foundation's investment portfolio. This Investment Policy Statement will:

- Establish reasonable expectations, objectives and guidelines in the investment of the portfolio's assets
- Set forth an investment structure detailing permitted asset classes and expected allocation among asset classes
- Encourage effective communication between the Advisor and the Foundation.
- Create the framework for a well-diversified asset mix that can be expected to generate acceptable long term returns at a level of risk suitable to the Foundation.

This IPS is not a contract. This IPS is intended to be a summary of an investment philosophy that provides guidance for the Advisor.

ADVISOR CONTRACT

The Advisor Contract will typically be awarded for an initial three (3) year period with an option for one additional two (2) year renewal. The decision to enter a new contract or engage in an RFP process or other process shall be at the sole discretion of the Foundation Board. The Board may, at its discretion, choose to forego an RFP process or other process in favor of entering into a new contract with the existing advisor. All fees shall be firm for the term of the contract and will be included in any contract agreement. A performance review will be conducted annually by the Foundation Finance & Investment Committee, or by any of its designated subcommittees.

If, for any reason, the Foundation should wish to discontinue the professional's services, the Foundation, with thirty (30) days' written notice, may terminate the contract.

INVESTMENT OBJECTIVES

The primary investment objective for the Foundation's assets is to seek long term growth. However, the Foundation does intend to withdraw 4% annually to provide for required distribution. The cash flow intentions of the Foundation are detailed in the Foundation's Spending Policy.

TIME HORIZON

For the purposes of planning, the time horizon for investments is perpetuity. The Foundation recognizes that capital values fluctuate over shorter periods and the possibility of capital loss does exist. However, historical asset class return data suggest that the risk of principal loss over a holding period of at least ten years can be minimized with the long-term investment mix employed under this IPS.

RISK TOLERANCE

The Foundation is a moderate risk taker with regard to these investment assets. The portfolio will be managed in a manner that seeks to minimize principal fluctuations over the established horizon and is consistent with the stated objectives. Financial research has demonstrated that risk is best minimized through diversification of assets.

ASSET ALLOCATION

Academic research suggests that the decision to allocate total assets among various asset classes will far outweigh security selection and other decisions that impact portfolio performance. After reviewing the long-term performance and risk characteristics of various asset classes and balancing the risks and rewards of market behavior, the following asset classes were selected to achieve the objectives of the Foundation's Portfolio.

Table 1-1

Asset Category	Target Allocation	Acceptable Range
CASH	2%	1% - 10%
FIXED INCOME	28%	20% - 40%
STOCKS	70%	60%-80%
TOTAL	100%	

*International stocks not to exceed 17.5% of the total portfolio.

Updated Allocations

From time to time, it may be desirable to amend the basic allocation policy or calculations. When such changes are made, updates will be attached to this Investment Policy Statement as Appendix A and will be considered part of this Investment Policy Statement. The Advisor will provide to the Foundation the recommended or desired targeted allocation percentages. The recommendation will fall within the acceptable range as indicated in table 1-1.

Portfolio Rebalancing

From time to time, market conditions may cause the portfolio's investment in various asset classes to vary from the targeted allocation. To remain consistent with the asset allocation guidelines established by this IPS, each asset class in which the portfolio invests shall be reviewed annually by the Advisor and rebalanced back to the recommended weighting if the actual weighting varies by 3% or more from the recommended weighting (e.g., if the targeted allocation for a particular asset class is 10% and the actual is less than 7% or more than 13%, that asset class will be adjusted back to the targeted 10% allocation by either adding assets or distributing assets to or from the other asset classes.)

DIVERSIFICATION

Investment of the Foundation's funds shall be limited to the following categories:

Permitted Investment Categories

1. Cash and cash equivalents, including money market funds
2. Fixed income assets
 - a) Bonds (corporate, U.S. government, or government agency)
 - b) Bank certificates of deposit
3. Stocks (Large and Small U.S. -based and Foreign companies)

Excluded Categories for Investment

1. Derivatives
2. Natural resources
3. Precious metals
4. Venture capital

Investment Concentration

At all times there must be a minimum of three investment categories represented among the Foundation's assets. There shall be no maximum limit to the number of categories. No individual security held shall represent more than 14% of the total portfolio. (The Foundation considers mutual funds and ETFs to be a security).

INVESTMENT MONITORING AND CONTROL PROCEDURES

Reports

1. Advisor shall provide the Foundation with a monthly report that lists all assets held by the Foundation, values for each asset and all transactions affecting assets within the portfolio, including additions and withdraws.
2. Advisor shall provide the Foundation on a quarterly basis and within 30 days of the end of each calendar quarter, the following reports:
 - a) Portfolio performance results over the last quarter, year, 3 years and 5 years
 - b) Performance results of comparative benchmarks for the same periods; performance shall be reported on a time-weighted basis.
3. Advisor shall assist in the development of investment policies, objectives and guidelines.
4. Advisor shall prepare asset allocation analyses as necessary and recommend asset allocation strategies with respect to the Foundation's objectives.
5. Advisor shall provide research on specific issues and opportunities and assist the Foundation finance & Investment Committee in special tasks.
6. Advisor shall make tactical implementation decisions, including rebalancing, within the asset allocations ranges set by the Foundation and among investment managers with communication of such decisions and the rationale at the next Foundation meeting. Such decisions will be tracked by the Advisor who will report the results of each of those decisions in its Investment Review provided to the Foundation for its quarterly meetings.

7. Advisor shall notify the Foundation Finance & Investment Committee of any significant changes in portfolio managers, personnel or ownership of any investment management firm hired by the Foundation.

8. Advisor shall, overall, be proactive with the Administration of the Foundation in the management of the Foundation's investments.

Meeting

Advisor shall meet with the Foundation's Finance and Investment Committee at least annually (or semi-annually if the Foundation chooses) in order to give a detailed report as to activity in the investment account, manager selection, tactical changes in the asset allocation weightings or other information the Foundation shall require.

Advisor shall also meet annually with the Foundation Board in September of each year to give a detailed report on the Foundation's investments.

ADOPTION

Adopted and Revised by the Foundation on this 16th day of June, 2015.



**PHILADELPHIA
INSURANCE COMPANIES**

A Member of the Tokio Marine Group

One Bala Plaza, Suite 100
Bala Cynwyd, Pennsylvania 19004
610.617.7900 Fax 610.617.7940
PHLY.com

FLEXIPLUS FIVE

NOT-FOR-PROFIT ORGANIZATION DIRECTORS & OFFICERS LIABILITY INSURANCE
EMPLOYMENT PRACTICES LIABILITY INSURANCE
FIDUCIARY LIABILITY INSURANCE
WORKPLACE VIOLENCE INSURANCE
INTERNET LIABILITY INSURANCE

Philadelphia Indemnity Insurance Company

Policy Number: PHSD1277934

DECLARATIONS

NOTICE: EXCEPT TO SUCH EXTENT AS MAY OTHERWISE BE PROVIDED HEREIN, THIS POLICY IS WRITTEN ON A CLAIMS MADE BASIS AND COVERS ONLY THOSE CLAIMS FIRST MADE DURING THE POLICY PERIOD AND REPORTED IN WRITING TO THE INSURER PURSUANT TO THE TERMS HEREIN. THE AMOUNTS INCURRED FOR DEFENSE COST SHALL BE APPLIED AGAINST THE RETENTION.

Item 1. Parent Organization and Address:
Lewis-Clark State College Foundation
500 8th Ave
Lewiston, ID 83501-2691

Internet Address: www.lcsc.edu

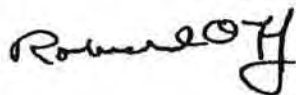
Item 2. Policy Period: From: 09/11/2017 To: 09/11/2018
(12:01 A.M. local time at the address shown in Item 1.)

Item 3. Limits of Liability:

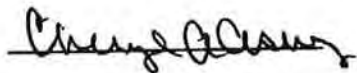
(A)	Part 1, D&O Liability:	\$	1,000,000	each Policy Period.
(B)	Part 2, Employment Practices:	\$		each Policy Period.
(C)	Part 3, Fiduciary Liability:	\$		each Policy Period.
(D)	Part 4, Workplace Violence:	\$		each Policy Period.
(E)	Part 5, Internet Liability:	\$		each Policy Period.
(F)	Aggregate, All Parts:	\$	1,000,000	each Policy Period.

- Item 4. Retention:
- | | | | |
|-----|-------------------------------|----|--|
| (A) | Part 1, D&O Liability: | \$ | 2,500 for each Claim under Insuring Agreement B & C. |
| (B) | Part 2, Employment Practices: | \$ | for each Claim. |
| (C) | Part 3, Fiduciary Liability: | \$ | for each Claim. |
| (D) | Part 4, Workplace Violence: | \$ | for each Workplace Violence Act. |
| (E) | Part 5, Internet Liability: | \$ | for each Claim. |
- Item 5. Prior and Pending Date: Part 1 09/11/2008 Part 2 No Date Applies Part 3 No Date Applies
Part 4 No Date Applies Part 5 No Date Applies
- Item 6. Premium:
- | | | | |
|--------|-------------|--------|--------|
| Part 1 | \$ 1,673.00 | Part 2 | Part 3 |
| Part 4 | | Part 5 | |
- State Surcharge/Tax: Total Premium: \$ 1,673.00
- Item 7. Endorsements: PER SCHEDULE ATTACHED

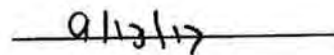
In witness whereof, the Insurer issuing this Policy has caused this Policy to be signed by its authorized officers, but it shall not be valid unless also signed by the duly authorized representative of the Insurer.



Authorized Representative



Countersignature



Countersignature Date

EXHIBIT E

LEWIS-CLARK STATE COLLEGE FOUNDATION, INC. Committee or Task Force Descriptions

Executive Committee

The Executive Committee is chaired by the President of the Foundation Board.

The members of the Executive Committee shall be: The officers of the Board, the Immediate Past President, all chairs of approved committees or task forces and other members as designated.

Responsibilities include:

- making interim decisions for the Board (to be ratified by the full Board at its subsequent meeting);
- overseeing the long-range and strategic planning of the organization;
- serving as a sounding board for new programs or policies that should come before the full Board eventually;
- enforcing membership responsibilities, including attendance policies and committee appointments;
- monitoring progress of Board and staff in achieving current year goals;
- scrutinizing budget performance;
- maintaining a close and candid relationship with the leadership of the College;
- following and evaluating the performance of the Foundation's Executive Director;
- evaluating Board performance by recognizing superior results or levels of service and by arranging for the departure of unproductive Board members;
- acting on behalf of the Board in times of emergency or necessary expediency.

The actions of the Executive Committee are subject to revision or alteration by the Board. Minutes of Executive Committee meetings are sent to each Board member. Membership in the Executive Committee will not exceed a quorum of the full Board. A quorum at any meeting of the Executive Committee shall consist of a simple majority of the members.

Lewis-Clark State College Foundation Other Committee or Task Force Descriptions

Finance and Investment Committee

The Finance and Investment Committee shall oversee the Foundation's budget activities and expenses; monitor the flow of funds to determine consistency between expenditures and generated revenue; manage the investment portfolio; establish financial policies; oversee the buildings and grounds owned by the Foundation.

Scholarship Committee

The Scholarship Committee shall oversee the awarding of specific scholarships; establish scholarship policies and review the process; assist in the planning of three scholarship events annually.

Other Committees or Task Forces

The Directors may designate and appoint one or more standing committees or task forces, each of which shall consist of two (2) or more Directors. These committees, to the extent provided in such resolution, shall have and exercise the authority of the Directors in the management of the corporation.

Lewis-Clark State College Foundation

**Foundation Director
Policy on Conflict of Interest**

CONFLICTS OF INTEREST POLICY

No board member shall use his or her position, or the knowledge gained therefrom, in such a manner that conflict between the interest of the organization or any of its affiliates and his or her personal interests arises.

Each board member has a duty to place the interest of the organization foremost in any dealings with the organization and has a continuing responsibility to comply with the requirements of this policy.

Board or committee members may not obtain for themselves, their relatives, or their friends a material interest of any kind from their association with the organization. **No board member shall accept from any source any material gift or gratuity in excess of fifty dollars (\$50.00) that is offered, or reasonably appears to be offered, because of the position held within the Foundation; nor should an offer of a prohibited gift or gratuity be extended by such an individual on a similar basis.**

It is, nevertheless, recognized that transactions between Lewis-Clark State College Foundation (“Foundation”) and a business or other organization with whom a board member is affiliated may be beneficial to the Foundation and that the Foundation should not be precluded from entering into that beneficial transaction so long as the board member does not participate in or otherwise influence the Foundation’s decision regarding the transaction.

It shall be the policy of the Foundation to require that all new Board members, prior to assuming their positions, and all present Board members, as soon as practicable after the adoption of this policy, submit in writing to the President a list of all businesses or other organizations (other than the Foundation) of which he or she is an officer, member, owner (either as a sole practitioner or partner), shareholder with a five percent (5%) or greater interest in all outstanding voting shares, employee or agent, with which the Foundation has, or may reasonably in the future have, a relationship or transaction in which the Board member or officer would have conflicting interests. Each written statement shall be resubmitted each year with any necessary changes.

The President shall become familiar with the statements of all Board members and officers in order to guide their conduct should a conflict arise. The Vice-President shall be familiar with the statement filed by the President.

At such time as any matter comes before the Board in such a way as to give rise to conflict of interest, the affected Board member or officer shall make known the potential conflict, whether disclosed by written statement or not. After answering any questions that might be asked, the affected Board member shall withdraw from the meeting until the matter has been voted upon. In the event that the affected Board member or officer fails to withdraw voluntarily, the President is empowered to require withdrawal from the room during both discussion and vote on the matter. In the event the conflict of interest affects the President, the Vice-President is empowered to require that the President withdraw in the same manner, and for the duration of discussion and action on the matter the Vice-President shall preside.

If the matter about which a conflict has arisen is the item of business for which a special meeting of the Board was called, the affected member may be counted to establish a quorum, but shall not participate in the discussion or vote on it.

EXHIBIT F

ADOPTED, this 15th day of December, 1998.

CONFLICTS OF INTEREST FORM

As required in paragraph five (5) of the Conflicts of Interest Policy, please list all businesses or other organizations (other than the Foundation) of which you are an officer, member, owner (either as a sole practitioner or partner), shareholder with a five percent (5%) or greater interest in all outstanding voting shares, employee or agent, with which the Foundation has, or may reasonably in the future have, a relationship or transaction in which you would have conflicting interests.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Name: _____

Signature

Date

This form should be returned to President, LCSC Foundation, Lewis-Clark State College, 500 8th Avenue, Lewiston, ID 83501.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017**

TAB	DESCRIPTION	ACTION
<hr/>		
	IDAHO STATE UNIVERSITY	
1	Multi-Year Employment Agreement – Men’s Football Head Coach	Motion to Approve
<hr/>		
	UNIVERSITY OF IDAHO	
2	Amendment to Multi-Year Employment Agreement – Men’s Basketball Head Coach	Motion to Approve
<hr/>		

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017**

IDAHO STATE UNIVERSITY

SUBJECT

Multi-year contract for Head Men's Football Coach

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.1 and II.F.2.

BACKGROUND/DISCUSSION

Idaho State University (ISU) wishes to extend a multi-year contract to Rob Phenicie as Head Men's Football Coach. Coach Phenicie assumed duties as the Head Men's Football Coach on March 31, 2017 upon the departure of former Head Men's Football Coach Michael Kramer. Coach Phenicie's ten-month contract terminates January 31, 2018. Material changes to the Model Athletics Multi-Year Contract include:

- Supplemental compensation terms for earning recognition as the Big Sky Conference Football Coach of the Year (see Section 3.2.5)
- Supplemental compensation terms for attaining a certain number of regular season wins (see Section 3.2.6)
- Supplemental compensation terms for advancing in the NCAA Football Championship Subdivision post-season playoffs (see Section 3.2.7)
- Revisions to the liquidated damages for termination for convenience by the Coach (see Section 5.3.3)

IMPACT

The annual base salary of \$165,006.40 will be paid from appropriated funds. Coach Phenicie will also be eligible to receive an increase in compensation each fiscal year in accordance with increases as determined by the Athletic Director and University President and approved by the Board.

In addition, Coach Phenicie has the opportunity to earn the following as supplemental compensation:

- Two week's pay of annual salary each year the team is the conference champion or co-champion (see Section 3.2.1)
- Two week's pay of annual salary each year the team competes in the NCAA Football Championship Subdivision post-season playoffs (see Section 3.2.2)
- Up to \$8,000 based on academic achievement and behavior of the team members (see Section 3.2.3)

Four Year APR Score
Score of 970-979

Incentive Pay Up To:
\$ 2,000.00

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017**

Score of 980-989	\$ 4,000.00
Score of 990-999	\$ 6,000.00
Score of 1,000	\$ 8,000.00

- Up to \$10,000 based on ticket sales (see Section 3.2.4)

<u>Average Home Attendance</u>	<u>Incentive Pay up to:</u>
6,000-6,999	\$2,000.00
7,000-7,999	\$4,000.00
8,000-8,999	\$6,000.00
9,000-9,999	\$8,000.00
10,000+	\$10,000.00

- Two week's pay of annual salary each year Coach is recognized as the Big Sky Conference Football Coach of the Year (see Section 3.2.5)

- Up to \$10,000 for regular season wins

<u>Wins</u>	<u>Incentive Pay up to:</u>
8 wins:	\$2,000.00
9 wins:	\$4,000.00
10 wins:	\$6,000.00
11 wins:	\$8,000.00
12 wins:	\$10,000.00

- Up to \$10,000 each year the team advances in the NCAA Football Championship Subdivision post-season playoffs

Play-in	8 Teams	1 st Win	\$5,000.00
Round 2	16 Teams	2 nd Win	\$5,000.00
Round 3	8 Teams	3 rd Win	\$5,000.00
Round 4	4 Teams	4 th Win	\$8,000.00
Round 5	2 Teams	5 th Win	\$10,000.00

Possible national championship winner computation bonus total:
\$28,000.00/\$33,000.00

- Coach Phenicie has waived the right to receive supplemental pay for participating in "money games". Instead, the payment will be distributed as follows: one percent (1%) of the contractual payment will be paid in equal shares to each assistant coach if the team loses, and three percent (3%) of the contractual payment will be paid in equal shares to each assistant coach if the team wins.

Maximum potential annual compensation is \$226,006.40, excluding revenue from youth football camps.

The proposed liquidated damages are consistent with past Head Football Coach contracts and as previously approved by the Board. Liquidated damages (see

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017**

Section 5.3.3) in the event Coach Phenicie terminates the contract for convenience are:

- If the Agreement is terminated on or before January 31, 2019, the sum of \$30,000.00
- If the Agreement is terminated between February 1, 2019 and January 31, 2020 inclusive, the sum of \$20,000.00
- If the Agreement is terminated between February 1, 2020 and January 31, 2021 inclusive, the sum of \$10,000.00

Coach Phenicie is eligible for the Courtesy Car program whereby local dealers provide courtesy vehicles for use by various coaches. The Idaho Department of Administration Risk Management Program insures the courtesy vehicles for business use, and the coach is required to provide personal, non-owned car coverage pursuant to Board policy II.F.2.b.vi.

ATTACHMENTS

Attachment 1 – Coach Contract Checklist	Page 5
Attachment 2 – Clean version—Model Athletics Multi-Year Contract	Page 7
Attachment 3 – Exhibit C (see 4.1.4)	Page 21
Attachment 4 – Redline version—Model Athletics Multi-Year Contract	Page 23
Attachment 5 – 4-year history of APR/national average APR	Page 41
Attachment 6 – Base salaries, incentives - other coaches in conference	Page 43
Attachment 7 – Liquidated damages - other coaches in conference	Page 45

STAFF COMMENTS AND RECOMMENDATIONS

The proposed three-year employment agreement for Coach Phenicie requires Board approval because the potential maximum annual compensation (when bonuses are included) is \$200,000 or more. There are incentives for the academic performance of student athletes in the program. The proposed contract and accompanying support material in the attachments conform to the requirements established in Board policy for coach and athletic director contracts.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to enter into a multi-year employment agreement with Rob Phenicie as Men's Football Head Coach, for a term expiring January 21, 2021 (or as per the terms of the contract) as presented in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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:

Name of employee and position:

Date of submission to State Board Office:

Proposed effective date of employment agreement:

- ☒ 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):

THIS PAGE INTENTIONALLY LEFT BLANK

(MODEL ATHLETICS MULTI-YEAR CONTRACT)

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Idaho State University (University), and Rob Phenicie (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 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 Chief executive officer (Chief executive officer).

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 3.2.8 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of three (3) years, commencing on February 1, 2018 and terminating, without further notice to Coach, on January 31, 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 the Board of Education. 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 \$165,006.40 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and Chief executive officer and approved by the University's Board of Trustees;
- b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees; 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, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to two week's pay of Coach's Annual Salary ($2/52 \times \text{Annual Salary}$) during the fiscal year in which the championship 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 competes in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to two week's pay of Coach's Annual Salary ($2/52 \times \text{Annual Salary}$) during the fiscal year in which the post-season participation is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to \$8,000.00 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 four year 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 as academically at-risk students; the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere. 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 Trustees as a document available to the public under the Idaho Public Records Act.

<u>Four Year APR Score</u>	<u>Incentive Pay Up To:</u>
Score of 970-979	\$ 2,000.00
Score of 980-989	\$ 4,000.00
Score of 990-999	\$ 6,000.00
Score of 1,000	\$ 8,000.00

3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to \$10,000.00 for achieving an average attendance at home football games at the levels set forth below, and if Coach continues to be employed as University's head Football coach as of the ensuing July 1st. Average attendance numbers shall be determined and announced by the University Ticket Office. The University shall determine the appropriate manner in which it shall pay any such supplemental compensation.

<u>Average Home Attendance</u>	<u>Incentive Pay up to:</u>
6,000-6,999	\$2,000.00
7,000-7,999	\$4,000.00
8,000-8,999	\$6,000.00
9,000-9,999	\$8,000.00
10,000+	\$10,000.00

3.2.5 Each year the Coach earns recognition as the Big Sky Conference Football Coach of the Year, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to two week's pay of Coach's Annual Salary (2/52 x Annual Salary) during the fiscal year in which the Big Sky Conference Football Coach of the Year recognition is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6 Each year the Coach shall be eligible to receive supplemental compensation for achieving a predetermined number of regular season wins, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to the following:

<u>Wins</u>	<u>Incentive Pay up to:</u>
8 wins:	\$2,000.00
9 wins:	\$4,000.00
10 wins:	\$6,000.00

11 wins:	\$8,000.00
12 wins:	\$10,000.00

The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7 Each year the men's football team advances in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any supplemental compensation.

Play-in	8 Teams	1 st Win	\$5,000.00
Round 2	16 Teams	2 nd Win	\$5,000.00
Round 3	8 Teams	3 rd Win	\$5,000.00
Round 4	4 Teams	4 th Win	\$8,000.00
Round 5	2 Teams	5 th Win	\$10,000.00

Possible national championship winner computation bonus total: \$28,000.00/\$33,000.00

3.2.8 Coach shall not be eligible to receive supplemental compensation based on the Team's participation in "money games", where another team pays Team to play at the other team's location. In consideration of Coach's waiver of such supplemental compensation, University agrees that supplemental compensation may be paid to assistant football coaches as follows: Each year, assistant football coaches shall be eligible to receive, in equal shares, supplemental compensation if Coach and assistant coaches continue to be employed as coaches as of the ensuing July 1st. The amount of supplemental compensation for each money game that will be divided equally among assistant coaches is: (a) one percent (1%) of the contractual payment received by the University if the Team loses (payment x one percent/number of assistant coaches), or (b) three percent (3%) of the contractual payment received by the University if the Team wins (payment x three percent/number of assistant coaches).

3.2.9 **(SUMMER CAMP—OPERATED BY UNIVERSITY)** 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 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 summer football camps, the University shall pay Coach any net revenues per year as supplemental compensation during each year of his employment as head football coach at the University. This amount shall be paid within thirty (30) days after all camp bills have been paid.

3.2.10 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 Adidas 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 an Adidas product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Adidas, or give a lecture at an event sponsored in whole or in part by Adidas, 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 football coach. In order to avoid entering into an agreement with a competitor of Adidas, 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 Adidas, and will not participate in any messages or promotional appearances which 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 which 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 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's governing policies and procedures; (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 Chief executive officer, enter into separate arrangements for outside activities and endorsements which 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 Chief executive officer.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's Chief executive officer for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's Chief executive officer 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. 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 Chief executive officer and the University's Board of Trustees.

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; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, 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;
- 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 which 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, 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 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 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 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 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 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 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 been represented by, or had the opportunity to consult with, 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 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 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. 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, the following sum: (a) if the Agreement is terminated on or before January 31, 2019, the sum of \$30,000.00; (b) if the Agreement is terminated between February 1, 2019 and January 31, 2020 inclusive, the sum of \$20,000.00; (c) if the Agreement is terminated between February 1, 2020 and January 31, 2021 inclusive, the sum of \$10,000.00. 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 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 are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it 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.

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, suspension, or reassignment, 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 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 employees, if the University 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 from compliance with the notice, appeal, and similar employment-related rights provide for in the State Board of Education Governing Policies and Procedures, IDAPA 08.01.01 et seq., and the University_governing policies and procedures.

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's Board of 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's Board of Trustees, the Chief executive officer, 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 Trustees and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Courtesy Car 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 <u>University</u> :	Director of Athletics Jeffrey K. Tingey 921 So. 8 th Ave. Stop 8173 Pocatello, ID 83209-8173
with a copy to:	President Arthur C. Vailas 921 So. 8 th Ave. Stop 8310 Pocatello, ID 83209-8310
the Coach:	Rob Phenicie 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 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. 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.

IDAHO STATE UNIVERSITY

COACH ROB PHENICIE

Arthur C. Vailas Date

Rob Phenicie Date

*Approved by the Board of Trustees on the ____ day of _____, 2017.

[*Note: Multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy]

Exhibit C
(per Section 4.1.4 of Model Athletics Multi-Year Contract)

Positions Managed by Head Football Coach

1. Director of Football Operations
2. Offensive Coordinator/QB Coach
3. Defensive Coordinator/Safeties
4. Associate Head Coach/Linebackers
5. Defensive Line Coach
6. Assistant Head Coach/Running Backs/Special Teams
7. Assistant Coach/OL
8. Assistant Coach/CB
9. Offensive Assistant Coach/Academic Liaison
10. Defensive Assistant
11. Graduate Assistant
12. Director of Equipment Operations

THIS PAGE INTENTIONALLY LEFT BLANK

(MODEL ATHLETICS MULTI-YEAR CONTRACT)

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Idaho State University _____ (University _____ (College)), and Rob Phenicie _____ (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 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).

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 3.2.8 (Depending on supplemental pay provisions used) shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of three _____ (-3-) years, commencing on February 1, 2018 _____ and terminating, without further notice to Coach, on January 31, 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 Board of Education. 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 \$165,006.40 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)~~;
- b) The opportunity to receive such employee benefits as the University ~~(College)~~ provides generally to non-faculty exempt employees; 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 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 football ~~(Sport)~~ coach as of the ensuing July 1st, the University ~~(College)~~ shall pay to Coach supplemental compensation in an amount equal to two week's pay ~~(amount or computation)~~ of Coach's Annual Salary (2/52 x Annual Salary) during the fiscal year in which the championship ~~and (bowl or other post-season) 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 competes in the NCAA Football Championship Subdivision post-season playoffs ~~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) football coach as of the ensuing July 1st, the University ~~(College)~~ shall pay Coach supplemental compensation in an amount equal to (amount or computation)

two week's pay of Coach's Annual Salary $(2/52 \times \text{Annual Salary})$ ~~in effect on the date of the final poll during the fiscal year in which the post-season participation is achieved.~~ The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to ~~(amount or computation)~~ \$8,000.00 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 four year 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. 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.

<u>Four Year APR Score</u>	<u>Incentive Pay Up To:</u>
<u>Score of 970-979</u>	<u>\$ 2,000.00</u>
<u>Score of 980-989</u>	<u>\$ 4,000.00</u>
<u>Score of 990-999</u>	<u>\$ 6,000.00</u>
<u>Score of 1,000</u>	<u>\$ 8,000.00</u>

3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to ~~—(amount or computation)—~~ \$10,000.00 ~~for achieving an average attendance at home football games at the levels set forth below, and if Coach continues to be employed as University's head Football coach as of the ensuing July 1st. Average attendance numbers shall be determined and announced by the University Ticket Office. The University shall determine the appropriate manner in which it shall pay any such supplemental compensation 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.~~

<u>Average Home Attendance</u>	<u>Incentive Pay up to:</u>
<u>6,000-6,999</u>	<u>\$2,000.00</u>
<u>7,000-7,999</u>	<u>\$4,000.00</u>
<u>8,000-8,999</u>	<u>\$6,000.00</u>
<u>9,000-9,999</u>	<u>\$8,000.00</u>

10,000+

\$10,000.00

3.2.5 Each year the Coach earns recognition as the Big Sky Conference Football Coach of the Year, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to two week's pay of Coach's Annual Salary (2/52 x Annual Salary) during the fiscal year in which the Big Sky Conference Football Coach of the Year recognition is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6 Each year the Coach shall be eligible to receive supplemental compensation for achieving a predetermined number of regular season wins, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to the following:

<u>Wins</u>	<u>Incentive Pay up to:</u>
<u>8 wins:</u>	<u>\$2,000.00</u>
<u>9 wins:</u>	<u>\$4,000.00</u>
<u>10 wins:</u>	<u>\$6,000.00</u>
<u>11 wins:</u>	<u>\$8,000.00</u>
<u>12 wins:</u>	<u>\$10,000.00</u>

The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7 Each year the men's football team advances in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any supplemental compensation.

<u>Play-in</u>	<u>8 Teams</u>	<u>1st Win</u>	<u>\$5,000.00</u>
<u>Round 2</u>	<u>16 Teams</u>	<u>2nd Win</u>	<u>\$5,000.00</u>
<u>Round 3</u>	<u>8 Teams</u>	<u>3rd Win</u>	<u>\$5,000.00</u>
<u>Round 4</u>	<u>4 Teams</u>	<u>4th Win</u>	<u>\$8,000.00</u>
<u>Round 5</u>	<u>2 Teams</u>	<u>5th Win</u>	<u>\$10,000.00</u>

Possible national championship winner computation bonus total: \$28,000.00/\$33,000.00

3.2.8 The Coach shall receive the sum of (amount or computation) 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'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) _____. 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, 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 are broadcast on radio or television that conflict with those broadcast on the University (College)'s designated media outlets. Coach shall not be eligible to receive supplemental compensation based on the Team's participation in "money games", where another team pays Team to play at the other team's location. In consideration of Coach's waiver of such supplemental compensation, University agrees that supplemental compensation may be paid to assistant football coaches as follows: Each year, assistant football coaches shall be eligible to receive, in equal shares, supplemental compensation if Coach and assistant coaches continue to be employed as coaches as of the ensuing July 1st. The amount of supplemental compensation for each money game that will be divided equally among assistant coaches is: (a) one percent (1%) of the contractual payment received by the University if the Team loses (payment x one percent/number of assistant coaches), or (b) three percent (3%) of the contractual payment received by the University if the Team wins (payment x three percent/number of assistant coaches).~~

3.2.96 (SUMMER CAMP—OPERATED BY UNIVERSITY—(COLLEGE))

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 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 football camps, ~~the University—(College) shall pay Coach~~ —(amount)—any net revenues per year as supplemental compensation during each year of his employment as head (Sport)—football coach at the University—(College). This amount shall be paid —(terms of payment) _____ within thirty (30) days after all camp bills have been paid.

~~(SUMMER CAMP—OPERATED BY COACH) Coach may operate a summer youth (Sport) camp at the University (College) under the following 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) 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) for all campus goods and services required by the camp.~~
- f) ~~The Coach or private enterprise pays for 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. ~~107~~ 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)—~~ Adidas 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)—~~ Adidas product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by ~~—(Company Name)—~~ Adidas, or give a lecture at an event sponsored in whole or in part by ~~—(Company Name)—~~ Adidas, 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)—~~ football coach. In order to avoid entering into an agreement with a competitor of ~~—(Company Name)—~~ Adidas, 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 NIAA)~~ rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including ~~Adidas—(Company Name)~~, and will not participate in any messages or promotional appearances which 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 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 Handbook governing policies and procedures; (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, enter into separate arrangements for outside activities and endorsements which 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.

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 for all athletically related income and benefits from sources outside the University ~~(College)~~ and shall report the source and amount of all such income and benefits to the University ~~(College)~~'s Chief executive officer 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)~~. 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 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 rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University ~~(College)~~ 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 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 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 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 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 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 been represented by, or had the opportunity to consult with, 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 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 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)~~.

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: (a) if the Agreement is terminated on or before January 31, 2019, the sum of \$30,000.00; (b) if the Agreement is terminated between February 1, 2019 and January 31, 2020 inclusive, the sum of \$20,000.00; (c) if the Agreement is terminated between February 1, 2020 and January 31, 2021 inclusive, the sum of \$10,000.00. 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 are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages 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 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.

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, 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 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 for in the State Board of Education Governing Policies and Procedures, IDAPA 08.01.01 et seq., and the University ~~(College)~~ Faculty Staff Handbook governing policies and procedures.

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, 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 Courtesy Car 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: Director of Athletics

Jeffrey K. Tingey

921 So. 8th Ave. Stop 8173

Pocatello, ID 83209-8173

with a copy to: Chief executive officer President Arthur C. Vailas
921 So. 8th Ave. Stop 8310
Pocatello, ID 83209-8310

the Coach:

Rob Phenicie
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. 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.

IDAHO STATE UNIVERSITY ~~(COLLEGE)~~
COACH

COACH ROB PHENICIE

Chief executive officer
Arthur C. Vailas

____ Date

Rob Phenicie

____ Date

*Approved by the Board of ~~(Regents or)~~ Trustees on the ____ day of _____, 20179.

[*Note: Multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy]

THIS PAGE INTENTIONALLY LEFT BLANK

Year(s)	ISU	**FCS Ave.
2009-13	942	947
2010-14	962	952
2011-15	978	954
2012-16	965	957

**FCS = Football Championship Subdivision national average

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017**

ATTACHMENT 6

School	Position	Unit	Base Salary	Full/Part	Length of Contract	Years of Service	Extra benefits	Raises/Bonuses/ Incentives/Renewals
EWU	Head Coach	Football	240,000	Full Time	1	9	Courtesy Car	Raises undetermined; APR, BSC, post-season, attendance; renewal 1/1
UM	Head Coach	Football	\$178,500	Full Time	3 yr	2	Monthly car stipend; golf membership	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
MSU	Head Coach	Football	180,000	Full Time	3 years	<1	Phone, Car, Country Club	2% Regents increase; \$70,000 Media; \$25,000 Booster/Fundraising activities
UND	Head Coach	Football	163,909	Full Time	3 years	3	Vehicle	Bonus incentives/ Renewal January 1; July 1 raise
NAU	Head Coach	Football	\$185,000	Full Time	4	19	Car; Tickets; cell phone stipend	Academic and Team Performance
UNC	Head Coach	Football	\$150,000	Full Time	5	7	Car, Country Club	\$20,000
PSU	Head Coach	Football	190,008	Full Time	Annual	3		APP, Media, NCAA Play
SAC	Head Coach	Football	\$182,040	Full Time	3	3	car	

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017**

ATTACHMENT 6

School	Position	Unit	Base Salary	Full/Part	Length of Contract	Years of Service	Extra benefits	Raises/Bonuses/ Incentives/Renewals
SUU	Head Coach	Football	\$146,000	Full Time		<1	car	APR; # of wins; conf. titles; playoffs.
WSU	Head Coach	Football	\$155,116	Full Time	5 years	2.5	Country Club Membership, Courtesy Car, Cell Phone Stipend	\$75,000
UI	Head Coach	Football	191,214	Full Time	*	*	*	*
UCD	Head Coach	Football	281,900	Full Time	*	*	*	*
CPU	Head Coach	Football	\$246,060	Full Time	*	*	*	*
								*Not reported in the Big Sky Personnel Survey

Liquidated Damages

<u>Institution</u>	<u>Termination by University</u>	<u>Termination by Coach</u>
California Davis (5 yr)	4 yrs left = 100% of remaining salary 3 yrs left = 50% of remaining salary 2 yrs left = 25% of remaining salary	\$150,000
Cal Poly (4.5 yr)	?	
Eastern Washington (5yr)	6 months salary payout	\$50,000
Montana (1.5 yr)	100% of the salary remaining	100% of the salary remaining
Montana State (1.5 yr)	6 months salary payout	12 months salary
North Dakota (4 yr)	3 yrs left = 100% 1 yr salary 2 yrs left = 75% salary for up to 12 months 1 yr left = 50% salary for up to 12 months	\$100,000
Northern Arizona	3 yrs left = 50% salary for 3 yrs 2 yrs left = 50% salary for 2 yrs 1 yr left = 100% salary for 1 yr	\$50,000
Northern Colorado (3 yr)	?	

<u>Institution</u>	<u>Termination by University</u>	<u>Termination by Coach</u>
Portland State (5 yr)	4 yrs left = 36 months salary 3 yrs left = 24 months salary 2 yrs left = 12 months salary	\$30,000
Sacramento State (3 yr)	?	
Southern Utah (4.5 yr)	\$50,000	\$50,000
Weber State (5 yr)	5 yrs left = \$600,000 4 yrs left = \$490,000 3 yrs left = \$380,000 2 yrs left = \$270,000 1 yrs left = \$150,000	\$100,000
University of Idaho	?	

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017**

UNIVERSITY OF IDAHO

SUBJECT

Amendment to University of Idaho multi-year contract for Men's Basketball Team Head Coach.

REFERENCE

October 2014 Idaho State Board of Education (Board) approved multi-year contract

October 2017 Board approved multi-year contract extension

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 of an amendment to the contract of employment for the Men's Basketball Team Head Coach to correct an error in the document approved by the Board on October 19, 2017. The Amendment eliminates the 4% annual salary increases that were erroneously included in section 3.1.1.a of the approved contract. The UI and Coach agree that this term was included in error and was not part of the agreed upon terms. Instead, Coach is entitled to consideration for university-wide changes in employee compensation upon approval by the Director, the President, and the Board of Regents.

IMPACT

The term of the employment contract runs through June 30, 2021.

The proposed Amendment results in the following change in the agreed compensation:

<u>Year</u>	<u>Original Agreement</u>	<u>Amended Agreement</u>
2017-18	\$185,432.00	\$185,432.00*
2018-19	\$192,849.28	\$185,432.00*
2019-20	\$200,563.25	\$185,432.00*
2020-21	\$208,585.78	\$185,432.00*

*Subject to University-wide changes in employee compensation upon approval by the Director, the President, and the Board of Regents.

All other terms, covenants and conditions of the contract as approved remain.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017**

ATTACHMENTS

Attachment 1 – Amendment

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board approval of Coach Don Verlin's employment agreement is required because the contract duration (greater than three years) and total potential maximum compensation, including bonuses (\$200,000 or greater) exceed the thresholds in Board Policy II.H. The elimination of the erroneous automatic 4% annual increase does not negate either the duration or total compensation thresholds in this particular case.

Staff recommends approval.

BOARD ACTION

I move to approve the University of Idaho's request to amend the multi-year employment contract for the Men's Basketball Team Head Coach, which was approved by the Board on October 19, 2017, in substantial conformance to the Amendment form submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AMENDMENT NO. 1 TO EMPLOYMENT AGREEMENT

This Amendment No. 1 to Employment Agreement (Amendment) is entered into by and between the University of Idaho (University), and Don Verlin (Coach).

This Amendment modified the terms of the Employment Agreement approved by the Board of Regents on the 19th day of October, 2017 and signed by University and Coach (Agreement). This Amendment corrects an error that was contained in section 3.1.1 a) of the Agreement regarding annual salary. University and Coach acknowledge that this section contained a reference to 4% increases in annual salary that was not part of the actual agreed terms.

To correct this error, Coach and University agree that section 3.1.1.a) of the Agreement shall be replaced in its entirety by the following, the same as if the following had been originally included in the Agreement:

- a) An annual salary of \$185,432 per year 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. 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.

All other terms, covenants and conditions of the Agreement continue and remain in force and effect.

UNIVERSITY

COACH

Chuck Staben, President Date

Don Verlin Date

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017**

TAB	DESCRIPTION	ACTION
1	AMENDMENT TO BOARD POLICY Section V.B. – Budget Policies – First Reading	Motion to approve
2	AMENDMENT TO BOARD POLICY Section V.E. – Gifts and Affiliated Foundations – First Reading	Motion to approve
3	FY2019 PERMANENT BUILDING FUND Permanent Building Fund Advisory Council (PBFAC) Recommendations	Information item
4	BOISE STATE UNIVERSITY Authorization for Issuance of General Revenue Bonds	Motion to approve
5	IDAHO STATE UNIVERSITY One-time Transfer of NCAA Endowment Funds Through the ISU Foundation	Motion to approve
6	UNIVERSITY of IDAHO Authorization for Issuance of General Revenue Bonds	Motion to approve

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017

SUBJECT

Amendment to State Board of Education Policy V.B.—first reading

REFERENCE

October 2012	Idaho State Board of Education (Board) approved revisions to Occupancy Cost policy in Policy V.B.
December 2015	Board approved second reading of amendment to Policy V.B., revising Occupancy Cost request notification procedures

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.

BACKGROUND / DISCUSSION

This proposed amendment to Board Policy V.B. revises and clarifies the process for notification and verification of Occupancy Cost requests. The amendment also incorporates a new paragraph to place the Board's earlier-approved guidelines on minimum institutional financial reserve targets within Board policy.

The proposed revisions to Paragraph 10 of the policy clarify that the Occupancy Cost formula for the custodial costs of newly eligible space is a linear formula based on one custodian per each 26,000 square feet. An example is provided illustrating the computation for an incremental increase of 13,000 square feet. This wording aligns the text of the policy with current practice and does not increase or decrease the computed costs for custodial support. [Note: custodial cost computations can change from one year to another if the State's pay grade for classified staff custodians are adjusted.] The policy recognizes that eligible new space, regardless of size, requires custodial support, and this requires allocation of custodians' time, regardless of whether new custodians are hired or if the incremental workload is distributed among an institution's pool of custodial employees.

An additional revision is proposed to Paragraph 10 to provide guidance to institutions to facilitate timely and accurate "verification" reports on Occupancy Costs, once an institution occupies a facility. This change complements the recent initiative to standardize Occupancy Cost request "notification" reports to the Division of Financial Management (DFM) and the Legislative Services Office (LSO). The streamlined process should significantly improve verification reporting. A link is provided to a standardized data sheet (Attachment 2), developed by Board Staff in coordination with the institutions, for consistent reporting of both initial notification and final verification for Occupancy Cost requests.

A new Paragraph 12 on "Target Reserves" is proposed to capture the Board's previous guidance (that the affected institutions maintain at least 5% financial reserve levels, as computed by dividing available unrestricted funds by annual

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017**

operating expenses) which is relocated from its previous location in an earlier version of the Board's Strategic Plan.

IMPACT

Approval of the proposed amendments will clarify and streamline Occupancy Cost request procedures and will improve the associated notification and verification reports submitted to DFM and LSO. There should be no fiscal impact to current budgets as a result of the proposed changes, beyond improving the accuracy of estimates and final computations of Occupancy Costs. The amendments also incorporate the Board's guidance on minimum financial reserve levels into Board policy, thereby documenting the earlier-established minimum reserve level for use by institutions as they develop and implement their strategic plans.

ATTACHMENTS

Attachment 1 – Amendment to Board policy V.B. – first reading	Page 3
Attachment 2 – Occupancy Cost notification/verification data sheet	Page 11

STAFF COMMENTS AND RECOMMENDATIONS

The proposed revisions to Board Policy V.B. were reviewed by the Business Affairs and Human Resources Committee and Financial Vice Presidents on December 8, 2017. The revisions will improve the Occupancy Cost request process and assist the institutions as they manage financial reserves.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of the proposed amendments to Board policy V.B., Budget Policies, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

1. Budget Requests

For purposes of Items 1. and 10., the College of Southern Idaho, College of Western Idaho, and North Idaho College are included.

a. Submission of Budget Requests

The Board is responsible for submission of budget request for the institutions and agencies under its governance to the executive and legislative branches of government. Only those budget requests which have been formally approved by the Board will be submitted by the office to the executive and legislative branches.

b. Direction by the Office of the State Board of Education

The preparation of all annual budget requests is to be directed by the Office of the State Board of Education which designates forms to be used in the process. The procedures for the preparation and submission of budget requests apply to operational and capital improvements budgets.

c. Preparation and Submission of Annual Budget Requests

Annual budget requests to be submitted to the Board by the institutions and agencies under Board governance are due in the Office of the State Board of Education on the date established by the Executive Director.

d. Presentation to the Board

Annual budget requests are formally presented to the designated committee by the chief executive officer of each institution or agency or his or her designee. The designated committee will review the requests and provide recommendations to the Board for Board action.

2. Budget Requests and Expenditure Authority

- a. Budget requests must include projected student tuition and fee revenue based on the enrollment of the fiscal year just completed (e.g., the FY 2003 budget request, prepared in the summer of 2001, projected student tuition and fee revenue based on academic year 2001 enrollments which ended with the Spring 2001 semester).
- b. Approval by the Executive Director, or his or her designee, as authorized, for all increases and decreases of spending authority caused by changes in student tuition and fee revenue is required.
- c. Student tuition and fee revenue collected by an institution will not be allocated to another institution. The lump sum appropriation will not be affected by changes in student tuition and fee revenue.

3. Operating Budgets (Appropriated)

a. Availability of Appropriated Funds

- i. Funds appropriated by the legislature from the State General Fund for the operation of the institutions and agencies (exclusive of funds for construction appropriated to the Permanent Building Fund) become available at the beginning of the fiscal year following the session of the legislature during which the funds are appropriated, except when the appropriation contains an emergency clause.

b. Approval of Operating Budgets

- i. The appropriated funds operating budgets for the institutions and agencies under Board supervision are based on a fiscal year, beginning July 1 and ending on June 30 of the following year.
- ii. During the spring of each year, the chief executive officer of each institution or agency prepares an operating budget for the next fiscal year based upon guidelines adopted by the Board. Each budget is then submitted to the Board in a summary format prescribed by the Executive Director for review and formal approval before the beginning of the fiscal year.

c. Appropriation Transactions

i. Chief Executive Officer Approval

The chief executive officer of each institution, agency, office, or department is responsible for approving all appropriation transactions. Appropriation transactions include original yearly set up, object and program transfers, receipt to appropriation and non-cognizable funds.

ii. Institution Requests

Requests for appropriation transactions are submitted by the institutions to the Division of Financial Management and copies provided concurrently to the Office of the State Board of Education.

4. Operating Budgets (Non-appropriated -- Auxiliary Enterprises)

a. Auxiliary Enterprises Defined

An auxiliary enterprise directly or indirectly provides a service to students, faculty, or staff and charges a fee related to but not necessarily equal to the cost of services. The distinguishing characteristic of most auxiliary enterprises is that they are managed essentially as self-supporting activities, whose services are provided primarily to individuals in the institutional community rather than to departments of the institution, although a portion of student fees or other support is sometimes allocated to them. Auxiliary enterprises should contribute and relate directly to the mission, goals, and objectives of the college or university. Intercollegiate athletics and student health services should be included in the category of auxiliary enterprises if the activities are essentially self-supporting.

All operating costs, including personnel, utilities, maintenance, etc., for auxiliary enterprises are to be paid out of income from fees, charges, and sales of goods or services. No state appropriated funds may be allocated to cover any portion of the operating costs. However, rental charges for uses of the facilities or services provided by auxiliary enterprises may be assessed to departments or programs supported by state-appropriated funds.

b. Operating Budgets

Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

5. Operating Budgets (Non-appropriated -- Local Service Operations)

a. Local Service Operations Defined

Local service operations provide a specific type of service to various institutional entities and are supported by charges for such services to the user. Such a service might be purchased from commercial sources, but for reasons of convenience, cost, or control, is provided more effectively through a unit of the institution. Examples are mailing services, duplicating services, office machine maintenance, motor pools, and central stores.

b. The policies and practices used for appropriated funds are used in the employment of personnel, use of facilities, and accounting for all expenditures and receipts.

c. Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

6. Operating Budgets (Non-appropriated -- Other)

- a. The policies and practices used for appropriated funds are used in the employment of personnel, use of facilities, and accounting for all expenditures and receipts.
- b. Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

7. Agency Funds

- a. Agency funds are assets received and held by an institution or agency, as custodian or fiscal agent for other individuals or organizations, but over which the institution or agency exercises no fiscal control.
- b. Agency funds may be expended for any legal purpose prescribed by the individual or organization depositing the funds with the institution or agency following established institutional disbursement procedures.

8. Major Capital Improvement Project -- Budget Requests

For purposes of Item 8 the community colleges (CSI, CWI and NIC) are included, except as noted in V.B.8.b.ii.

a. Definition

A major capital improvement is defined as the acquisition of an existing building, construction of a new building or an addition to an existing building, or a major renovation of an existing building. A major renovation provides for a substantial change to a building. The change may include a remodeled wing or floor of a building, or the remodeling of the majority of the building's net assignable square feet. An extensive upgrade of one (1) or more of the major building systems is generally considered to be a major renovation.

b. Preparation and Submission of Major Capital Improvement Requests

i. Permanent Building Fund Requests

Requests for approval of major capital improvement projects to be funded from the Permanent Building Fund are to be submitted to the Office of the State Board of Education on a date and in a format established by the Executive Director. Only technical revisions may be made to the request for a given fiscal year after the Board has made its recommendation for that fiscal year. Technical revisions must be made prior to November 1.

ii. Other Requests

Requests for approval of major capital improvement projects from other fund sources are to be submitted in a format established by the Executive Director. Substantive and fiscal revisions to a requested project are resubmitted to the Board for approval. This subsection shall not apply to the community colleges.

c. Submission of Approved Major Capital Budget Requests

The Board is responsible for the submission of major capital budget requests for the institutions and agencies under this subsection to the Division of Public Works. Only those budget requests which have been formally approved by the Board will be submitted by the office to the executive and legislative branches.

9. Approval by the Board

Requests for approval of major capital improvement projects must be submitted for Board action. Major capital improvement projects, which are approved by the Board and for which funds from the Permanent Building Fund are requested, are placed in priority order prior to the submission of major capital budget requests to the Division of Public Works.

10. Occupancy Costs.

a. Definitions.

- i. "Auxiliary Enterprise" is an entity that exists 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.
- ii. "Eligible Space" means all owner-occupied space other than auxiliary enterprise space. Space owned by an institution but leased to another entity is not eligible space. Occupancy costs for "common use" space (i.e. space which shares eligible and auxiliary enterprise space) will be prorated based on its use. When funds are used to expand, remodel, or convert existing space, the eligible space shall be limited to the new, incremental square footage of the expanded, remodeled or converted space, only.
- iii. "Gross Square Feet" (GSF) means the sum of all areas on all floors of a building included within the outside faces of its exterior walls.
- iv. "Occupancy costs" means those costs associated with occupying eligible space including custodial, utility, maintenance and other costs as outlined in the occupancy costs formula.

~~February~~ ~~December 2015~~ 2018

- v. "Remodel" means the improvement, addition, or expansion of facilities by work performed to change the interior alignment of space or the physical characteristics of an existing facility.
- b. Notification of Eligible Space
 - i. Prior written notification must be provided to the Division of Financial Management (DFM) and the Legislative Services Office Budget and Policy Analysis Division (LSO-BPA) before an institution requests funding for occupancy costs for eligible space in a capital improvement project in which the institution acquires, builds, takes possession of, expands, remodels, or converts facility space. This written notification to DFM and LSO-BPA will be provided following final approval of the project and not later than the first business day of September for occupancy cost requests which would take effect in the subsequent fiscal year. Written notification will be by one of the following entities, using the Occupancy Cost Notification data sheet provided at the Board website at <http://boardofed.idaho.gov>:
 - 1) the State Board of Education or its executive director for projects approved by the Board;
 - 2) the community college board of trustees for projects approved under their authority; or
 - 3) the institution's financial vice president (or functional equivalent) for projects for which, by virtue of their smaller scope, approval authority has been delegated to the institution's chief executive.
 - ii. Written notification shall include:
 - a) description of the eligible space, its intended use, and how it relates to the mission of the institution;
 - b) estimated cost of the building or facility, and source(s) of funds;
 - c) estimated occupancy costs; and
 - d) estimated date of completion.
 - iii. If an approving authority approves a project after the first business day of September, the notification and/or funding request shall be submitted the following September. If by error or oversight the approving authority fails to submit notification by the September deadline, there is a one-time, one-year grace period such that the approving authority may submit the notification as soon as possible, to be followed by a funding request not later than the first business day of the following September.
- c. Sources of Funds: Institutions may request occupancy costs regardless of the source(s) of funds used to acquire or construct eligible space.

~~February~~ ~~December 2015~~ **2018**

- d. Required Information: Requests for occupancy costs shall include the following information: (i) projected date of occupancy of the eligible space; (ii) gross square feet of eligible space; and (iii) number of months of the fiscal year the eligible space will be occupied (i.e. identify occupancy of eligible space for a full or partial fiscal year).
- e. Once an institution has taken occupancy of a facility, or the remodeled or expanded area of a facility, the institution shall provide verification to DFM and LSO-BPA of the gross square footage, construction costs, current replacement value, and, if applicable, current or proposed lease space.
- f. Occupancy Costs Formula
 - ~~i.~~ Custodial: ~~For the first 13,000 GSF and in 13,000 GSF increments thereafter, one-half (.50) custodial FTE~~ Based on the personnel costs (including
 - ~~i.ii.~~ benefits) for one custodian, pro-rated for each 26,000 GSF [For example, a 13,000 GSF eligible facility would equate to one-half (.50) custodial FTE]. In addition, 10¢ per GSF may be requested for custodial supplies.
 - ~~ii.iii.~~ Utility Costs: \$1.75 per GSF.
 - ~~iii.iv.~~ Building Maintenance: 1.5% of the construction costs, excluding pre-construction costs (e.g. architectural/engineering fees, site work, etc.) and moveable equipment.
 - ~~iv.v.~~ Other Costs:
 - 1) 77¢ per GSF for information technology maintenance, security, general safety, and research and scientific safety;
 - 2) .0005 current replacement value for insurance; and
 - 3) .0003 current replacement value for landscape maintenance.
 - ~~v.vi.~~ The formula rates may be periodically reviewed against inflation.
 - ~~vi.vii.~~ Reversions:
 - 1) If eligible space which received occupancy costs is later:
 - a) razed and replaced with non-eligible space; or
 - b) converted to non-eligible space, then the institution shall revert back to the state the occupancy cost funding at the base level originally funded.
 - 2) If eligible space is razed and replaced with new eligible space, then the institution may retain the base occupancy costs, net the funded GSF against any additional GSF, and request funding for the difference.
- g. Unfunded Occupancy Costs: If occupancy costs for eligible space have been requested but not funded due to budgetary reasons, institutions may request

occupancy costs again in the following year. If, however, occupancy costs are denied for non-budgetary reasons, no further requests for occupancy costs related to the space in question will be considered.

11. Program Prioritization

- a. "Program Prioritization" is a process adopted by the Board in setting priorities and allocating resources among programs and services with a specific focus on Mission, Core Themes and Strategic Plans.
- b. Program Prioritization shall be incorporated in the colleges and universities' annual budgeting and program review process.
- c. Annual Program Prioritization updates are to be submitted to the Board by the colleges and universities on the date and in a format established by the Executive Director.

12. Target Reserves

The volatility of state funding, as well as fluctuations in enrollment and tuition revenue, necessitate that institutions maintain fund balances sufficient to stabilize their operating budgets. As such, the Board has set a minimum target reserve of 5%, defined as unrestricted funds available divided by operating expenditures, as defined in the institution's unrestricted net position report, which will be submitted to the Board each year in accordance with the timing and format established by the Executive Director.

IDAHO STATE BOARD OF EDUCATION

Occupancy Cost Notification and Verification Data Sheet

This data sheet is used to provide the Occupancy Cost information required by Board Policy (V.B.10.b—"Notification of Eligible Space") in initial notifications to the Legislative Services Office-Budget & Policy Analysis (LSO-BPA) and to the Division of Financial Management (DFM); as well as to provide the verification information required in Board Policy (V.B.10.e) to confirm actual occupancy cost information after the institution has taken occupancy of a facility.

For initial notification of a request for occupancy costs, complete items 1-4, below, and any additional notification remarks. After taking occupancy of the facility, resubmit this data sheet (include the information previously provided in 1-4), completing items 5-8 to verify the final occupancy information.

Facility/Building:

Institution:

Point of contact at the institution (in the event of questions on the notification package):

- **Name and Title:**
- **Office:**
- **Phone:**
- **Email:**

Required information for initial notification:

1. **Description of the eligible space, its intended use, and how it relates to the mission of the institution** [note: "eligible space" for Occupancy Costs is defined in Board Policy V.B.10.a as "*all owner-occupied space other than auxiliary enterprise space. Space owned by an institution but leased to another entity is not eligible space. Occupancy costs for 'common use' space (i.e., space which shares eligible and auxiliary enterprise space) will be prorated based on its use. When funds are used to expand, remodel, or convert existing space, the eligible space shall be limited to the new, incremental square footage of the expanded, remodeled or converted space, only.*"]:
 - a. **Number of new eligible gross square feet:** _____ gsf.
 - b. **Description:**
2. **Estimated cost of the building or facility, and source(s) of funds:**
 - a. **Estimated Cost:** Value of construction for this space is _____.
 - b. **Source(s) of Funds:**
3. **Estimated Occupancy Costs:**
4. **Estimated Date of Completion:**

Additional notes/remarks/information [If applicable, briefly summarize any other special factors related to this notification. If any additional documents or exhibits accompany this notification, list them below]:

Post-Construction Verification

The following information is to be provided upon taking occupancy of the facility. Leave the sections below blank for initial notification to DFM and LSO.

- 5. Actual gross square footage:**
- 6. Actual construction cost:**
- 7. Current replacement value:**
- 8. Square footage of any current/proposed lease space or other non-eligible space:**

Additional notes/remarks/information [If applicable, briefly summarize any other special factors related to this verification report. If any additional documents or exhibits accompany this verification report, list them below]:

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017

SUBJECT

Amendment to Idaho State Board of Education Policy V.E. – First Reading

REFERENCE

February 2006

Board approved the second reading of amendment to Board policy V.E.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E.

BACKGROUND/DISCUSSION

Board Policy V.E. provides guidance on institutions' relationships with their affiliated foundations, and the Board's role in approving institution-foundation operating agreements. Affiliated foundations operate as Idaho nonprofit organizations that are legally separate from the institutions and are recognized as 501(c)(3) public charities by the Internal Revenue Service. The institution is required to enter into a written operating agreement with each of its affiliated foundations.

Current practice, in place since the main provisions of Policy V.E. were established, is that in cases where an affiliated foundation routes all donations, gifts, monies, properties, etc., to the host institution through another recognized foundation (e.g., if a booster organization routes all funds to the institution through the institution's primary foundation), the Board must periodically approve the institution-operating agreement only for the foundation which transfers funds directly to the institution. The proposed amendment clarifies policy to conform to current practice, and it provides a template for use by institutions and the Board in developing and updating operating agreements submitted to the Board for approval.

IMPACT

Under the proposed amendment, institutions and their affiliated foundations will continue to have the option to provide foundation-raised funding directly to the institution, on the basis of Board-approved operating agreements. Affiliated foundations that prefer to route all funds/gifts to the institution through another Board-approved foundation, could do so, and recurring approval of their operating agreements would not be required. This arrangement ensures continued Board oversight over resources provided to institutions under its authority, while maintaining a degree of flexibility in the operation of various foundations which support the institutions. This clarification to policy should have no direct financial impact on the institution's finances/budget.

ATTACHMENTS

Attachment 1: V.E. Gifts and Affiliated Foundations

Page 3

Attachment 2: Affiliated Foundation Agreement Template

Page 15

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017**

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendment brings the text of the policy into conformance with current practice and the stated intent of the Board at the time the applicable sections of policy V.E. were established in 2006. The updated policy enables continued close oversight of funds/gifts/properties being conveyed between an institution and an affiliated foundation. The amendment also incorporates a number of minor technical revisions and a reorganization of material to improve clarity and user-friendliness. A standard template for foundation operating agreements has been developed in order to streamline the current review and approval process, and is provided at Attachment 2.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading revisions to Board policy V.E. and use of the associated affiliated foundation agreement template, as presented in Attachments 1 and 2, respectively.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations**October-February 20148

1. Purpose of the Policy

- a. The Board recognizes the importance of voluntary private support and encourages grants and contributions for the benefit of the institutions and agencies under its governance. Private support for public education is an accepted and firmly established practice throughout the United States. Tax-exempt foundations are one means of providing this valuable support to help the institutions and agencies under the Board's governance raise money through private contributions. Foundations are separate, legal entities, tax-exempt under Section 501(c) of the United States Internal Revenue Code of 1986, as amended, associated with the institutions and agencies under the Board's governance. Foundations are established for the purpose of raising, receiving, holding, and/or using funds from the private sector for charitable, scientific, cultural, educational, athletic, or related endeavors that support, enrich, and improve the institutions or agencies. The Board wishes to encourage a broad base of support from many sources, particularly increased levels of voluntary support. To achieve this goal, the Board will cooperate in every way possible with the work and mission of recognized affiliated foundations
- b. The Board recognizes that foundations:
 - i. Provide an opportunity for private individuals and organizations to contribute to the institutions and agencies under the Board's governance with the assurance that the benefits of their gifts supplement, not supplant, state appropriations to the institutions and agencies;
 - ii. Provide assurance to donors that their contributions will be received, distributed, and utilized as requested for specified purposes, to the extent legally permissible, and that donor records will be kept confidential to the extent requested by the donor and as allowed by law;
 - iii. Provide an instrument through which alumni and community leaders can help strengthen the institutions and agencies through participation in the solicitation, management, and distribution of private gifts; and
 - iv. Aid and assist the Board in attaining its approved educational, research, public service, student loan and financial assistance, alumni relations, and financial development program objectives.
- c. The Board, aware of the value of tax-exempt foundations to the well being of the institutions and agencies under the Board's governance, adopts this policy with the following objectives:

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: E. Gifts and Affiliated Foundations

October-February 20148

- i. To preserve and encourage the operation of recognized foundations associated with the institutions and agencies under the Board's governance; and
- ii. To ensure that the institutions and agencies under the Board's governance work with their respective affiliated foundations to make certain that business is conducted responsibly and according to applicable laws, rules, regulations, and policies, and that such foundations fulfill their obligations to contributors, to those who benefit from their programs, and to the general public.

2. Institutional Foundations

~~The foregoing provisions are designed to promote and strengthen the operations of foundations that have been, and may be, established for the benefit of the public colleges and universities in Idaho. The intent of this policy is to describe general principles that will govern institutional relationships with their affiliated foundations. It is intended that a more detailed and specific description of the particular relationship between an institution and its affiliated foundation will be developed and committed to a written operating agreement, which must be approved by the Board. For application of this policy to affiliated research foundations and technology transfer organizations, including the Idaho Research Foundation, see paragraph 6 below.~~

~~a. Board Recognition of Affiliated Foundations~~

~~The Board may recognize an entity as an affiliated foundation if it meets and maintains the requirements of this policy. The chief executive officer of each institution must ensure that any affiliated foundation recognized by the Board ascribes to these policies. The Board acknowledges that it cannot and should not have direct control over affiliated foundations. These foundations must be governed separately to protect their private, independent status. However, because the Board is responsible for ensuring the integrity and reputation of the institutions and their campuses and programs, the Board must be assured that any affiliated foundation adheres to sound business practices and ethical standards appropriate to such organizations in order to assure the public that the foundation is conducting its mission with honesty and integrity.~~

~~ba. General Provisions Applicable to all Affiliated Foundations recognized by the Board~~

- i. All private support of an institution not provided directly to such institution shall be through a Board approved ~~recognized~~ affiliated foundation. While an institution may accept gifts made directly to the institution or directly to the Board, absent unique circumstances making a direct gift to the institution more appropriate, donors shall be requested to make gifts to the Board approved affiliated foundations.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: E. Gifts and Affiliated Foundations

October-February 20148

- ii. Each affiliated foundation shall operate as an Idaho nonprofit corporation that is legally separate from the institution and is recognized as a 501(c)(3) public charity by the Internal Revenue Service. The management and control of a foundation shall rest with its governing board. All correspondence, solicitations, activities, and advertisements concerning a particular foundation shall be clearly discernible as from that foundation, and not the institution.
 - iii. The institutions and foundations are independent entities and neither will 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 staff.
 - iv. It is the responsibility of the foundation to support the institution at all times in a cooperative, ethical, and collaborative manner; to engage in activities in support of the institution; and, where appropriate, to assist in securing resources, to administer assets and property in accordance with donor intent, and to manage its assets and resources.
 - v. Foundation funds shall be kept separate from institution funds. No institutional funds, assets, or liabilities may be transferred directly or indirectly to a foundation without the prior approval of the Board except as provided herein. Funds may be transferred from an institution to a foundation without prior Board approval when:
 - 1) A donor inadvertently directs a contribution to an institution that is intended for the foundation. If an affiliated foundation is the intended recipient of funds made payable to the Board or to an institution, then such funds may be deposited with or transferred to the affiliated foundation, provided that accompanying documents demonstrate that the foundation is the intended recipient. Otherwise, the funds shall be deposited in an institutional account, and Board approval will be required prior to transfer to an affiliated foundation; or
 - 2) The institution has gift funds that were transferred from and originated in an affiliated foundation, and the institution wishes to return a portion of funds to the foundation for reinvestment consistent with the original intent of the gift.
3. The transfer is of a *de minimis* amount not to exceed \$10,000 from the Institution to the Foundation and the transferred funds are for investment by the Foundation for scholarship or other general Institution/Agency support purposes.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: E. Gifts and Affiliated Foundations

October-February 20148

- vi. Transactions between an institution and an affiliated foundation shall meet the normal tests for ordinary business transactions, including proper documentation and approvals. Special attention shall be given to avoiding direct or indirect conflicts of interest between the institution and the affiliated foundation and those with whom the foundation does business. Under no circumstances shall an institution employee represent both the institution and foundation in any negotiation, sign for both the institution and foundation in a particular transaction, or direct any other institution employee under their immediate supervision to sign for the related party in a transaction between the institution and the foundation.
- vii. Prior to the start of each fiscal year, an affiliated foundation must provide the institution chief executive officer with the foundation's proposed annual budget, as approved by the foundation's governing board.
- viii. Each foundation shall conduct its fiscal operations to conform to the institution's fiscal year. Each foundation shall prepare its annual financial statements in accordance with Government Accounting Standards Board (GASB) or Financial Accounting Standards Board (FASB) principles, as appropriate.
- ix. Institution chief executive officers shall be invited to attend all meetings of an affiliated foundation's governing board in an advisory role. On a case by case basis, other institution employees may also serve as advisors to an affiliated foundation's governing board, as described in the written foundation operating agreement approved by the Board.
- x. The foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent possible or reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or other information that would normally be open in the conduct of institution affairs.
- xi. A foundation's enabling documents (e.g., articles of incorporation and bylaws) and any amendments are to be provided to the institution. These documents must include a clause requiring that in the event of the dissolution of a foundation, its assets and records will be distributed to its affiliated institution, provided the affiliated institution is a qualified charitable organization under relevant state and federal income tax laws. To the extent practicable, the foundation shall provide the institution with an advance copy of any proposed amendments, additions, or deletions to its articles of incorporation or bylaws. The institution shall be responsible for providing all of the foregoing documents to the Board.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: E. Gifts and Affiliated Foundations

October-February 20148

- xii. Foundations may not engage in activities that conflict with federal or state laws, rules and regulations; the policies of the Board; or the role and mission of the institutions. Foundations shall comply with applicable Internal Revenue Code provisions and regulations and all other applicable policies and guidelines.
- xiii. Fund-raising campaigns and solicitations of major gifts for the benefit of an institution by its affiliated foundation shall be developed cooperatively between the institution and its affiliated foundation. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by an institution, a foundation will obtain the prior approval of the institution chief executive officer or a designee.
- xiv. Foundations shall obtain prior approval in writing from the institution chief executive officer or a designee if gifts, grants, or contracts include a financial or contractual obligation binding upon the institution.
- xv. Foundations shall make clear to prospective donors that:
 - 1) The foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the institution; and
 - 2) Responsibility for the governance of the foundation, including investment of gifts and endowments, resides in the foundation's governing board.
- xvi. Institutions shall ensure that foundation-controlled resources are not used to acquire or develop real estate or to build facilities for the institution's use without prior Board approval. The institution shall notify the Board, at the earliest possible date, of any proposed purchase of real estate for such purposes, and in such event should ensure that the foundation coordinates its efforts with those of the institution. Such notification to the Board may be through the institution's chief executive officer in executive session pursuant to Idaho Code-, [Section 74-206\(1\)\(c\).67-2345-\(1\)-\(c\)-](#).

[eb](#). Foundation Operating Agreements

Each institution shall enter into a written operating agreement with each [of its recognized-affiliated foundations that ensures compliance with this Policy.](#) ~~that is affiliated with the institution.~~

[Board approval of affiliated foundation operating agreements is required if an affiliated foundation will receive donations, membership dues, gifts or other funds \(collectively "funds"\) and delivers those funds directly to the institution. If an](#)

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: E. Gifts and Affiliated Foundations

October-February 20148

affiliated foundation will not receive or maintain funds, or if it routes all funds received to the institution through another Board-approved affiliated foundation, Board approval of the operating agreement is not required. In such cases, the institution shall ensure that services provided by a Board approved affiliated foundation to another affiliated foundation are provided pursuant to a service agreement between the affiliated foundations which complies with Board policy, a copy of which is available to the institution and to the Board.

Operating agreements must be signed by the chairman or president of the foundation's governing board, and by the institution chief executive officer. ~~The e~~Operating agreements requiring Board approval must be approved by the Board prior to execution and must be re-submitted to the Board for re-approval every three (3) years, or as otherwise requested by the Board, ~~for review and re-approval.~~ Operating agreements shall follow the operating agreement template approved by the Board and found at <http://boardofed.idaho.gov/>. When an operating agreement is presented to the Board for review, an institution must include a redline to the Board's operating agreement template, as well as a redline to the previously Board approved version of the operating agreement, if there is one.

Foundation operating agreements shall establish the operating relationship between the parties, and shall, at a minimum, address the following topics:

i. Institution Resources and Services.

- 1) Whether, and how, an institution intends to provide contract administrative and/or support staff services to an affiliated foundation. When it is determined that best practices call for an institution employee to serve in a capacity that serves both the institution and an affiliated foundation, then the operating agreement must clearly define the authority and responsibilities of this position within the foundation. Notwithstanding, no employee of an institution who functions in a key administrative or policy making capacity (including, but not limited to, any institution vice-president or equivalent position) shall be permitted to have responsibility or authority for foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of foundation employees. The responsibility of this position within the foundation that is performed by an institution employee in a key administrative or policy making capacity shall be limited to the coordination of institution and affiliated foundation fundraising efforts, and the provision of administrative support to foundation fundraising activities.
- 2) Whether, and how, an institution intends to provide other resources and services to an affiliated foundation, which are permitted to include:

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations**

October-February 20148

- a) Access to the institution's financial systems to receive, disburse, and account for funds held (with respect to transactions processed through the institution's financial system, the foundation shall comply with the institution's financial and administrative policies and procedures manuals);
 - b) Accounting services, to include cash disbursements and receipts, accounts receivable and payable, bank reconciliation, reporting and analysis, auditing, payroll, and budgeting;
 - c) Investment, management, insurance, benefits administration, and similar services; and
 - d) Development services, encompassing research, information systems, donor records, communications, and special events.
- 3) Whether the foundation will be permitted to use any of the institution's facilities and/or equipment, and if so, the details of such arrangements.
- 4) Whether the institution intends to recover its costs incurred for personnel, use of facilities or equipment, or other services provided to the foundation. If so, then payments for such costs shall be made directly to the institution. No payments shall be made directly from a foundation to institution employees in connection with resources or services provided to a foundation pursuant to this policy.

ii. Management and Operation of Foundations.

- 1) Guidelines for receiving, depositing, disbursing and accounting for all funds, assets, or liabilities of a foundation, including any disbursements/transfers of funds to an institution from an affiliated foundation. Institution officials into whose department or program foundation funds are transferred shall be informed by the foundation of the restrictions, if any, on such funds and shall be responsible both to account for them in accordance with institution policies and procedures, and to notify the foundation on a timely basis regarding the use of such funds.
- 2) Procedures with respect to foundation expenditures and financial transactions, which must ensure that no person with signature authority shall be an institution employee in a key administrative or policy making capacity (including, but not limited to, an institution vice-president or equivalent position).

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations**October-February 20148

- 3) The liability insurance coverage the foundation will have in effect to cover its operations and the activities of its directors, officers, and employees.
- 4) Description of the investment policies to be utilized by the foundation, which shall be conducted in accordance with prudent, sound practice to ensure that gift assets are protected and enhanced, and that a reasonable return is achieved, with due regard for the fiduciary responsibilities of the foundation's governing board. Moreover, such investments must be consistent with the terms of the gift instrument.
- 5) Procedures that will be utilized to ensure that institution and foundation funds are kept separate.
- 6) Detailed description of the organization structure of the foundation, which addresses conflict of interest in management of funds and any foundation data.

iii. Foundation Relationships with the Institutions

- 1) The institution's ability to access foundation books and records.
- 2) The process by which the institution chief executive officer, or designee, shall interact with the foundation's board regarding the proposed annual operating budget and capital expenditure plan prior to approval by the foundation's governing board.
- 3) Whether, and how, supplemental compensation from the foundation may be made to institutional employees. Any such payments must have prior Board approval, and shall be paid by the foundations to the institutions, which in turn will make payments to the employee in accordance with normal practice. Employees shall not receive any payments or other benefits directly from the foundations.

iv. Audits and Reporting Requirements.

- 1) The procedure foundations will utilize for ensuring that regular audits are conducted and reported to the Board. Unless provided for otherwise in the written operating agreement, such audits must be conducted by an independent certified public accountant, who is not a director or officer of the foundation. The independent audit shall be a full scope audit, performed in accordance with generally accepted auditing standards.
- 2) The procedure foundations will use for reporting to the institution chief executive officer the following items:

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations**

October-February 20148

- a) Regular financial audit report;
- b) Annual report of transfers made to the institution, summarized by department;
- c) Annual report of unrestricted funds received, and of unrestricted funds available for use in that fiscal year;
- d) A list of foundation officers, directors, and employees;
- e) A list of institution employees for whom the foundation made payments to the institution for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
- f) A list of all state and federal contracts and grants managed by the foundation; and
- g) An annual report of the foundation's major activities;
- h) An annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding foundation fiscal year for the benefit of the institution; and
- i) An annual report of any actual litigation involving the foundation during its fiscal year, as well as legal counsel used by the foundation for any purpose during such year. This report should also discuss any potential or threatened litigation involving the foundation.

v. Conflict of Interest and Code of Ethics and Conduct.

A description of the foundation's conflict of interest policy approved by the foundation's governing board and applicable to all foundation directors, officers, and staff members, and which shall also include a code of ethics and conduct. Such policy must assure that transactions involving the foundation and the personal or business affairs of a trustee, director, officer, or staff member should be approved in advance by the foundation's governing board. In addition, such policy must provide that directors, officers, and staff members of a foundation disqualify themselves from making, participating, or influencing a decision in which they have or would have a financial interest. Finally, such policy must assure that no director, trustee, officer, or staff member of a foundation shall accept from any source any material gift or gratuity in excess

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: E. Gifts and Affiliated Foundations

~~October-February 20148~~

of fifty dollars (\$50.00) that is offered, or reasonably appears to be offered, because of the position held with the foundation; nor should an offer of a prohibited gift or gratuity be extended by such an individual on a similar basis.

vi. Affiliated Research Foundations and Technology Transfer Organization for Institutions of Higher Education

The Board wishes to encourage research and technology transfer and the corresponding economic development potential for the state of Idaho. The Board acknowledges that independent, affiliated foundations operating to support an institution's research and technology transfer efforts can be useful tools to provide institutions with avenues for engagement with the private sector as well as with public and private entities interested in funding research, funding technology transfer and promoting spin-off enterprises arising from institutional intellectual property and technology. Such affiliated foundations should operate substantially within the framework for affiliated foundations set out in paragraph 1 and 2 of this policy, with such variances as are reasonable based on the nature of the anticipated function of the specific foundation.

a. The institutions under the Board's governance may affiliate with non-profit entities which generally meet the criteria set forth in paragraph 2.b. of this policy and which operate for the purpose of supporting the research and technology transfer efforts of one or more of the institutions.

b. Research and Technology Transfer Foundation Operating Agreements. The requirement of a foundation operating agreement under paragraph 2.c. of this policy shall also apply to foundations supporting research and technology transfer. Institutions proposing to affiliate with a particular foundation may propose reasonable variances from specific requirements under paragraph 2.c. based upon the anticipated function of the foundation, provided that any such variances are specifically identified by the institution in materials presented to the Board when requesting approval of the foundation.

3. Foundations for Other Agencies

Other agencies under the Board's jurisdiction may establish foundations to accept gifts made for the benefit of the agencies' operating purposes. These agencies are subject to the same policies as the institutional foundations. However, agency foundations with annual revenues less than \$100,000 are not required to obtain an independent audit. These agencies must instead submit an annual report to the Board of gifts received and the disposition of such gifts.

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****SUBSECTION: E. Gifts and Affiliated Foundations**October-February 20148**4. Idaho Educational Public Broadcasting System Foundations and Friends Groups**

Foundations and Friends groups that exist for the benefit of the Idaho Educational Public Broadcasting System (IEPBS) are required by Federal Communications Commission (FCC) regulations to have specific spending authority designated by the Board. Audits of the IEPBS Foundation and Friends groups will be conducted by the State Legislative Auditor.

- a. By action of the Board, the Idaho Educational Public Broadcasting System Foundation, Inc., has been designated to accept gifts made for the benefit of public television in the state of Idaho. The Foundation will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.
- b. By action of the Board, the Friends of Channel 4, Inc., has been designated to accept gifts made for the Benefit of KAID TV, Channel 4. The Friends of Channel 4, Inc., will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.
- c. By action of the Board, the Friends of Channel 10, Inc., has been designated to accept gifts made for the benefit of KISU TV, Channel 10. The Friends of Channel 10, Inc., will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.
- d. By action of the Board, the Friends of KUID, Inc., has been designated to accept gifts made for the benefit of KUID TV, Channel 12. The Friends of Channel 12, Inc., will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.

5. Acceptance of Direct Gifts

Notwithstanding the Board's desire to encourage the solicitation and acceptance of gifts through affiliated foundations, the Board may accept donations of gifts, legacies, and devises (hereinafter "gifts") of real and personal property on behalf of the state of Idaho that are made directly to the Board or to an institution or agency under its governance. Gifts worth more than \$250,000 must be reported to and approved by the executive director of the Board before such gift may be expended or otherwise used by the institution or agency. Gifts worth more than \$500,000 must be approved by the Board. The chief executive officer of any institution or agency is authorized to receive, on behalf of the Board, gifts that do not require prior approval by the executive director or the Board and that are of a routine nature. This provision does not apply

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: E. Gifts and Affiliated Foundations

October-February 20148

to transfers of gifts to an institution or agency from an affiliated foundation (such transfers shall be in accordance with the written operating agreement between the institution or agency and an affiliated foundation, as described more fully herein).

~~6. Affiliated Research Foundations and Technology Transfer Organization for Institutions of Higher Education~~

~~The Board wishes to encourage research and technology transfer and the corresponding economic development potential for the state of Idaho. The Board acknowledges that independent, affiliated foundations operating to support an institution's research and technology transfer efforts can be useful tools to provide institutions with avenues for engagement with the private sector as well as with public and private entities interested in funding research, funding technology transfer and promoting spin-off enterprises arising from institutional intellectual property and technology. Such affiliated foundations should operate substantially within the framework for philanthropic affiliated foundations set out in paragraph 1 and 2 of this policy, with such variances as are reasonable based on the nature of the anticipated function of the specific foundation.~~

- ~~a. The public college and universities may affiliate with non-profit entities which generally meet the criteria set forth in paragraph 2.b. of this policy and which operate for the purpose of supporting the research and technology transfer efforts of one or more of the institutions.~~
- ~~b. Research and Technology Transfer Foundation Operating Agreements. The requirement of a foundation operating agreement under paragraph 2.c. of this policy shall also apply to foundations supporting research and technology transfer. Institutions proposing to affiliate with a particular foundation may propose reasonable variances from specific requirements under paragraph 2.c. based upon the anticipated function of the foundation, provided that any such variances are specifically identified by the institution in materials presented to the Board when requesting approval of the foundation.~~

**OPERATING AGREEMENT
BETWEEN
FOUNDATION, INC.
AND
INSTITUTION/AGENCY**

This Operating Agreement between Foundation, Inc. and Institution/Agency (“Operating Agreement”) is entered into as of this ____ day of _____, 201_, by and between Institution, herein known as “Institution/Agency” and the Foundation, Inc., herein known as “Foundation”.

WHEREAS, the Foundation was organized and incorporated in ____ for the purpose of stimulating voluntary private support from _____, _____, friends, corporations, foundations, and others for the benefit of the Institution/Agency.

WHEREAS, the Foundation exists to raise and manage private resources supporting the mission and priorities of the Institution/Agency, and provide opportunities for _____ (e.g. students) and a degree of institutional excellence unavailable with state funding levels.

WHEREAS, the Foundation is dedicated to assisting the Institution/Agency in the building of the endowment to address, through financial support, the long-term academic and other priorities of the Institution/Agency.

WHEREAS, as stated in its articles of incorporation, the Foundation is a separately incorporated 501(c)(3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the Institution/Agency; soliciting cash, securities, real and intellectual property, and other private resources for the support of the Institution/Agency; and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

WHEREAS, furthermore, in connection with its fund-raising and asset-management activities, the Foundation utilizes, in accordance with this Operating Agreement, personnel experienced in planning for and managing private support.

WHEREAS, the mission of the Foundation is to secure, manage and distribute private contributions and support the growth and development of the Institution/Agency.

WHEREAS, the Institution/Agency 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 parties hereby acknowledge that they will at all times conform to and abide by, the Idaho State Board of Education's Governing Policies and Procedures, Gifts and Affiliated Foundations Policy V.E., and that they will submit this Operating Agreement for initial State Board of Education ("State Board") approval, and thereafter every three (3) years, or as otherwise requested by the State Board, for review and re-approval.

WHEREAS, the Foundation and the Institution/Agency intend for this Operating Agreement to be the written operating agreement required by Board Policy V.E.2.c. of the State Board's Policies and Procedures.

NOW THEREFORE, in consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the parties agree as follows:

ARTICLE I

Foundation's Purposes

The Foundation is the primary affiliated foundation responsible for securing, managing and distributing private support for the Institution/Agency. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall: (1) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the Institution/Agency from the general public (including individuals, corporations, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the Institution/Agency; and (3) support and assist the Institution/Agency in fundraising and donor relations.

In carrying out its purposes, the Foundation shall not engage in activities that conflict with (1) 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); (2) applicable policies of the State Board; or (3) the role and mission of the Institution/Agency.

ARTICLE II

Foundation's Organizational Documents

The Foundation shall provide copies of its current Articles of Incorporation and Bylaws to the Institution/Agency. The Foundation, to the extent practicable, also shall provide the Institution/Agency with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws. The Institution/Agency shall provide all such documents to the State Board.

ARTICLE III

Institution/Agency Resources and Services

1. Institution/Agency Employees.

a. *Institution/Agency/Foundation Liaison:* The Institution/Agency's Vice President for Institution/Agency Advancement shall serve as the Institution/Agency's Liaison to the Foundation.

i. The Institution/Agency's Vice President for Institution/Agency Advancement shall be responsible for coordinating the Institution/Agency's and the Foundation's fundraising efforts and for

supervising and coordinating the administrative support provided by the Institution/Agency to the Foundation.

- ii. The Vice President for Institution/Agency Advancement or her/his designee shall attend each meeting of the Foundation's Board of Directors and shall report on behalf of the Institution/Agency to the the Foundation's Board of Directors regarding the Institution/Agency's coordination with the Foundation's fundraising efforts.

b. *Managing Director*: The *Managing Director* of the Foundation is an employee of the Institution/Agency loaned to the Foundation. All of the Managing Director's services shall be provided directly to the Foundation as follows:

- i. The *Managing Director* shall be responsible for the supervision and control of the day-to-day operations of the Foundation. More specific duties of the *Managing Director* may be set forth in a written job description prepared by the Foundation and attached to the Loaned Employee Agreement described in paragraph (iii) below. The *Managing Director* shall be subject to the control and direction of the Foundation.
- ii. The *Managing Director* shall be an employee of the Institution/Agency and entitled to Institution/Agency benefits to the same extent and on the same terms as other full-time Institution/Agency employees of the same classification as the *Managing Director*. The Foundation shall reimburse the Institution/Agency for all costs incurred by the Institution/Agency in connection with the Institution/Agency's employment of the *Managing Director* including such expenses as salary, payroll taxes, and benefits.
- iii. The Foundation and the Institution/Agency shall enter into a written agreement, in the form of Exhibit "A" hereto, establishing that the *Managing Director* is an employee of the Institution/Agency but subject to the direction and control of the Foundation (generally a "Loaned Employee Agreement"). The Loaned Employee Agreement shall also set forth the relative rights and responsibilities of the Foundation and the Institution/Agency with respect to the *Managing Director*, including the following:

1. The Foundation shall have the right to choose to terminate the Loaned Employee Agreement in accordance with Foundation Procedures and applicable law, such termination may include election by the Foundation for non-renewal of the Loaned Employee Agreement.
2. Termination of the Loaned Employee Agreement in accordance with the Foundation procedures and applicable law shall constitute grounds for a termination proceeding by the Institution/Agency or for non-renewal of any obligation of the Institution/Agency to employ the Loaned Employee, subject to applicable legal and procedural requirements of the State of Idaho and the Institution/Agency.
3. The Loaned Employee shall be subject to the supervision, direction and control of the Foundation Board of Directors and shall report directly to the Foundation president or her/his designee.

c. *Other Loaned Employees.* Other loaned employees providing services pursuant to this Operating Agreement shall also serve pursuant to a Loaned Employee Agreement which shall set forth their particular responsibilities and duties.

d. *Other Institution/Agency Employees Holding Key Foundation or Administrative or Policy Positions:* In the event the Institution/Agency and the Foundation determine it is appropriate for one or more additional Institution/Agency employees who function in a key administrative or policy making capacity for the Institution/Agency (including, but not limited to, any Institution/Agency Vice-President or equivalent position) to serve both the Institution/Agency and the Foundation, then, pursuant to Board Policy V.E., this Operating Agreement shall be amended to clearly set forth the authority and responsibilities of the position of any such Institution/Agency employee.

e. *Limited Authority of Institution/Agency Employees.* Notwithstanding the foregoing provisions, no Institution/Agency employee who functions in a key administrative or policy making capacity for the Institution/Agency (including, but not limited to, any Institution/Agency Vice-President or equivalent position) shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Foundation employees.

2. Support Services. The Institution/Agency shall provide administrative, financial, accounting, investment, and development services to the Foundation, as set forth in the Service Agreement attached hereto as Exhibit "B" ("Service Agreement"). All Institution/Agency

employees who provide support services to the Foundation shall remain Institution/Agency employees under the direction and control of the Institution/Agency, unless agreed that the direction and control of any such employee will be vested with the Foundation in a written Loaned Employee Agreement. The Foundation will pay directly to the Institution/Agency the portion of the overhead costs associated with the services provided to the Foundation pursuant to the Service Agreement. The portion of such costs shall be determined by the agreement of the Parties.

3. Institution/Agency Facilities and Equipment. The Institution/Agency shall provide the use of the Institution/Agency's office space and equipment to the Foundation upon the terms agreed to by the Institution/Agency and the Foundation. The terms of use (including amount of rent) of the Institution/Agency's office space and equipment shall be as set forth in the Service Agreement.

4. No Foundation Payments to Institution/Agency Employees. Notwithstanding any provision of this Operating Agreement to the contrary, the Foundation shall not make any payments directly to an Institution/Agency employee in connection with any resources or services provided to the Foundation pursuant to this Operating Agreement.

ARTICLE IV

Management and Operation of Foundation

The management and control of the Foundation shall rest with its Board of Directors.

1. Gift Solicitation.

Authority of Vice President for Institution/Agency Advancement. All Foundation gift solicitations shall be subject to the direction and control of the Vice President for Institution/Agency Advancement.

a. *Form of Solicitation.* Any and all Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the Institution/Agency; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides in the Foundation's Board of Directors.

b. *Foundation is Primary Donee.* Absent unique circumstances, prospective donors shall be requested to make gifts directly to the Foundation rather than to the Institution/Agency.

2. Acceptance of Gifts.

a. *Approval Required Before Acceptance of Certain Gifts.* Before accepting contributions or grants for restricted or designated purposes that may require administration or

direct expenditure by the Institution/Agency, the Foundation shall obtain the prior written approval of the Institution/Agency. Similarly, the Foundation shall also obtain the prior written approval of the Institution/Agency of the acceptance of any gift or grant that would impose a binding financial or contractual obligation on the Institution/Agency.

b. *Acceptance of Gifts of Real Property.* The Foundation shall conduct adequate due diligence on all gifts of real property that it receives. All gifts of real property intended to be held and used by the Institution/Agency shall be approved by the State Board before acceptance by the Institution/Agency and the Foundation. In cases where the real property is intended to be used by the Institution/Agency in connection with carrying out its proper functions, the real property may be conveyed directly to the Institution/Agency, in which case the Institution/Agency and not the Foundation shall be responsible for the due diligence obligations for such property.

c. *Processing of Accepted Gifts.* All gifts received by the Institution/Agency or the Foundation shall be delivered (if cash) or reported (if any other type of property) to the Foundation's designated gift administration office (a unit of the Foundation) in accordance with the Service Agreement.

3. Fund Transfers. The Foundation agrees to transfer funds, both current gifts and income from endowments, to the Institution/Agency on a regular basis as agreed to by the Parties. The Foundation's Treasurer or other individual to whom such authority has been delegated by the Foundation's Board of Directors shall be responsible for transferring funds as authorized by the Foundation's Board of Directors.

a. *Restricted Gift Transfers.* The Foundation shall inform the Institution/Agency officials into whose program or department funds are transferred of any restrictions on the use of such funds and provide such officials with access to any relevant documentation concerning such restrictions. Such Institution/Agency officials shall account for such restricted funds separate from other program and department funds in accordance with applicable Institution/Agency policies and shall notify the Foundation on a timely basis regarding the uses of such restricted funds.

b. *Unrestricted Gift Transfers.* The Foundation may utilize any unrestricted gifts it receives for any use consistent with the Foundation's purposes as generally summarized in Article I of this Operating Agreement. If the Foundation elects to use unrestricted gifts to make grants to the Institution/Agency, such grants shall be made at such times and in such amounts as the Foundation's Board of Directors may determine in the Board's sole discretion.

4. Foundation Expenditures and Financial Transactions.

a. *Signature Authority.* The Foundation designates the Foundation Treasurer as the individual with signature authority for the Foundation in all financial transactions. The

Foundation may supplement or change this designation with written notice to the Institution/Agency; provided, however, in no event may the person with Foundation signature authority for financial transactions be an Institution/Agency employee.

b. *Expenditures.* All expenditures of the Foundation shall be (1) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.

5. Institution/Agency Report on Distributed Funds. On a regular basis, which shall not be less than annually, the Institution/Agency shall report to the Foundation on the use of restricted and unrestricted funds transferred to the Institution/Agency. This report shall specify the restrictions on any restricted funds and the uses of such funds.

6. Transfer of Institution/Agency Assets to the Foundation. No Institution/Agency funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board except when:

- a. A donor inadvertently directs a contribution to the Institution/Agency that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such indication of donor intent, such funds shall be deposited in an institutional account, and State Board approval will be required prior to the Institution/Agency's transfer of such funds to the Foundation.
- b. The Institution/Agency has gift funds that were originally transferred to the Institution/Agency from the Foundation and the Institution/Agency wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.
- c. Transfers of a *de minimis* amount not to exceed \$10,000 from the Institution to the Foundation provided such funds are for investment by the Foundation for scholarship or other general Institution/Agency support purposes. This exception shall not apply to payments by the Institution to the Foundation for obligations of the Institution to the Foundation, operating expenses of the Foundation or other costs of the Foundation.

7. Separation of Funds. All Foundation assets (including bank and investment accounts) shall be held in separate accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some Foundation expenses may be paid through the Institution/Agency such as payroll and campus charges. These expenses will be paid

through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis.

8. Insurance. To the extent that the Foundation is not covered by the State of Idaho Retained Risk program, the Foundation shall maintain insurance to cover the operations and activities of its directors, officers and employees. The Foundation shall also maintain general liability coverage.

9. Investment Policies. All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of Institutional Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's investment policy which is attached hereto as Exhibit "C"; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted gifts. The Foundation shall provide to the Institution/Agency any updates to such investment policy which updates shall also be attached hereto as Exhibit "C". Further, the Parties expressly acknowledge the Indenture, attached hereto as Exhibit "E", between the Institution/Agency and Foundation, dated May 20, 1975, transferring the assets of certain funds, trusts and endowments from the Institution/Agency to the Foundation and further acknowledge such shall be invested pursuant to the terms of this paragraph of this Operating Agreement.

10. Organization Structure of the Foundation. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation which are attached hereto as Exhibit "D" and the Foundation's Amended and Restated Bylaws which are attached as Exhibit "F." The Foundation agrees to provide copies of such Articles and Bylaws as well as any subsequent amendments to such documents to both the Institution/Agency and the State Board. Any such amendments to the Articles and By-Laws shall be attached hereto as additions to Exhibit "F", respectively.

ARTICLE V

Foundation Relationships with the Institution/Agency

At all times and for all purposes of this Operating Agreement, the Institution and the Foundation shall act in an independent capacity and not as an agent or representative of the other party, provided, however, the Institution and the Foundation acknowledge that the Association carries out functions for the benefit of the Institution. As such, the parties shall share certain information as provided below.

1. Access to Records. Subject to recognized legal privileges, each Party shall have the right to access the other Party's financial, audit, donor and related books and records as needed to properly conduct its operations.

2. Record Management.

a. The Parties recognize that the records of the Foundation relating to actual or potential donors contain confidential information. Such records shall be kept by the Foundation in such a manner as to protect donor confidentiality to the fullest extent allowed by law. Notwithstanding the access to records permitted above, access to such confidential information by the Institution/Agency shall be limited to the Institution/Agency's President and any designee of the Institution/Agency's President.

b. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, and all other Foundation records as required by applicable laws.

c. Except to the extent that records are confidential (including confidential donor information), the Foundation agrees to be open to public inquiries for information that would normally be open in the conduct of Institution/Agency affairs and to provide such information in a manner consistent with the Idaho Public Records Law, set forth in Idaho Code Title 74, Chapter 1, except where otherwise required by state and federal law.

3. Name and Marks. Consistent with its mission to help to advance the plans and objectives of the Institution, the Institution grants the Association the limited, non-exclusive use of the name Institution, for use in its support of the Institution. The Association shall operate under the Institution's logotype in support of its organizational business and activities. Any use by the Association of the Institution's logotypes or other trademarks must be with prior approval of the Institution through the Office of Trademark Licensing and Enforcement.

4.

5. Identification of Source. The Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Foundation.

6. Establishing the Foundation's Annual Budget. The Foundation shall provide the Institution/Agency with the Foundation's proposed annual operating budget and capital expenditure plan (if any) prior to the date the Foundation's Board of Directors meeting at which the Foundation's Board of Directors will vote to accept such operating budget. Any of the Institution/Agency's funding requests to the Foundation shall be communicated in writing to the Foundation's Treasurer and Assistant Treasurer by April 1 of each year.

7. Attendance of Institution/Agency's President at Foundation's Board of Director Meetings. The Institution/Agency's President shall be invited to attend all meetings of the Foundation's Board of Directors and may act in an advisory capacity in such meetings.

8. Supplemental Compensation of Institution/Agency Employees. Any supplemental compensation of Institution/Agency employees by the Foundation must be preapproved by the

State Board. Any such supplemental payment or benefits must be paid by the Foundation to the Institution/Agency, and the Institution/Agency shall then pay compensation to the employee in accordance with the Institution/Agency's normal practice. No Institution/Agency employee shall receive any payments or other benefits directly from the Foundation.

ARTICLE VI Audits and Reporting Requirements

1. Fiscal Year. The Foundation and the Institution/Agency shall have the same fiscal year.

2. Annual Audit. On an annual basis, the Foundation shall have an audit conducted by a qualified, independent certified public accountant who is not a director or officer of the Foundation. The annual audit will be provided on a timely basis to the Institution/Agency's President and the Board, in accordance with the Board's schedule for receipt of said annual audit. The Foundation's Annual Statements will be presented in accordance with standards promulgated by the Financial Accounting Standards Board (FASB). The Foundation is a component unit of the Institution/Agency as defined by the Government Accounting Standards Board (GASB). Accordingly, the Institution/Agency is required to include the Foundation in its Financial Statements which follow a GASB format. Therefore, the Foundation will include in its audited Financial Statement, schedules reconciling the FASB Statements to GASB standards in the detail required by GASB Standards. The annual audited Financial Statements, including the auditor's independent opinion regarding such financial statements, and schedules shall be submitted to the Institution/Agency Office of Finance and Administration in sufficient time to incorporate the same into the Institution/Agency's statements. All such reports and any accompanying documentation shall protect donor privacy to the extent allowable by law.

3. Separate Audit Rights. The Institution/Agency agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the Institution/Agency's books and records pertinent to the expenditure of donated funds. The Foundation agrees that the Institution/Agency and the State Board, at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records.

4. Annual Reports to Institution/Agency President. On a regular basis, which shall not be less than annually, the Foundation shall provide a written report to the Institution/Agency President setting forth the following items:

- a. the annual financial audit report;
- b. an annual report of Foundation transfers made to the Institution/Agency, summarized by Institution/Agency department;
- c. an annual report of unrestricted funds received by the Foundation;

- d. an annual report of unrestricted funds available for use during the current fiscal year;
- e. a list of all of the Foundation's officers, directors, and employees;
- f. a list of Institution/Agency employees for whom the Foundation made payments to the Institution/Agency for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
- g. a list of all state and federal contracts and grants managed by the Foundation;
- h. an annual report of the Foundation's major activities;
- i. an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the Institution/Agency; and
- j. an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation.

ARTICLE VII

Conflict of Interest and Code of Ethics and Conduct

1. Conflicts of Interest Policy and Code of Ethics and Conduct. The Foundation's Conflict of Interest Policy is attached as Exhibit "G", and its Code of Ethical Conduct is set forth as Exhibit "H".

2. Dual Representation. Under no circumstances may an Institution/Agency employee represent both the Institution/Agency and the Foundation in any negotiation, sign for both entities in transactions, or direct any other institution employee under their immediate supervision to sign for the related party in a transaction between the Institution/Agency and the Foundation. This shall not prohibit Institution/Agency employees from drafting transactional documents that are subsequently provided to the Foundation for its independent review, approval and use.

3. Contractual Obligation of Institution/Agency. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the Institution/Agency without first obtaining the prior written approval of the Institution/Agency. Institution/Agency approval of any such contract shall comply with policies of the State Board of Education with respect to Board approval of Institution/Agency contracts.

4. Acquisition or Development of Real Estate. The Foundation shall not acquire or develop real estate or otherwise build facilities for the Institution/Agency's use without first obtaining approval of the State Board. In the event of a proposed purchase of real estate for such purposes by the Foundation, the Institution/Agency shall notify the State Board and where appropriate, the Idaho Legislature, at the earliest possible date, of such proposed purchase for such purposes. Furthermore, any such proposed purchase of real estate for the Institution/Agency's use shall be a coordinated effort of the Institution/Agency and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to Idaho Code Section 67-2345(1)(c).

ARTICLE VIII General Terms

1. Effective Date. This Operating Agreement shall be effective on the date set forth above.

2. 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 Institution/Agency choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the Institution/Agency to pay, within 180 days of written notice, all debt incurred by the Foundation on the Institution/Agency's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Institution/Agency that is not cured within the time frame set forth above, the Institution/Agency may require the Foundation to pay any debt it holds on behalf of the 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 Foundation Chair and the State Board) to further attempt to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

3. 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 Chair of the Board of the Foundation and the Institution/Agency President. If the Board Chair and Institution/Agency President cannot resolve the dispute, then the dispute will be referred to the Foundation Chair and the State Board for resolution. If they are unable to resolve the dispute, the parties 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.

4. Dissolution of Foundation. Consistent with provisions appearing in the Foundation's bylaws and its articles of incorporation, should the Foundation cease to exist or cease to be an Internal Revenue Code §501(c) (3) organization, the Foundation shall transfer to the State Board the balance of all property and assets of the Foundation from any source, after the payment of all debts and obligations of the Foundation, shall and such property shall be vested in the State Board in trust for the use and benefit of the Institution/Agency. Any such assets not so disposed of shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

5. Board Approval of Operating Agreement. Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved to 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 three (3) years or more frequently if otherwise requested by the State Board

6. Modification. Any modification to the Operating Agreement or Exhibits hereto shall be in writing and signed by both Parties.

7. Providing Document to and Obtaining Approval from the Institution/Agency. Unless otherwise indicated herein, any time documents are to be provided to the Institution/Agency or any time the Institution/Agency's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the Institution/Agency's President or an individual to whom such authority has been properly delegated by the Institution/Agency's President.

8. Providing Documents to and Obtaining Approval from the Foundation. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.

9. Notices. Any notices required under this Operating Agreement may be mailed or delivered as follows:

To the Institution/Agency:

President
Institution/Agency
Street Address
City, State and Zip

To the Foundation:

Managing Director
Foundation, Inc.
Street Address
City, State and Zip

10. No Joint Venture. At all times and for all purposes of this Memorandum of Understanding, the Institution/Agency and the Foundation shall act in an independent capacity and not as an agent or representative of the other party.

11. Liability. The Institution/Agency and 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.

12. Indemnification. The Institution/Agency and the 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 Institution/Agency's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.

13. Assignment. This Operating Agreement is not assignable by either party, in whole or in part.

14. Governing Law. This Operating Agreement shall be governed by the laws of the State of Idaho.

15. Severability. If any provision of this Operating Agreement is held invalid or unenforceable to any extent, the remainder of this Operating Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

16. Entire Agreement. This Operating Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

IN WITNESS WHEREOF, the Institution/Agency and the Foundation have executed this Operating Agreement on the above specified date.

Institution/Agency

By: _____
Its: President

Institution/Agency Foundation, Inc.

By: _____
Its: Chairman

EXHIBIT "A"

Loaned Employee Agreement

EXHIBIT "B"

Service Agreement

EXHIBIT "C"

Investment Policy

EXHIBIT "D"

Articles of Incorporation

EXHIBIT "E"

Indenture Dated May 20, 1975

EXHIBIT "F"

Amended and Restated Bylaws

EXHIBIT "G"

Conflict of Interest Policy

EXHIBIT "H"
Code of Ethical Conduct

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017

SUBJECT

FY 2019 Permanent Building Fund Advisory Council recommendations

REFERENCE

August 2017

State Board of Education (Board) approved the FY2019 Permanent Building Fund (PBF) capital project requests submitted by the universities and noted the capital project requests submitted by the community colleges

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8. and Section V.K.

BACKGROUND/DISCUSSION

Annual budget requests for major construction projects—i.e. capital projects, alteration and repair (A&R) projects, and Americans with Disabilities Act (ADA) projects—follow a dual-track approval process. In addition to the oversight and approval process provided by the Board, major construction project budget requests are also subject to review and prioritization by the Permanent Building Fund Advisory Council (PBFAC), with staff assistance provided by the Division of Public Works (DPW). After the Board deliberated upon and approved PBF requests from the colleges and universities in August 2017, the requests were submitted to DPW for review, and DPW then developed recommendations for the distribution of limited PBF dollars for FY2019 which were considered and approved by the PBFAC on November 2, 2017.

The infrastructure needs of the higher education institutions significantly exceed the available resources within the PBF. Deferred maintenance needs at the institutions are calculated to be on the order of hundreds of millions of dollars. Idaho institutions' needs reflect the national trend in which average deferred maintenance per square foot at public institutions is approximately \$110 dollars per square foot. The four 4-year institutions in Idaho own and maintain over 15 million square feet of facilities, suggesting a deferred maintenance level (not counting the community colleges' facilities) of over \$1 billion. The PBF dollars available for allocation to all state agencies in FY2019 total approximately \$33.2 million. Within that amount, the PBFAC has recommended approximately \$3.0M for capital construction projects, \$28.9M for A&R projects, and \$1.3M for ADA projects.

The recommended PBF allocation for FY2019 differs sharply from the FY2018 approach. For FY2018 a typical number of A&R and ADA requests were funded, while over \$42M in additional funding was provided for new capital construction projects for higher education, including \$10M for BSU's Center for Materials Science; \$10M for LCSC's Career Technical Education Facility; \$10M for UI's Center for Agriculture, Food and the Environment; \$10M for ISU's Gale Life Sciences Building; and \$2.4M for the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) facility expansion in Moscow. This exceptional level of one-time capital project funding was made possible by the infusion of over \$45M of General Fund dollars to supplement the FY2018 PBF pool.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017

The PBFAC's recommendations for FY2019 emphasize A&R projects. The Governor and representatives of the Division of Financial Management (DFM) and Legislative Services Office (LSO) met with the PBFAC, the Director of the Department of Administration, DPW Staff, and Board Staff on the morning of November 2, 2017 to discuss the Governor's PBF priorities for FY2019. The Governor stressed the need for increased focus on deferred maintenance needs, and he suggested that PBF support for construction of new facilities be limited. He stressed the need to maintain the facilities we have, even though that function often appears to be less glamorous and less likely to earn matching funds from external donors than building and naming brand new facilities. In response to the Governor's questions, Board staff providing a brief outline of the higher education facilities Occupancy Cost process (which includes ongoing funding to maintain facilities), the scope of deferred maintenance needs at the institutions, and the significant resources that the colleges and universities have provided from internal and external sources to leverage the limited PBF pool of dollars—which has remained essentially constant for decades. Board staff also emphasized that addressing deferred maintenance needs and keeping higher education facilities in safe working order to support the education of students has been—and continues to be—a priority for the State Board of Education.

The table below summarizes the higher education capital project requests for FY2019.

FY2019 Permanent Building Fund Requests	Project Cost	
	PBF Request	Total Project Cost
Boise State University		
New Academic Building	10,000,000	30,000,000
College of Innovation and Design	10,000,000	15,000,000
Science Laboratory Building	10,000,000	15,000,000
Idaho State University		
ISU Health and Wellness Center	3,500,000	3,500,000
Relocate COT programs to Eames bldg (Phase 2)	6,510,000	6,510,000
Remodel Frazier Hall basement	1,299,700	1,299,700
Meridian dental expansion	2,300,000	2,300,000
University of Idaho		
Library Renovations/Student Success Improvements	2,800,000	2,800,000
Research and Classroom Facility	4,000,000	20,000,000
College of Southern Idaho		
Canyon Building Remodel and Modernization	829,000	829,000
College of Western Idaho		
Nampa Campus Health Science Building	2,500,000	46,000,000
Boise Campus Building & Site Development	750,000	60,000,000
North Idaho College		
Meyer Health Science Bldg addition	4,875,950	4,875,950
Total	59,364,650	208,114,650

LCSC and EITC had no capital project PBF requests for FY 2019

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017

The PBFAC's FY2019 PBF recommendations for higher education conform to the Governor's emphasis on deferred maintenance. Out of the \$59.4 million in PBF requests by the colleges and universities for capital projects, only one institution (College of Southern Idaho) was recommended for PBF support—and that \$830,000 recommendation was for the remodel of an existing facility. No "brand new" facility projects made the PBFAC recommendation list. In contrast to the austere recommendation for capital (new building) projects, the FY2019 PBF list provides a healthy allocation of funds for A&R projects and ADA requests. The PBF allocations to the higher education institutions in these categories is, on average, higher than the typical funding levels of recent years. The list of the PBFAC's recommendations is summarized in the table below, and an itemized list of recommended projects for FY2019 is provided in Attachment 1.

FY2019 PBF Recommendations	Capital Projects	Alteration & Repair	ADA
Boise State University	-	4,439,791	350,000
Idaho State University (incl. \$733,139 for CHE in IF)	-	5,152,279	350,000
University of Idaho	-	4,346,300	330,600
Lewis-Clark State College	-	900,000	-
Eastern Idaho Technical College	-	592,000	-
College of Southern Idaho	830,000	926,000	-
College of Western Idaho	-	385,000	-
North Idaho College	-	770,000	-
Total	830,000	17,511,370	1,030,600

The PBFAC will continue its efforts to educate lawmakers on the need for additional funding to support Idaho's infrastructure, and the Council echoed the Governor's point that deferred funding for maintenance of facilities is shifting a major burden onto the backs of future generations of Idahoans. The Council intends to explore avenues in which additional infusions of General Fund dollars into the PBF would be possible.

The next phase in the facilities funding process will be centered on the Joint Finance-Appropriations Committee's consideration of the recommendations from the PBFAC and the Governor's FY2019 budget request.

IMPACT

The PBFAC's FY2019 PBF recommendations will be helpful to the institutions as they work to address the highest priority items on their deferred maintenance lists. The focus

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017

on A&R projects for the FY2019 funding cycle complements the approach taken in FY2018 in which higher education received exceptional support for major capital projects. Regardless of the balance point between new facilities construction and maintenance of current facilities in annual PBF budgets, the total dollars available from the state at the current PBF funding levels are insufficient to sustain the infrastructure needs of higher education and sister agencies in the state.

ATTACHMENTS

Attachment 1-FY2019 PBFAC PBF recommendations

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Efforts by the Board and the institutions and agencies under its authority to educate lawmakers and the public on infrastructure support needs should continue. The Governor has expressed his interest in revisiting the facility sustainment approaches and formulas established in the higher education Occupancy Cost process to improve the current system. Board staff will continue to point out the costs/benefits trade-off analysis that drives decisions to demolish and replace some of the system's oldest, maintenance-intensive facilities with new, safe, and efficient facilities. There should be a balance of funding for capital projects, A&R projects, and ADA projects within annual budget cycles and over time. A process which could tap sufficient reserves to take advantage of economic cycles (the ability to continue infrastructure investments during economic downturns, when construction costs are most favorable) would be helpful.

BOARD ACTION

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

FY2019 AGENCY CAPITAL REQUESTS

AGENCY / INSTITUTION	DPW	PREVIOUS	CURRENT	TOTAL	AGENCY	AGENCY
		LY	AGENCY	PROJECT		
RECOMMENDATIONS FUNDING REQUESTS COST						
AGRICULTURE, DEPARTMENT OF						
Replace Animal,Dairy, and Pathology Lab			7,000,000	10,000,000	2	3,000,000
TOTAL	-		7,000,000	10,000,000		3,000,000
CORRECTION, DEPARTMENT OF						
Water Lagoon Improvements due to New EPA Requirements, NICI	1,220,000		1,212,553	1,212,553	1	
Replace Roof and Roof Top HVAC Units, Phase 1, ISCC			1,000,000	1,000,000	2	
TOTAL	1,220,000	0	2,212,553	2,212,553		
EDUCATION, STATE BOARD OF						
BOISE STATE UNIVERSITY						
New Academic Building, School of Public Service			10,000,000	30,000,000	1	20,000,000
Expand College of Innovation and Design			10,000,000	15,000,000	2	5,000,000
New Laboratory Building			10,000,000	15,000,000	3	5,000,000
SUBTOTAL	-	0	30,000,000	60,000,000		30,000,000
IDAHO STATE UNIVERSITY						
New Health and Wellness Center (rvsd. 9-26-17)			3,500,000	3,500,000	1	
Relocate COT Programs to RISE Building, Phase 2			6,510,000	6,510,000	2	
Remodel Basement, Frazier Hall			1,299,700	1,299,700	3	
Dental Hygiene Expansion, Meridian			2,300,000	2,300,000	4	
SUBTOTAL	-	0	13,609,700	13,609,700		
UNIVERSITY OF IDAHO						
Library Renovations and Student Success Improvements			2,800,000	2,800,000	1	
Research and Classroom Facility (AF=\$16M)			4,000,000	20,000,000	2	16,000,000
SUBTOTAL	-	0	6,800,000	22,800,000		16,000,000
LEWIS-CLARK STATE COLLEGE						
CTE Building			20,000,000	20,000,000	1	
SUBTOTAL	-	0	20,000,000	20,000,000		
NORTH IDAHO COLLEGE						
Addition to Meyer Health Science Building			4,875,950	4,875,950	1	
SUBTOTAL	-	0	4,875,950	4,875,950		
COLLEGE OF SOUTHERN IDAHO						
Canyon Building Remodel and Modernization (revised scope 9-25-17)	830,000		829,000	829,000	1	
SUBTOTAL	830,000	0	829,000	829,000		
COLLEGE OF WESTERN IDAHO						
New Health Science Building, Nampa Campus			2,500,000	46,000,000	1	43,500,000
Building & Site Development, Boise Campus (Other Funds=\$59,250,000)			750,000	60,000,000	2	
SUBTOTAL	-	0	3,250,000	106,000,000		43,500,000
	830,000	TOTAL	79,364,650			
		SBE:				
HEALTH AND WLEFARE, DEPARTMENT OF						
Construct New Skilled Nursing Facility, SHS			27,000,000	27,000,000	1	
TOTAL	-	0	27,000,000	27,000,000		
IDAHO STATE HISTORICAL SOCIETY						
Complete Restoration and Enhance Public Access to Stricker Ranch & Rock Creek Station, Phase 3, (Request moved to A&R with additional phases)			0	0	1	
TOTAL	-	0	0	0		
IDAHO STATE POLICE						
Construction Of A 60 Unit, 120 Bed Dorm Facility, P.O.S.T. , Meridian			6,513,421	6,513,421	1	
TOTAL	-	0	6,513,421	6,513,421		
MILITARY, DIVISION OF						
Morale, Welfare, and Recreation (MWR) Facility	250,000		250,000		1	
TOTAL	250,000		250,000			
PARKS AND RECREATION, DEPARTMENT OF						
New Park Administrative Center, Thousand Springs S.P., Hagerman			600,000	1,200,000	1	600,000
New Adminstrative Support Building, Lake Walcott S.P.			294,000	294,000	2	
Replace Vehicle Storage Unit, Priest Lake S.P.			52,500	52,500	3	
New Vehicle Storage Unit, North Region Office			42,725	42,725	4	
TOTAL	-	0	989,225	1,589,225		600,000
PUBLIC SAFETY COMMUNICATIONS						
Development and Construction of New Communications Site, Lewiston Hill	700,000		700,000	750,000	1	50,000
Replace and Upgrade Tower, Mica Peak Communications Site, Coeur d'Alene			270,000	300,000	2	30,000
Replace and Upgrade Tower, Howard Mountain Communications Site, Pocatello			270,000	300,000	3	30,000
TOTAL	700,000	0	1,240,000	1,350,000		110,000
TOTAL FY19 AGENCY REQUESTS						
	3,000,000	0	124,319,849	276,779,849		

FY2019 ALTERATION AND REPAIR PROJECT REQUESTS

REVISED 11-10-2017

AGENCY / INSTITUTION

DPW

AGENCY
REQUESTS

PRIORITY

RECOMMENDATIONS

MULTI-AGENCY

Old Penitentiary Road Improvements, Phase 3

	562,000	562,000	1
TOTAL	562,000	562,000	

ADMINISTRATION, DEPARTMENT OF

Complete Replacement of Domestic Water Service, JRW Bldg

(Note: \$316,206 was provided in FY18)

600,000	600,000	1
---------	---------	---

Complete Replacement of Domestic Water Service, LBJ Building

	800,000	2
--	---------	---

Replace 5th Floor Surface Coating, Garage #1

	300,000	3
--	---------	---

Replace Roof, Alexander House

	30,000	4
--	--------	---

Replace Switch Gear, JRW Bldg

	250,000	5
--	---------	---

Replace Switch Gear, LBJ Bldg

	250,000	6
--	---------	---

Replace Switch Gear, Borah Bldg

	250,000	7
--	---------	---

Complete Replacement of Domestic Water Service, Lewiston Bldg

	350,000	8
--	---------	---

HVAC, Replace 14 AHUs, 954 Jefferson

	700,000	9
--	---------	---

HVAC, Replace VFD and DDC Controls

	450,000	10
--	---------	----

(Note: Project can be performed in 3 phases, \$500K each)

Replace Flooring, 1st Floor and Basement Lobbies, LBJ Bldg

1,500,000		11
-----------	--	----

Paint Complete Exterior, Alexander House

300,000		12
---------	--	----

Replace Exterior Windows, JRW Bldg

30,000		13
--------	--	----

HVAC, Complete System Air Balance and DDC Controls, JRW Bldg

1,000,000		14
-----------	--	----

HVAC, Replace Chillers #1 and #2, Central Plant, Capitol Mall

600,000		15
---------	--	----

TOTAL	600,000	8,010,000	16
-------	---------	-----------	----

AGRICULTURE, DEPARTMENT OF

Replace Sub-Surface & Replace Paving, Areas 4, and 5, Old Pen Rd.

(Note, this project can be performed in phases)

	200,000	200,000	1
TOTAL	200,000	200,000	

CORRECTION, DEPARTMENT OF

Replace Roof, McKelway, ICIO (revised 9-7-2017)

410,036	410,036	1
---------	---------	---

Upgrade Fire Life Safety System, IMSI

935,345	935,345	2
---------	---------	---

Upgrade Fire Life Safety System, NICI

269,697	269,697	3
---------	---------	---

Repair Hydronic Pipes, A & J Block, Phase II, IMSI

220,796	220,796	4
---------	---------	---

Upgrade Restrooms, Unit 8 & 10, ISCI

802,762	802,762	5
---------	---------	---

Remodel Restrooms, Unit 3, NICI

275,748	275,748	6
---------	---------	---

Replace Roof, Work Camp Main Bldg., St. Anthony

469,720	469,720	7
---------	---------	---

Remodel Bathroom, North Dorm, SICI

	866,877	8
--	---------	---

Remodel McKelway Showers and Install I-Con Fixtures, ICIO

	421,854	9
--	---------	---

Replace 13 RTUs, Main Building & 2 FAU/Condensers at CCU + DDC Controls, PWCC

	287,937	
--	---------	--

Replace Roof, Chapel, ISCI

	148,870	10
--	---------	----

Replace Cell Doors and Call Light Wiring, B Block, IMSI

	203,598	11
--	---------	----

Mechanical Screening System Addition, Waste Water Lagoons, ISCC

	797,196	12
--	---------	----

Replace 198 Porelain Sinks/Toilets, IMSI

	740,276	13
--	---------	----

Remodel Restrooms, Unit 2 and 5, PWCC

	691,860	14
--	---------	----

TOTAL	3,384,104	7,542,572	15
-------	-----------	-----------	----

EDUCATION, STATE BOARD OF

BOISE STATE UNIVERSITY

Rewire Albertsons Library (OIT)

100,000	100,000	1
---------	---------	---

Access Control Replacement, Phase 2, Campus Wide

500,000	500,000	2
---------	---------	---

Replace Roof, Yanke Center

366,791	450,000	3
---------	---------	---

Lab Space Conversions & Renovations, Multiple Buildings

	500,000	4
--	---------	---

Campus Lighting, Campus Wide

	500,000	5
--	---------	---

Irrigation Central Pumping Station & Irrigation Main Line, South Campus

400,000	400,000	6
---------	---------	---

Upgrade HVAC, Riverfront Hall

900,000	900,000	7
---------	---------	---

FY2019 ALTERATION AND REPAIR PROJECT REQUESTS

REVISED 11-10-2017

AGENCY / INSTITUTION	DPW	AGENCY REQUESTS	PRIORITY
RECOMMENDATIONS			
BOISE STATE UNIVERSITY CONTINUED		0	
Upgrade Electrical, Riverfront Hall	930,000	930,000	8
Water Upgrade, Phase 2, Science Building	475,000	475,000	9
Outdoor Plant Upgrades, OIT	68,000	68,000	10
Upgrade Fire Alarm & Emergency Notification, Phase 8, Multiple Buildings		148,000	11
Classroom Renewal & Pedagogical Improvements, Multiple Buildings		150,000	12
Repair Southeast Air Handler, Albertsons Library	450,000	450,000	13
Environmental Safety Alarm Pull Stations, ERB	250,000	250,000	14
Renovate 4th & 6th Floors, Phase 2, Education Building		100,000	15
Replace High Voltage Loop, Phase 1 of 5		500,000	16
Recurring Elevator Repair/Upgrade, Multiple Buildings		500,000	17
Recurring Refrigerant Systems Replacement, Multiple Buildings		700,000	18
Theater Curtain Fire Resistance Assessment & Replacement, Multiple Buildings		100,000	19
Information Technology Infrastructure, Phase 2, Campus Wide		500,000	20
Recurring Concrete and Masonry Repair, Campus Wide		360,000	21
Replace Electrical Switch Gear, SPEC		100,000	22
Rooftop Access & Fall Protection Upgrades, Multiple Buildings		250,000	23
Pool Dehumidification & Ventilation System Replacement, Kinesiology Annex		800,000	24
Fume Control/Paint Booth, HML		50,000	25
Infrastructure Phase 1 Assessment/Master Plan Study		80,000	26
HVAC Validation, Science Building		50,000	27
Laboratory Deionized Water Distribution System Upgrade, Science Building		895,000	28
Sub C2117, Rewire Communications Room Build, OIT		60,000	29
Recurring Flooring Abatement & Replacement, FY19 Priority Buildings		495,000	30
Renovation for CID, Phase 2, Albertsons Library		300,000	31
Concrete Sealant, University Parking Structures		200,000	32
Pneumatic Controls to DDC Upgrade, Science Building		250,000	33
Exterior Wayfinding Signage, Phase 1, Campus Wide		500,000	34
Replace Pneumatic HVAC Controls with DDC, Multiple Buildings, SPEC. &		800,000	35
Replace Main Air Handler, Liberal Arts		275,000	36
Upgrade Plumbing System, Bronco Gym		140,000	37
Upgrade Building Emergency Power System, Campus Wide		150,000	38
Replace Boiler, Yanke Family Research Park		400,000	39
Irrigation Main Line Distribution & Point of Use Controls, Campus Wide		290,000	40
Window Film, SMASH		30,000	41
Replace Storefront, Campus Wide		150,000	42
EIFS Repair, MEC		197,000	43
Upgrade Electrical Power Service Entrance, Admin Building		198,000	44
Upgrade HVAC, Yanke Family Research Park		850,000	45
Replace Doors, Campus School		75,000	46
Electrical Feed to Switch Gear, Taco Bell Arena		50,000	47
Integrated Security System, Phase 2, Campus Wide		500,000	48
Mass Notification, Campus Wide		230,000	49
Pedestrian Safety, Cesar Chavez		300,000	50
Emergency Phone Replacement & Additions, Phase 3, Campus Wide		130,000	51
Pedestrian/Bicycle Circulation Master Plan & Safety Improvements, Campus Wide		300,000	52
HVAC System Operation Analysis & Validation, MEC		30,000	53
Update Master Key Project, Phase 3		230,000	54
Remove Smokestack, Heat Plant		100,000	55
Elevator Shaft Damper Study and Install, Campus Wide		250,000	56
Emergency Notification System, Multiple Buildings		105,000	57
Parking Lot Asphalt Overlay, Campus Wide		250,000	58
Complete South Campus Power Loop		350,000	59
Steam Tunnel Lid Renovations, Campus Wide		100,000	60
Stucco, Child Care Center		150,000	61
Assess Safety Shut-Off, MEC		50,000	62

FY2019 ALTERATION AND REPAIR PROJECT REQUESTS

REVISED 11-10-2017

AGENCY / INSTITUTION	DPW	AGENCY REQUESTS	PRIORITY
RECOMMENDATIONS			
BOISE STATE UNIVERSITY CONTINUED		0	
Assess Emergency Shower Systems, MEC		50,000	63
Single Mode Fiber Termination, Taco Bell Arena, OIT		5,000	64
Connect All Emergency Generators via Network, Campus Wide		100,000	65
Furr Out Walls, Insulate & Windows, Math		350,000	66
Emergency Generator, Heat Plant		150,000	67
Furr Out Walls/Insulate, Admin		200,000	68
Electronic Access Project, Phase 4		295,000	69
Electronic Access Project, Phase 5		293,000	70
Renovations for Teaching and Research Space for COAS, COEN, COE, COSSPA (cont.)		455,000	71
Environmental Artifact Display Gallery		1,000,000	72
School of Public Service, Barnes Towers		450,000	73
Siding Replacement, Yanke		500,000	74
Electrical Expansion, Albertsons Library		0	75
Genset Backup, Science		200,000	76
Assess Emergency Lighting, Science Building		50,000	77
Renovate Academic and Career Services		100,000	78
Flooring Repairs and Remodel, Computer Classroom 103, MEC		250,000	79
Infrastructure Upgrade, Taco Bell Arena		700,000	80
Remodel Engineering, 103 and 110		1,750,000	81
Vivarium Buildout		900,000	82
Vacated Space Renovation, Culinary Arts		460,000	83
Research Facility Human Environment Systems, Location TBD		350,000	84
Replace Lab Casework, Science Building		631,000	85
Replace Obsolete HVAC Controllers, Multiple Buildings		250,000	86
Exterior Repairs, Multiple Buildings		180,000	87
Replace Windows and Aluminum Frames, Albertsons Library		850,000	88
Windows and Doors, Albertsons Library		30,000	89
Install 4-Pipe Heating/Cooling Systems, Liberal Arts		600,000	90
HVAC Upgrade, Campus School		150,000	91
Renovate 2 First Floor Labs, Math		200,000	92
High Density Stacks with Retrieval System, Pioneer Hall		0	93
Renovate Vacated Space, Liberal Arts		200,000	94
Upgrades IML Facilities Vacuum, Engineering		150,000	95
1st Floor Renovations, Albertsons Library		0	96
Lobby Entry Finishes, Ceiling, Science Education		150,000	97
Ceiling Tile Renewal, Various Buildings		250,000	98
Upgrade Entry and Corridor, Science		150,000	99
Replace Ceiling Tile, Engineering		250,000	100
Replace 1x1 Ceiling Tiles in Lobby, Education		200,000	101
Replace Remaining 1x1 Ceiling Tiles, Science Building		275,000	102
Exterior Repairs, Morrison Center		50,000	103
Replace 1x1 Ceiling Tile System, Morrison Center, Academic		97,000	104
Lobby Entry Finishes, Ceiling, Morrison Center		100,000	105
Modification to Space for a Scale Up Classroom		150,000	106
Upgrade Student Study Areas, Engineering		150,000	107
Conversation Labs, Location TBD		150,000	108
Terrace, Second Floor Library S, Albertsons Library		75,000	109
Renovate Vacated Space, Hemingway		256,000	110
Landscape and Parking Improvements, South Campus		150,000	111
Renovate Vacated Space, Yanke		200,000	112
Remodel Entry, SMASH		250,000	113
Upgrade Process Chilled Water, MEC		170,000	114
Multiple Projects, Special Events Center		148,000	115
Upgrade, Towers		750,000	116
2nd or 3rd Floor Library N, Frank Church, Albertsons Library		75,000	117
Renovation for Library Acoustics, Albertsons Library		0	118
Remodel Pod 8, Yanke		250,000	119
Renovate Office Suite 210/215, Albertsons Library		0	120
Renovate and Consolidate Space, Admin. Building		780,000	121

FY2019 ALTERATION AND REPAIR PROJECT REQUESTS

REVISED 11-10-2017

AGENCY / INSTITUTION	DPW	AGENCY REQUESTS	PRIORITY
RECOMMENDATIONS			
BOISE STATE UNIVERSITY CONTINUED		0	
Upgrade Bicycle End-Trip, Campus Wide		145,000	122
Replace Lighting, Visual Arts Center		50,000	123
Improvements, Site/Irrigation, Yanke		573,000	124
SUBTOTAL	4,439,791	36,984,000	
IDAHO STATE UNIVERSITY			
Conduct 50 Year Inspections, Replace Fire Sprinkler Heads, Designated Buildings	651,270	651,270	1
Replace Boiler #3 Refractory, Heat Plant (rvsd. 9-26-17)	253,000	253,000	2
Repair Utility Tunnel, Replace Steam and Condensate Lines, Campus Wide (rvsd.	656,000	656,000	3
Replace Roof, Meridian	1,140,000	1,140,000	4
Replace Ceilings, Provide Ducted HVAC Returns, Tingey Administration Building	149,050	149,050	5
Replace Damaged Concrete/Walkways, Campus Wide	148,000	148,000	6
Expand Nursing Department, Meridian	293,850	293,850	7
HVAC Upgrade, Reed Gym	989,000	989,000	8
Remodel Dietetics Food Lab, Albion Hall		674,398	9
Replace Roof System, Red Hill		523,628	10
Install Backflow Check Valves for Campus Irrigation System, Campus Wide		130,000	11
Install Door Access Control on Outside Doors, Fine Arts, Pharmacy, Liberal Arts, Frazier Hall, Business Administration, Physical Science, Engineering, Gravely Hall		460,000	12
Replace Roof System, ESTEC	138,970	138,970	13
Replace Roof System, Carpenter Shop		212,551	14
Replace Roof System, Rendezvous Building		703,230	15
Abate/Replace Flooring, Secure Book Stacks With Seismic Bracing, COE Library		51,750	16
Replace Fire Escape Stairs, Colonial Hall		250,000	17
Replace Flooring, Liberal Arts Building		388,513	18
SUBTOTAL	4,419,140	7,813,210	
IDAHO STATE UNIVERSITY -- UNIVERSITY PLACE			
Replace Roof, CHE	733,139	733,139	1
Replace Acid Resistant Countertops in Labs, CHE		190,000	2
SUBTOTAL	733,139	923,139	
UNIVERSITY OF IDAHO			
Engineering Shop and Storage Addition, KUID Building	201,000	201,000	1
Campus Sidewalks, Stadium Drive & Blake Avenue	121,300	121,300	2
7th Steet Pedestrian Improvements	504,100	504,100	3
Line Street Steam Tunnel Lid Repair and Replacement	415,100	415,100	4
Repair/Renovate East Entry Steps/Planters, Menard Law Building	415,300	415,300	5
Replace Roof, Agricultural Biotechnology Laboratory	320,700	320,700	6
Administration Building Rated Building Improvements (Life Safety, DBS)	385,000	385,000	7
Exterior Masonry Repairs, Buchanan Engineering Laboratory	435,000	435,600	8
Replace Roof, Niccolls Building	60,500	60,500	9
HVAC Upgrade, Life Sciences South, Phase 3	1,298,300	1,298,300	10
Replace Roof, Library		720,000	11
Recoat I Tank Exterior (Domestic Water Tank)	190,000	190,000	12
HVAC System Repair, Gibb Hall, Phase 2		1,296,200	13
HVAC System Improvements, Administration Building, Phase 2		1,299,300	14
Replace AC Mains, Domestic Water System, Phase 1		773,700	15
HVAC Upgrade, Janssen Engineering Building, Phase 4		680,400	16
HVAC Sysem Repair, Gibb Hall, Phase 3		1,299,300	17
Repairs/Repaving, Idaho Avenue Extension		975,500	18
Repair Campus Drive/Administration Circle, Phase 1		857,000	19
Replace Perimeter Drive, Paradise Creek Undercrossing		982,000	20
Emergency Power Generator, Steam Plant		1,071,300	21
Reconfigure/Rebuild Nez Perce Drive		849,800	22
Replace AC Mains, Domestic Water System, Phase 2		603,700	23
Fire Lane/Pedestrian Improvements, Life Safety, South Academic Mall		495,000	24

FY2019 ALTERATION AND REPAIR PROJECT REQUESTS

REVISED 11-10-2017

AGENCY / INSTITUTION	DPW	AGENCY REQUESTS	PRIORITY
RECOMMENDATIONS			
UNIVERSITY OF IDAHO CONTINUED		0	
Repairs, Campus Drive, Phase 2		650,000	25
Life Safety, Engineering Lab, Buchanan, Phase 3		500,000	26
Replace AC Mains, Domestic Water System, Phase 3		550,000	27
SUBTOTAL	4,346,300	17,950,100	
LEWIS-CLARK STATE COLLEGE			
Repairs, Center for Arts & History (AF=\$78,000)	400,000	400,000	1
Electrical Engineering Study (AF=\$5,000)	25,000	25,000	2
1st Floor Buildout, Clearwater Hall	345,000	345,000	
Remodel & Space Expansion for Movement and Sport Sciences, Activity Center West	130,000	130,000	
SUBTOTAL	900,000	900,000	3
NORTH IDAHO COLLEGE			
Parking Lot, Old Mill Site	580,000	580,000	1
Mechanical Upgrade, Boswell Hall		850,000	2
Schuler Performing Arts Refresh	190,000	160,000	3
Garage Addition to Maintenance Shop		95,000	4
Steam Plant Elimination Project, Phase 1		495,000	5
Steam Plant Elimination Project, Phase 2		633,000	6
SUBTOTAL	770,000	2,233,000	
COLLEGE OF SOUTHERN IDAHO			
Geothermal Well 2 Enclosure	75,000	75,000	1
LED Upgrade, Expo Center Interior Lighting	112,000	112,000	2
Fire Alarm Upgrade, Herrett Museum	101,600	101,600	3
N. College Road Bike Lane Completion	76,000	76,000	4
Replace Return Air Fans J1 and J2, Canyon Building	60,000	60,000	5
Upgrade Fire Alarm, Evergreen Building	76,200	76,200	6
Repave Road, Idaho Office on Aging (IOOA), & Gym Parking	250,000	250,000	7
Sidewalk Replacement, Hepworth Building	55,200	55,200	8
LED Upgrade, HSHS Building Parking Lot Lights	42,000	42,000	9
Upgrade Chiller Elevator		250,000	10
Shields Building Window Upgrade	78,000	78,000	11
ARC Flash Project, Phase 1 of 2		164,900	12
SUBTOTAL	926,000	1,340,900	
COLLEGE OF WESTERN IDAHO			
Flooring Upgrade, Corridor and Common Area, NCAB	150,000	150,000	1
Classroom Improvements, Upgrade Flooring & Lighting, Rooms 102E, 105, 106.	50,000	50,000	2
Electrical Sub-Metering, Campus Wide	75,000	75,000	3
Lighting Control Replacement, NCAB	60,000	60,000	4
Underground Utility Mapping/Utility Master Plan	50,000	50,000	5
SUBTOTAL	385,000	385,000	
EASTERN IDAHO TECHNICAL COLLEGE			
Sidewalk Repair and Improvement	70,000	70,000	1
Lighting Upgrade	197,000	197,000	2
Irrigation Conversion, Phase 2	50,000	50,000	3
Repair Asphalt Parking Areas	60,000	60,000	4
Heat Pump Replacement, Alexander Creek Building, Phase 1	215,000	215,000	5
SUBTOTAL	592,000	592,000	

FY2019 ALTERATION AND REPAIR PROJECT REQUESTS

REVISED 11-10-2017

AGENCY / INSTITUTION

DPW

AGENCY
REQUESTS

PRIORITY

RECOMMENDATIONS

IDAHO EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND

Cottage Renovation, Phase 1	625,000	625,000	1
Cottage Renovation, Phase 2		525,000	2
Renovate Classroom and Restroom, Main Building		600,000	3
Resurface East Parking Lot		230,000	4
	625,000	1,980,000	
TOTAL SBOE:	18,136,370	71,101,349	

HEALTH & WELFARE, DEPARTMENT OF

Replace Perimeter Electric Door Locks and Controls, SHN	130,000	130,000	1
Renovate Reception/Lobby Area, State Health Lab	115,000	115,000	2
Replace Low Slope Roof, SHN	185,000	185,000	3
Exterior Painting, Whitehall, SWITC	55,000	55,000	4
Campus Water System Update, SWITC	110,000	110,000	5
Replace Roof, Flammable Storage, State Health Lab	42,000	42,000	6
Replace Exterior Doors, PTF, SHS	91,000	91,000	7
Re-Build Large Parking Lot, SHS	260,000	260,000	8
Ramsey HVAC Controls, SWITC	47,000	47,000	9
Replace Interior Sewer Lines, Region VI, HDC, Pocatello	65,000	65,000	10
Replace Window, North Side Admin Bldg, SHS	85,000	85,000	11
Replace Heating Boilers, State Health Lab	200,000	200,000	12
Enclose and Upgrade Administration Backup Generator, SHS	85,000	85,000	13
Concrete Repair to Include Additional Slab to Supply Delivery Location, SHN	255,000	255,000	14
Room Environmental Monitoring, Data Logger Temperatures/Humidity, State Health Lab	120,000	120,000	15
Safety Railing, Roof Perimeter, State Health Lab	87,000	87,000	16
Renovate Campus Cottage, SHN	50,000	50,000	17
Upgrade Storage Building, SHN	87,000	87,000	18
Replace Utility Building Gym Roof, SHS		45,000	19
Replace Cemetery Fence, SHS		35,000	20
Concrete Replacement, SHS		65,000	21
Replace Parking Lot, SWITC		225,000	22
Building Demolition, SHS		500,000	23
Building Demolition, SWITC		500,000	24
TOTAL	2,069,000	3,439,000	

IDAHO STATE HISTORICAL SOCIETY

Replace Roof, Idaho History Center	370,000	370,000	1
HVAC System, Shirt Factory, Old Pen		100,000	2
Complete Restoration and Enhance Public Access to Stricker Ranch and Rock Crk Station (Ph. 1 = \$60,000, Ph. 2 = \$90,000, Ph. 4 = \$10,000, Ph. 5 = \$40,000, Ph. 6 = \$10,000) (Capital Request for Ph. 3, \$245,000, included here)	218,600	455,000	3
Replace Roof, Horse Barn, Old Penitentiary		60,000	4
Front Porch/Foundation Assessment, Stabilization, and Site Drainage, Pierce		60,000	5
Stabilize FCMI Building, Franklin, Idaho		100,000	6
Replace Roof, Repaint, and Improvement Electrical Safety, Bishops' House, Boise		180,000	7
TOTAL	588,600	1,325,000	

IDAHO STATE POLICE

Replace Carpet, Administrative Building, Meridian	160,000	160,000	1
TOTAL	160,000	160,000	

FY2019 ALTERATION AND REPAIR PROJECT REQUESTS

REVISED 11-10-2017

AGENCY / INSTITUTION	DPW	AGENCY REQUESTS	PRIORITY
RECOMMENDATIONS			
JUVENILE CORRECTIONS, DEPARTMENT OF			
Replace Roof, JCC Nampa	250,000	250,000	1
Resurface Roadways, Phase 2, JCC St. Anthony	425,000	425,000	2
Replace Flooring, JCC Lewiston, Phase 2	80,000	80,000	3
Cover Outdoor Recreation Yard, JCC Nampa, Phase 2		833,000	4
Shower Remodel, JCC Lewiston	83,000	83,000	5
Replace Mechanical Equipment, JCC Nampa, Phase 1		425,000	6
TOTAL	838,000	2,096,000	
LABOR, DEPARTMENT OF			
Interior Renovation, Lewiston (Revised 8-31-17)	95,000	95,000	1
HVAC Renovation, Pocatello	100,000	100,000	2
TOTAL	195,000	195,000	
LANDS, DEPARTMENT OF			
Office Reception Area Expansion, Pend Oreille (revised 9-20-17)	360,000	360,000	1
Replace VCT and Carpet, Re-Paint Interior, Maggie Creek, Kamiah		65,000	2
Replace HVAC, CDA Staff Office, Coeur d'Alene		45,000	3
TOTAL	360,000	470,000	
LIQUOR, IDAHO STATE			
Warehouse Concrete Repair	80,000	80,000	1
Asphalt Installation, Parking Lot/Truck Turnaround		50,000	2
TOTAL	80,000	130,000	
MILITARY, DIVISION OF			
Upgrade Compound Parking, Lighting, Storage, Blackfoot RC (AF=\$125,000)	(Rvsd 9-8-17)		4
Interior Alterations, Upgrade Ventilation & Lighting Bldg-509, Gowen Field (AF=\$50,000)			2
Interior Alteration/Repair Bldg-901, Gowen Field (AF=\$225,000)			3
Interior Repair Bldg. 950, Gowen Field (AF=\$150,000)	50,000	50,000	1
Repair Compound Drainage, Nampa RC (AF=\$125,000)	125,000	125,000	2
Interior Repair/Energy Upgrade, Post Falls RC (AF=\$125,000)	125,000	125,000	3
Repair Roof Bldg, 500/501, Gowen Field (AF=\$175,000)	175,000	175,000	4
Interior/Landscape Upgrades, Pocatello RC (AF=\$180,000)	180,000	180,000	5
Repair Parking Lot and Flagpole, Rexburg RC (AF=\$100,000)	100,000	100,000	6
TOTAL	755,000	755,000	
PARKS & RECREATION, DEPARTMENT OF			
Re-Roof Headquarters, Boise	47,000	47,000	1
Install New Carpet, North Region Office	33,250	33,250	2
Install New Carpet, Land of the Yankee Fork S.P.	31,500	31,500	3
TOTAL	111,750	111,750	
VETERANS SERVICES, DIVISION OF			
Replace Flooring, Activity, Therapy, and Public Restrooms, VET-L	148,000	148,000	1
Replace Flooring, Resident Rooms, VET-P	210,000	210,000	2
Replace Cabinets, Phase 2, VET-P	100,000	100,000	3
Remodel Business Office & Replace Windows, VET-L	130,000	130,000	4
Remodel Soiled Linen, Clean Linen, and Break Rooms, West Wing, VET-B	280,000	280,000	5
Replace Flooring, 2-East Wing Hallways, VET-B		265,000	6
Replace/Install New Drains, VET-P		160,000	7
TOTAL	868,000	1,293,000	

FY2019 ALTERATION AND REPAIR PROJECT REQUESTS

REVISED 11-10-2017

AGENCY / INSTITUTION**DPW****AGENCY
REQUESTS****PRIORITY****RECOMMENDATIONS****AGENCY SUMMARY:**

MULTI-AGENCY	562,000	562,000
ADMINISTRATION, DEPARTMENT OF	600,000	8,010,000
AGRICULTURE, DEPARTMENT OF	200,000	200,000
CORRECTION, DEPARTMENT OF	3,384,104	7,542,572
EDUCATION, STATE BOARD OF	18,136,370	71,101,349
HEALTH AND WELFARE, DEPARTMENT OF	2,069,000	3,439,000
IDAHO STATE HISTORICAL SOCIETY	588,600	1,325,000
IDAHO STATE POLICE	160,000	160,000
JUVENILE CORRECTIONS, DEPARTMENT OF	838,000	2,096,000
LABOR, DEPARTMENT OF	195,000	195,000
LANDS, DEPARTMENT OF	360,000	470,000
LIQUOR, IDAHO STATE	80,000	130,000
MILITARY, DIVISION OF	755,000	755,000
PARKS AND RECREATION, DEPARTMENT OF	111,750	111,750
VETERANS SERVICES, DIVISION OF	868,000	1,293,000
TOTAL FY19 ALTERATION AND REPAIR PROJECTS	28,907,824	96,828,671

FY2019 ADA PROJECT REQUESTS

AGENCY / INSTITUTION

DPW
RECOMMENDATIONSAGENCY
REQUESTS

PRIORITY

ADMINISTRATION, DEPARTMENT OF

New Uni-Sex ADA Restrooms, JRW Bldg	250,000	250,000	1
Renovate 8 Restrooms for ADA Requirements, LBJ Bldg		800,000	2
Renovate 22 Restrooms for ADA Requirements, PTC Bldg		2,200,000	3
Renovate 10 Restrooms for ADA Requirements, Lewiston SOB		1,000,000	4
Renovate 6 Restrooms for ADA Requirements, Idaho Falls SOB		600,000	5
ADA, Repair/Replace Heaved Sidewalks, Capitol Mall		150,000	6
Renovate 12 Restrooms for ADA Requirements, JRW Bldg		1,200,000	7
TOTAL	250,000	6,200,000	

CORRECTION, DEPARTMENT OF

ADA, Replace Elevator, McKelway Hall, ICIO		204,192	1
TOTAL	0	204,192	

EDUCATION, STATE BOARD OF**BOISE STATE UNIVERSITY**

ADA Access Improvements, Campus Wide		150,000	1
ADA Upgrades, Education Building, Phase 2	350,000	350,000	2
SUBTOTAL	350,000	500,000	

IDAHO STATE UNIVERSITY

New ADA Elevator, Family Medicine	350,000	350,000	1
SUBTOTAL	350,000	350,000	

UNIVERSITY OF IDAHO

Universal Accessible Curb Ramps, Main Campus		410,300	1
Replace Cab and Lift Equipment, Ag Science Elevator	330,600	330,600	2
New Elevator & Accessibility Improvements, Hartung Theater		522,500	3
Accessibility Improvements, College of Natural Resources		200,000	4
SUBTOTAL	330,600	1,463,400	

LEWIS-CLARK STATE COLLEGE

ADA Compliance Assessment (AF=\$10,000)		40,000	1
SUBTOTAL	0	40,000	

NORTH IDAHO COLLEGE

Provide ADA Access from Campus to Beach Facilities, Phase 2		246,225	1
SUBTOTAL	0	246,225	

COLLEGE OF SOUTHERN IDAHO

Pedestrian Sidewalk, North College Road		79,000	1
SUBTOTAL	0	79,000	

TOTAL SBE: 1,030,600 2,678,625**TOTAL FY17 ADA PROJECTS**

1,280,600 9,082,817

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017**

BOISE STATE UNIVERSITY

SUBJECT

Authorization for issuance of general revenue project bonds

REFERENCE

August 2014	Idaho State Board of Education (Board) approved Alumni and Friends Center development and occupancy agreement
October 2015	Board approved planning and design of Center for Materials Science Research
December 2016	Board approved planning and design for relocation of displaced facilities operations and central receiving into a new Campus Planning and Facilities building
August 2017	Board approved construction of Micron Center for Materials Research

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8, V.F, V.I, V.K
Title 33, Chapter 38, Idaho Code

BACKGROUND/DISCUSSION

Boise State University (BSU) requests approval to issue tax-exempt general revenue bonds ("Series 2018A Bonds") pursuant to a Supplemental Bond Resolution in an amount not to exceed \$20,702,000.

Construction Projects NTE	\$16,500,000
Alumni and Friends Center	4,000,000
Estimated issuance costs	<u>202,000</u>
Maximum Bond Issue	<u>\$20,702,000</u>

In October of 2015, after receiving a \$25 million gift from Micron, BSU received Board approval for planning and design of a new Center for Materials Research to support the growth and prominence of the Materials Science and Engineering (MSE) program. In August 2017, the Board approved the project for construction. This request for financing approval is the final stage before bidding and entering into construction contracts.

Construction Projects

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017

The MSE program is the leading program in the northwest and has the largest enrollment of any doctoral level engineering program in Idaho. The new state-of-the-art building will be located on University Drive on the block directly west of the Engineering Building/Micron Engineering building. The location and design of the building have been thoughtfully considered to showcase the engineering and research mission of the building and to allow for easy access to the new academic space.

The building will consist of approximately 97,000 gross square feet including world-class research laboratory and computational spaces that will ultimately accommodate MSE faculty/principal investigators in all of the following areas: DNA/bio nano, thin films, applied electrochemistry, computational, and materials chemistry research. In addition to the laboratory spaces, the building will house teaching laboratories, departmental and faculty offices, graduate student and postdoctoral spaces, informal learning areas, and associated support spaces. The building also includes a large tiered lecture hall and two 80-seat classrooms, which have been designed to facilitate active learning methodologies. These new classrooms will be general assignment classrooms and will help offset BSU's need for additional medium/large classrooms on the southeastern side of campus. This project is anticipated to go out to bid in December 2017. Construction will be completed in early spring 2020 with occupancy the summer of 2020.

The corollary project within this larger project is the relocation of the Central Receiving building. The current Central Receiving building is located on the site of the Micron Center for Materials Research (MCMR). The Board has already approved the relocation of Central Receiving and Facilities under a separate project totaling \$1.75 million; thus, the total cost to complete both projects is \$52.25 million.

Financing Contingency and Volatility

The Division of Public Works (DPW) was authorized to secure design services and a construction manager-at-risk (CM) for the MCMR project. Current cost estimates include a construction cost of \$42.5 million. Contingencies, architectural and engineering fees, commissioning, testing, audio visual, furniture/fixtures/equipment (FFE), and other administrative and soft costs bring the estimated total MCMR project cost to \$50.5 million.

However, there remains substantial volatility in the construction market. Skilled trades, labor costs and material costs continue to escalate and vary in a sometimes unpredictable manner. In addition to the general construction market, the impact of three destructive Atlantic hurricanes making U.S. landfall this season has yet to materialize. The demand surge for construction workers and materials in Houston, Florida and Puerto Rico may impact the bidding climate this winter as has happened in other particularly bad hurricane seasons.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017**

The architects and the CM have been providing input related to constructability, cost and timeline. To account for the market volatility, DPW is holding a project contingency of \$1 million; the CM is holding a construction contingency of \$1.9 million as well as an escalation contingency of \$1.5 million. These contingencies are being held to ensure that the project can be built on the approved budget, but the final determining factor will be the amount of the bids opened on bid opening day, early February 2018. Also, to control for the volatility, portions of the building, including build-out of the third floor laboratories and offices and a portion of the first floor labs will be bid as additive alternates in an effort to assure a successful award within the budget. Even with the margin which additive alternates may provide, continuing volatility and inflation in the construction market create risk for the project.

The result of this is a request, as part of the bond resolution delegation that the maximum cost of the bond, and thus the maximum cost of the project, be allowed to increase if necessary to award the bids upon bid opening. Instead of fixing the amount of the bond at \$15 million, BSU is requesting authority to issue bonds in the range of \$15 million to \$16.5 million. While none of the cost estimators feel that the upper range is likely, the flexibility to issue up to that amount will ensure that there is not a gap upon bid opening that could delay construction. In fact, the architects and CM feel that the original budget is sufficient given the contingencies they are holding and, in a worst case scenario, feel that additional budget authority of \$1.5 million is the most that would be needed to ensure delivery of the building as planned. However, requesting up to \$1.5 million in additional authority is considered prudent at this point to ensure delivery of the project.

The additional bond authority does not materially affect the bond rating, BSU financial ratios, or the ability to repay the bonds. Under the bond delegation statute, the delegation of the final bond amount is allowed, even without the setting of an upper range. BSU is requesting a fixed upper range for both the bond amount and construction project budget.

The effect of the request is to approve a bond issuance and construction budget up to the amount needed to accept the bids for the MCMR in amounts not to exceed \$16.5 million in bonds and \$42.5 million in construction budget.

Alumni and Friends Center

In August of 2014, BSU received Board approval to enter into an agreement for the development, occupancy, ownership and use of the Alumni and Friends Center. Subsequent to this agreement, the Foundation entered into an Idaho Housing and Finance Association \$5 million Nonprofit Facilities Revenue Bond Series 2015 for the purpose of financing a portion of the construction. BSU leases space from the Foundation, under a capital lease, for an amount equal to the debt service payments of this debt. Upon repayment of the debt, the Foundation will donate the building to BSU (see Attachment 8, Paragraph 7).

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017**

The bonds carry a fixed interest rate of 2.38% plus \$5,000 in fees annually (effectively 2.82%) with the final payment due May 1, 2025. The bonds are eligible for prepayment.

BSU intends to issue bonds to repay the Foundation debt allowing the cancellation of the capital lease and transfer of the Alumni and Friends Center to BSU. Under the current interest rate environment, it is projected that the new average interest rate would be approximately 1.83%, inclusive of issuance costs. In addition, once the building is owned by BSU it is eligible for additional occupancy funding. BSU bonds for the Alumni and Friends Center would be repaid by April 1, 2025.

In addition to approval for issuing the bonds, BSU is requesting approval to waive the requirement to have an appraisal performed to acquire the Alumni and Friends Center through donation from the Foundation. The original cost of the building was \$13,822,477.

Principal Amount

Total not to exceed \$20,702,000; approximately \$16.5 million in MCMR construction funding and \$4 million to finance the Alumni and Friends Center.

Maturities and Amortization Plan

To be determined the day of pricing, scheduled for February 13, 2018. The maturity structure for the Alumni and Friend Center, 2018-2025, mimics the current maturity structure for the Foundations outstanding debt. The Micron Center for Materials Research construction portion will be amortized on a level debt service basis 2018-2048.

Source of Security

General Revenue pledge of BSU, excluding appropriated funds, direct grant and contract revenues and restricted gifts.

Ratings

BSU's current ratings are Aa3/A+ by Moody's Investors Service and Standard & Poor's, respectively (see 2016A reports as Attachments 3 and 4).

Rating agency updates will be conducted in January 2018, in anticipation of the 2018A issuance.

The materials science building was noted in the previous rating reports and was anticipated to be \$27 million. The Foundation's debt profile is considered by the ratings agencies when reviewing financial information. This bond will not impact

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017

the total outstanding debt on the Alumni and Friends Center, but it will reduce the associated interest payments. BSU's financial profile at June 30, 2017 is consistent with the profile as of June 30, 2016. As such, it is management's expectation that the ratings will remain the same after the 2018A issuance.

IMPACT

Construction Projects

The funding for the projects leverages the strategic facility fee by utilizing several additional funding sources including a donation from the Micron Corporation, \$10 million in Permanent Building Fund (PBF) Major Capital Project funding, and additional cash donations and pledges.

The projected base funding package is as follows:

PBF funds (FY2018):	\$10,000,000
Fundraising and Other Proceeds:	25,750,000
Strategic Facilities Fees Bonds:	<u>16,500,000</u>
 Total Not to Exceed:	 <u>\$52,250,000</u>

This project will be procured through the Construction Manager at Risk process through the Division of Public Works and/or the Idaho Division of Purchasing standard process as appropriate.

The Alumni and Friends Center

The impact of the request is to allow BSU to reduce its current borrowing costs via a reduction in the interest rate on outstanding debt and to increase revenues associated with occupancy appropriations. This action has no impact on bond ratings as both capital leases and bonds are considered when evaluating debt capacity.

BSU's current debt service ratio is 4.78 percent. The projected maximum ratio, after the 2018A issuance, is 5.68 percent.

ATTACHMENTS

Attachment 1 - Draft Supplemental Bond Resolution	Page 7
Attachment 2 - Draft Bond Purchase Agreement	Page 41
Attachment 3 - Moody's 2016A Rating Report	Page 69
Attachment 4 - Standard & Poor's 2016A Rating Report	Page 77
Attachment 5 - Debt Service Projection	Page 87
Attachment 6 - Ten Year Debt Projection	Page 89
Attachment 7 - Draft Preliminary Official Statement	Page 91
Attachment 8 – Alumni and Friends Center Agreement	Page 139

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017**

STAFF COMMENTS AND RECOMMENDATIONS

BSU senior administration coordinated in advance with the Board's Executive Director and fiscal staff on the approach being proposed to combine the bond financing for the MCMR and acquisition of the Alumni and Friends Center. The proposed financing plan makes efficient use of resources, keeps BSU within the Board's maximum debt coverage limit, and prudently addresses the risk associated with current construction costs at a time of high volatility of building costs throughout the country. Staff concurs that it makes sense to waive the Board's requirement for an appraisal of the value of the Alumni and Friends Center facility in this particular case—the price equates to the outstanding loan balance (\$4 million) for the Center.

Staff recommends approval.

BOARD ACTION

I move to approve the finding that the Center for Materials Science Research is economically feasible and necessary for the proper operation of Boise State University, and to approve a Supplemental Resolution for the Series 2018A Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Project Bonds, in one or more series, of Boise State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to \$20,702,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds; and providing for other matters relating to the authorization, issuance, sale and payment of the bonds

and to approve a not to exceed budget for the Micron Center for Materials Research of \$52,250,000.

[Roll call vote is required.]

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to waive the appraisal requirement set forth in Idaho State Board of Education Governing Policies & Procedures, Section V.I.2.f for Boise State University to purchase the Alumni and Friends building from the Boise State University Foundation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUPPLEMENTAL RESOLUTION

Authorizing the Issuance and Providing for the Sale of

**BOISE STATE UNIVERSITY
GENERAL REVENUE PROJECT BONDS, SERIES 2018A**

Adopted December 20, 2017

TABLE OF CONTENTS

	Page
ARTICLE I DEFINITIONS	2
Section 101. Definitions.....	2
Section 102. Authority for Supplemental Resolution.....	3
Section 103. Effective Date	3
ARTICLE II AUTHORIZATION, TERMS AND ISSUANCE OF 2018A Bonds	4
Section 201. Authorization of 2018A Bonds, Principal Amounts, Designation, and Confirmation of Pledged Revenues	4
Section 202. Issue Date	4
Section 203. Authorization of Actions Preliminary to Sale of 2018A Bonds.	4
Section 204. Sale of 2018A Bonds and Related Documents; Delegation Authority	5
Section 205. Execution and Delivery of 2018A Bonds	6
Section 206. Redemption of 2018A Bonds.....	6
Section 207. Form of 2018A Bonds	6
Section 208. Book-Entry Only System.....	6
Section 209. Successor Securities Depository	8
ARTICLE III CREATION OF ACCOUNTS, APPLICATION OF BOND PROCEEDS.....	8
Section 301. Creation of Accounts	8
Section 302. Application of Proceeds of 2018A Bonds Upon Sale Thereof.....	8
ARTICLE IV MISCELLANEOUS	9
Section 401. Other Actions With Respect to 2018A Bonds	9
Section 402. Partial Invalidity.....	9
Section 403. Conflicting Resolutions	9
Exhibit A – Form of Bond Purchase Agreement	
Exhibit B – Form of Continuing Disclosure Undertaking	
Exhibit C – Form of Delegation Certificate	
Exhibit D – Form of 2018A Bond	

SUPPLEMENTAL RESOLUTION

SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Project Bonds, in one or more series, of Boise State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds to deliver proceeds up to \$20,735,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the bonds.

* * * * *

WHEREAS, Boise State University (the “**University**”) is a state institution of higher education and body politic and corporate organized and existing under and pursuant to the Constitution and laws of the State of Idaho; and

WHEREAS, the Idaho State Board of Education, acting in its capacity as the Board of Trustees of the University (the “**Board**”), is authorized, pursuant to the Constitution of the State of Idaho and title 33, chapter 38, Idaho Code (collectively, the “**Act**”), to issue bonds to finance “projects,” as defined in such Act; and

WHEREAS, on September 17, 1992, the Board adopted a resolution providing for the issuance of revenue bonds thereunder pursuant to supplemental resolutions thereof for future projects or refinancing purposes, which resolution has been amended and supplemented from time to time (as amended and supplemented, the “**Resolution**”); and

WHEREAS, the University is authorized under the provisions of Article VII of the Resolution to issue Additional Bonds (as defined in the Resolution) upon compliance with the requirements thereof; and

WHEREAS, the Board has determined, pursuant to Section 33-3805, Idaho Code, that it is both necessary and economically feasible for the University to finance a portion of the costs of acquisition of the Friends and Alumni Center from the Boise State University Foundation, Inc., and the construction of a building to be known as the “Materials Science Building” located on the University’s main campus in Boise, Idaho, upon land currently owned by the University (collectively, the “**Project**”); and

WHEREAS, to provide funds to finance a portion of the Project and to pay the Costs of Issuance thereof, the Board desires to authorize the issuance of its General Revenue Project Bonds in one or more series of tax-exempt and/or taxable general revenue bonds (collectively, for purposes of this Supplemental Resolution, the “**Series 2018A Bonds**” or “**2018A Bonds**”);

WHEREAS, pursuant to Section 57-235, Idaho Code, the Board desires to delegate authority, in accordance with the specific instructions and procedures set forth herein, for

determination and approval of certain final terms and provisions of the 2018A Bonds and other matters.

NOW, THEREFORE, be it resolved by the Board of Trustees of Boise State University as follows:

ARTICLE I DEFINITIONS

Section 101. Definitions.

(a) Certain terms are defined in the preambles hereto. Except as provided in the preambles and subparagraph (b) of this Section, all capitalized terms contained in this Supplemental Resolution shall have the same meanings as set forth in the Resolution.

(b) As used in this Supplemental Resolution, unless the context shall otherwise require, the following terms shall have the following meanings:

“Bond Purchase Agreement” means the Bond Purchase Agreement between the Board and the Underwriter in substantially the form authorized in Section 203 herein, setting forth the terms and conditions of the negotiated sale of the 2018A Bonds, the final version of which to be presented to the Delegated Officer of the University for approval and execution upon sale of the 2018A Bonds.

“Bond Register” means the registration records of the University, maintained by the Trustee, on which shall appear the names and addresses of the Registered Owners of the 2018A Bonds.

“Book-Entry System” means the book-entry system of registration of the 2018A Bonds described in Section 208 of this Supplemental Resolution.

“Cede & Co.” means Cede & Co., as nominee of DTC.

“Code” shall mean the Internal Revenue Code of 1986, as amended and supplemented from time to time, and the regulations promulgated thereunder.

“Continuing Disclosure Undertaking” means the Continuing Disclosure Undertaking with respect to the 2018A Bonds authorized by Section 203 of this Supplemental Resolution.

“DTC” means The Depository Trust Company, New York, New York.

“DTC Participants” means those financial institutions for whom the Securities Depository effects book entry transfers and pledges of securities deposited with the Securities Depository.

“Delegated Officer” means the Bursar or President of the University.

“Delegation Certificate” means the Certificate as to Bond Pricing and Related Matters signed and delivered by the Delegated Officer to approve the final terms and provisions of the 2018A Bonds upon the sale thereof, substantially in the form of **Exhibit C** hereto.

“Regulations” means the treasury regulations promulgated under the Code and those provisions of the treasury regulations originally promulgated under Section 103 of the Internal Revenue Code of 1954, as amended, which remain in effect under the Code.

“Representation Letter” means the Blanket Representations Letter from the University to DTC dated June 18, 1999.

“Resolution” means the Resolution providing for the issuance of revenue bonds adopted by the Board on September 17, 1992, as previously amended and supplemented, and as further amended and supplemented by this Supplemental Resolution.

“Securities Depository” means DTC or any successor Securities Depository appointed pursuant to Section 209.

“Supplemental Resolution” means this Supplemental Resolution adopted by the Board on December 20, 2017, authorizing the issuance of the 2018A Bonds upon the sale thereof, setting forth certain requirements of the terms of sale of the 2018A Bonds, delegating authority to approve the final terms and provisions of the 2018A Bonds, and providing for related matters.

“Trustee” means The Bank of New York Mellon Trust Company, N.A., having an office in San Francisco, California, as successor trustee, and its successors and permitted assigns pursuant to the Resolution, as paying agent, trustee, and registrar for the 2018A Bonds.

“2018A Costs of Issuance Account” means the account created under the Construction Fund pursuant to Section 301 of this Supplemental Resolution, from which the Costs of Issuance of the 2018A Bonds shall be paid.

“2018A Project Account” means the account created under the Construction Fund pursuant to Section 301 of this Supplemental Resolution from which the costs of acquisition of the Project shall be paid.

“Underwriter” means Barclays Capital Inc.

The terms **“hereby,” “hereof,” “hereto,” “herein,” “hereunder,”** and any similar terms as used in this Supplemental Resolution refer to this Supplemental Resolution.

Section 102. Authority for Supplemental Resolution. This Supplemental Resolution is adopted pursuant to the provisions of the Act and the Resolution.

Section 103. Effective Date. This Supplemental Resolution contemplates the issuance and sale of the 2018A Bonds through a delegation of authority as provided in Section 204 hereof. Unless the context clearly indicates otherwise -- for example, the provisions of Section 203(a) through Section 203(c) take effect upon adoption of this Supplemental Resolution-- this

Supplemental Resolution shall not take effect and no provision thereof shall be binding upon the University unless and until the 2018A Bonds are sold and issued.

ARTICLE II AUTHORIZATION, TERMS AND ISSUANCE OF 2018A Bonds

Section 201. Authorization of 2018A Bonds, Principal Amounts, Designation, and Confirmation of Pledged Revenues. In order to provide funds for financing a portion of the Project and to pay Costs of Issuance of the 2018A Bonds, and in accordance with and subject to the terms, conditions and limitations established in the Resolution and this Supplemental Resolution, the 2018A Bonds are hereby authorized to be issued in the aggregate principal amount to deliver sale proceeds up to \$20,735,000. The 2018A Bonds, in one or more series, shall be designated as follows, as applicable: “General Revenue Project Bonds, Series 201[____].” The 2018A Bonds shall be issued as Additional Bonds under the Resolution in fully-registered form, without coupons, in denominations of \$5,000 each or any integral multiple thereof.

The 2018A Bonds are secured by the pledge of the Pledged Revenues under Section 5.1 of the Resolution, equally and ratably with all Bonds issued under the Resolution.

Section 202. Issue Date. The 2018A Bonds shall be dated the date of their original issuance and delivery.

Section 203. Authorization of Actions Preliminary to Sale of 2018A Bonds.

(a) The Board desires to sell the 2018A Bonds pursuant to negotiated sale to the Underwriter pursuant to the Act.

(b) The Preliminary Official Statement (the “POS”), in substantially the form presented at this meeting, with such changes, omissions, insertions and revisions as the Bursar shall approve, is hereby authorized, and the actions of the University, including the certification by the Bursar as to the “deemed finality” of the POS pursuant to Rule 15c2-12 of the Securities Exchange Commission adopted pursuant to the Securities Exchange Act of 1934, as amended (“**Rule 15c2-12**”) in connection with the offering of the 2018A Bonds, are hereby acknowledged, approved and ratified.

(c) The Bond Purchase Agreement in substantially the form attached hereto as **Exhibit A**, with such changes, omissions, insertions and revisions as the Delegated Officer shall approve, is hereby ratified and approved. Upon the sale of 2018A Bonds, the Delegated Officer is hereby authorized to execute and deliver the Bond Purchase Agreement to the Underwriter. The President of the University and the Bursar of the University are authorized to do or perform all such acts as may be necessary or advisable to comply with the Bond Purchase Agreement and to carry the same into effect.

(d) Upon the sale of the 2018A Bonds, the POS together with such changes, omissions, insertions and revisions to reflect the final terms and provisions of the 2018A Bonds (hereafter referred to as the “**Official Statement**”), shall be approved and signed by the Bursar or President of the University to authorize delivery thereof to the Underwriter for distribution to prospective purchasers of the 2018A Bonds and other interested persons.

(e) In order to comply with subsection (b)(5) of Rule 15c2-12, the Underwriter has provided in the Bond Purchase Agreement that it is a condition to delivery of the 2018A Bonds that the University and the Trustee, as disclosure agent thereunder, shall have executed and delivered the Continuing Disclosure Undertaking. The Continuing Disclosure Undertaking in substantially the form attached hereto as **Exhibit B** is hereby ratified and approved in all respects, and the Board authorizes the Underwriter to include a copy thereof in the POS and Official Statement. Upon delivery of the 2018A Bonds, the Bursar or President of the University is hereby authorized to execute and deliver the Continuing Disclosure Undertaking. Such Continuing Disclosure Undertaking shall constitute the University's undertaking for compliance with Rule 15c2-12.

Section 204. Sale of 2018A Bonds and Related Documents; Delegation Authority.

(a) Pursuant to Section 57-235, Idaho Code, as amended, the Board hereby delegates to the University's Bursar or President of the University (each acting solely, the "**Delegated Officer**") the power to make the following determinations on the date(s) of sale of the 2018A Bonds, without any requirement that the members of the Board meet to approve such determinations, but subject to the limitations provided:

(i) The rates of interest to be borne on the 2018A Bonds, provided that the true interest cost of the 2018A Bonds, as certified by the University's financial advisor and the Underwriter, shall not exceed five percent (5.00%).

(ii) The aggregate principal amount of the 2018A Bonds on the sale date(s); provided, proceeds delivered from the sale of the 2018A Bonds shall not exceed \$20,735,000.

(iii) The amount of principal of the 2018A Bonds maturing, or subject to mandatory sinking fund redemption in any particular year, and the rate of interest accruing thereon.

(iv) The final maturity of the 2018A Bonds; provided that the final maturity date of the 2018A Bonds shall not exceed forty (40) years from the date of issuance.

(v) The price at which the 2018A Bonds will be sold (including any underwriter's discount, original issue premium and original issue discount), provided that the underwriter's discount shall not exceed 0.60% of the principal amount of the 2018A Bonds.

(vi) The dates, if any, on which, and the prices at which, the 2018A Bonds will be subject to optional and mandatory sinking fund redemption.

(vii) The terms of any contract for credit enhancement of the 2018A Bonds.

(b) Upon the sale of the 2018A Bonds, the Delegated Officer shall execute a Delegation Certificate substantially in the form attached hereto as **Exhibit C** and incorporated by reference herein reflecting the final terms and provisions of the 2018A Bonds and certifying that the final terms and provisions of the 2018A Bonds are consistent with, not in excess of and no less favorable than the terms set forth in subparagraph (a) above.

Section 205. Execution and Delivery of 2018A Bonds. The 2018A Bonds shall be manually executed on behalf of the University by the President of the Board, countersigned by the Bursar of the University, and attested by the Secretary to the Board. The 2018A Bonds shall be delivered to the Underwriter upon compliance with the provisions of Section 3.2 of the Resolution and at such time and place as provided in, and subject to, the provisions of the Bond Purchase Agreement.

Section 206. Redemption of 2018A Bonds. Upon the sale of the 2018A Bonds, the 2018A Bonds will be subject to redemption pursuant to the terms of the Bond Purchase Agreement, as approved by the Delegated Officer, and if subject to redemption, the following provisions shall apply:

(a) Selection for Redemption. If less than all Series 2018A Bonds are to be redeemed, the particular maturities of such Series 2018A Bonds to be redeemed and the principal amounts of such maturities to be redeemed shall be selected by the University. If less than all of the bonds of any maturity of the Series 2018A Bonds are to be redeemed, the Series 2018A Bonds to be redeemed will be selected by lot. If less than all of a Series 2018A Bond that is subject to mandatory sinking fund redemption is to be redeemed, the redemption price shall be applied to such mandatory sinking fund installments as the University shall direct.

(b) Notice of Redemption. The Resolution requires the Trustee to give notice of any redemption of the 2018A Bonds not less than 35 days nor more than 60 days prior to the redemption date, by first class mail, postage prepaid, addressed to the registered owners of such 2018A Bonds to be redeemed at the addresses appearing on the registry books kept by the Trustee. With respect to any notice of optional redemption of 2018A Bonds, unless upon the giving of such notice such 2018A Bonds shall be deemed to have been paid within the meaning of the Resolution, such notice may state that the redemption is conditioned upon the receipt by the Trustee on or prior to the date fixed for such redemption of money sufficient to pay the redemption price of and interest on the 2018A Bonds to be redeemed, and that if such money shall not have been so received, the notice shall be of no force and effect and the University shall not be required to redeem such 2018A Bonds. In the event that such notice of redemption contains such a condition and such money is not so received, the redemption will not be made and the Trustee will promptly thereafter give notice, in the manner in which the notice of redemption was given, that such money was not so received and that such redemption was not made.

Section 207. Form of 2018A Bonds. The 2018A Bonds are hereby authorized to be issued in the form set forth in **Exhibit D** attached hereto and incorporated herein by this reference, with such revisions and designations as required pursuant to the terms of sale thereof.

Section 208. Book-Entry Only System.

(a) The 2018A Bonds shall initially be registered on the Bond Register in the name of Cede & Co., the nominee for the Securities Depository, and no Beneficial Owner will receive

certificates representing their respective interests in the 2018A Bonds, except in the event that the Trustee issues Replacement Bonds, as defined and provided below. It is anticipated that during the term of the 2018A Bonds, the Securities Depository will make book-entry transfers among the DTC Participants and receive and transmit payments of principal of and interest on the 2018A Bonds until and unless the Trustee authenticates and delivers Replacement Bonds to the Beneficial Owners as described below. So long as any of the 2018A Bonds are registered in the name of Cede & Co., as nominee of DTC, all payments with respect to the principal of, premium, if applicable, and interest on the 2018A Bonds and all notices with respect to the 2018A Bonds shall be made and given in the manner provided in the Representation Letter.

(b) If the Securities Depository determines to discontinue providing its services with respect to the 2018A Bonds, and the University cannot obtain a qualified successor Securities Depository, or if the University determines not to use the Book-Entry System of the Securities Depository, the University shall execute, and the Trustee shall authenticate and deliver, one or more 2017 Bond certificates (the “**Replacement Bonds**”) to the DTC Participants in principal amounts and maturities corresponding to the identifiable Beneficial Owners’ interests in the 2018A Bonds, with such adjustments as the Trustee may find necessary or appropriate as to accrued interest and previous calls for redemption, if any. In such event, all references to the Securities Depository herein shall relate to the period of time when the Securities Depository has possession of at least one 2017 Bond. Upon the issuance of Replacement Bonds, all references herein to obligations imposed upon or to be performed by the Securities Depository shall be deemed to be imposed upon and performed by the Trustee, to the extent applicable with respect to such Replacement Bonds.

(c) With respect to 2018A Bonds registered in the name of Cede & Co. as nominee for the Securities Depository, neither the University nor the Trustee shall have any responsibility to any Beneficial Owner with respect to:

(i) the sending of transaction statements, or maintenance, supervision, or review of records of the Securities Depository;

(ii) the accuracy of the records of the Securities Depository or Cede & Co. with respect to any ownership interest in the 2018A Bonds;

(iii) the payment to any Beneficial Owner, or any person other than the Securities Depository, of any amount with respect to principal of, interest on, or redemption premium, if any, on the 2018A Bonds; or

(iv) any consent given or other action taken by the Securities Depository or Cede & Co. as owner of the 2018A Bonds.

(d) The Representation Letter previously executed and delivered by the University to DTC is for the purpose of effectuating the initial Book-Entry System for the 2018A Bonds through DTC as Securities Depository and shall not be deemed to amend, supersede or supplement the terms of this Supplemental Resolution, which are intended to be complete without reference to the Representation Letter. In the event of any conflict between the terms of the Representation Letter and the terms of this Supplemental Resolution, the terms of this

Supplemental Resolution shall control. The Securities Depository may exercise the rights of a Registered Owner hereunder only in accordance with the terms hereof applicable to the exercise of such rights.

Section 209. Successor Securities Depository. In the event the Securities Depository resigns, is unable to properly discharge its responsibilities, or is no longer qualified to act as a securities depository and registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation, the Trustee, with the written consent of the University, may appoint a successor Securities Depository, provided the Trustee receives written evidence satisfactory to the Trustee with respect to the ability of the successor Securities Depository to discharge its responsibilities. Any such successor Securities Depository shall be a securities depository that is a registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation. Upon the appointment of a successor Securities Depository, the former Securities Depository shall surrender the 2018A Bonds to the Trustee for transfer to the successor Securities Depository, and the Trustee shall cause the authentication and delivery of 2018A Bonds to the successor Securities Depository in appropriate denominations and form as provided herein.

ARTICLE III CREATION OF ACCOUNTS, APPLICATION OF BOND PROCEEDS

Section 301. Creation of Accounts.

(i) There is hereby established in the Construction Fund a Project Account designated as the "2018A Project Account," to be held by the University to pay the costs of the Project. The University shall invest the monies on deposit in the 2018A Project Account in Investment Securities.

(ii) There is hereby established in the Construction Fund a separate account designated as the "2018A Costs of Issuance Account." Moneys in the 2018A Costs of Issuance Account shall be used for the payment of the Costs of Issuance of the 2018A Bonds. Any moneys remaining in the 2018A Costs of Issuance Account forty-five (45) days after issuance of the 2018A Bonds shall be transferred promptly to the 2018A Project Account to pay the costs of the Project.

Section 302. Application of Proceeds of 2018A Bonds Upon Sale Thereof. Pursuant to the Written Certificate(s) of the University to be delivered prior to the issuance of the 2018A Bonds, the proceeds of the sale of the 2018A Bonds (net of the Underwriter's fee for its services with respect to the 2018A Bonds), shall be deposited as follows:

(i) Proceeds of the Series 2018A Bonds in the amount of accrued interest on the Series 2018A Bonds to the date of delivery thereof, if any, shall be deposited in the Debt Service Account under the Bond Fund.

(ii) Proceeds of the Series 2018A Bonds in the amount reflected in the Written Certificate shall be wired to the University for deposit into the 2018A Project Account to finance

a portion of the Project. Before any payment is made from the 2018A Project Account, the University shall execute a Written Certificate as required by Section 5.4(E) of the Resolution.

(iii) Proceeds of the Series 2018A Bonds in the amount reflected in the Written Certificate required by Section 5.4(F) of the Resolution shall be wired to the University for deposit into the 2018A Costs of Issuance Account to pay Costs of Issuance of the Series 2018A Bonds.

ARTICLE IV MISCELLANEOUS

Section 401. Other Actions With Respect to 2018A Bonds. The officers and employees of the University shall take all actions necessary or reasonably required to carry out, give effect to, and consummate the transactions contemplated hereby and shall take all action necessary in conformity with the Act to carry out the sale and issuance of the 2018A Bonds, including, without limitation, the execution and delivery of any closing and other documents required to be delivered in connection with the sale and delivery of the 2018A Bonds. All actions heretofore taken in connection therewith are hereby ratified, approved and consummated. If the President of the Board or the Bursar shall be unavailable to execute the 2018A Bonds or the other documents that they are hereby authorized to execute, the same may be executed by any Vice President of the Board.

Section 402. Partial Invalidity. If any one or more of the covenants or agreements, or portions thereof, provided in the Resolution or this Supplemental Resolution, should be contrary to law, such covenant or covenants, such agreement or agreements, or such portions thereof shall be null and void and shall be deemed separable from the remaining covenants and agreements or portions thereof and shall in no way affect the validity of the Resolution, this Supplemental Resolution or the 2018A Bonds, but the holders of the 2018A Bonds shall retain all the rights and benefits accorded to them under the Act or any other applicable provisions of law.

Section 403. Conflicting Resolutions. All resolutions or parts thereof in conflict herewith are, to the extent of such conflict, hereby repealed.

[The remainder of this page has been left blank intentionally;

ADOPTED AND APPROVED this 20th day of December, 2017.

BOARD OF TRUSTEES OF BOISE STATE
UNIVERSITY

President

ATTEST:

Secretary

EXHIBIT A
FORM OF BOND PURCHASE AGREEMENT

EXHIBIT B

FORM OF CONTINUING DISCLOSURE UNDERTAKING

CONTINUING DISCLOSURE UNDERTAKING

BOISE STATE UNIVERSITY
GENERAL REVENUE PROJECT BONDS, SERIES 2018A

THIS CONTINUING DISCLOSURE UNDERTAKING (the "Undertaking") is executed and delivered by Boise State University (the "Issuer") and The Bank of New York Mellon Trust Company, N.A. (the "Disclosure Agent") in connection with the issuance of \$ _____ General Revenue Project Bonds, Series 2018A (the "Bonds") being issued pursuant to a master Resolution providing for the issuance of General Revenue Bonds adopted September 17, 1992, as supplemented and amended, including by a Supplemental Resolution adopted December 20, 2017 (collectively, the "Resolution"). The Undertaking is executed and delivered as of the date set forth below in order for the Issuer to authorize and direct the Disclosure Agent, as the agent of the Issuer, to make certain information available to the public in compliance with Section (b)(5)(i) of Rule 15c2-12, as hereinafter defined.

WITNESSETH:

1. **Background.** The Issuer has resolved to issue the Bonds pursuant to the Resolution. The CUSIP number assigned to the final maturity of the Bonds is 097464____.

2. **Appointment of Disclosure Agent.** The Issuer hereby appoints the Disclosure Agent and any successor Disclosure Agent acting as such under the Resolution as its agent under this Undertaking to disseminate the financial information and notices furnished by the Issuer hereunder in the manner and at the times as herein provided and to discharge the other duties assigned.

3. **Annual Reports of the Issuer.**

a. **Provision of Annual Reports.** The Issuer agrees, in accordance with the provisions of Rule 15c2-12, to provide or cause to be provided through the Repository, not later than 210 days following the close of each fiscal year of the Issuer (July 1 - June 30) for all fiscal years after June 30, 2017, the annual financial information and operating data (the "Annual Report") described in Section 3b herein. The Issuer further agrees, in accordance with Rule 15c2-12, to provide or cause to be provided in a timely manner through the Repository notice of any failure to provide or cause to be provided the Annual Report or any part thereof, as described in this paragraph.

b. **Contents of Annual Report.** The Annual Report shall include the audited financial statements of the Issuer prepared in accordance with generally accepted accounting principles, together with the report thereon of the Issuer's independent auditors, beginning with the fiscal year after June 30, 2017. If audited financial statements are not available by the time specified herein, unaudited financial statements will be provided and audited financial statements

will be provided when, and if, available. The Issuer shall include with each submission a written representation addressed to the Disclosure Agent to the effect that the financial statements are the financial statements required by this Undertaking and that they comply with the applicable requirements of this Undertaking. For the purposes of determining whether information received from the Issuer is the required financial statements, the Disclosure Agent shall be entitled conclusively to rely on the Issuer's written representation made pursuant to this Section.

The Annual Report shall also include the other financial, statistical and operating data for said fiscal year of the Issuer in the form and scope similar to the financial, statistical, and operating data contained in the Official Statement, specifically the tables and/or information contained under the following headings and subheadings of the Official Statement:

- Updated Table reflecting Pledged Revenues and the Revenues Available for Debt Service in the Section entitled "SECURITY FOR THE 2018A BONDS - HISTORICAL REVENUES AVAILABLE FOR DEBT SERVICE."
- Updated Table entitled "Enrollment and Graduation Statistics" in the Section entitled "THE UNIVERSITY - STUDENT BODY."
- Updated Table entitled "State General Fund Appropriations" in the Section entitled "FINANCIAL INFORMATION REGARDING THE UNIVERSITY - STATE APPROPRIATIONS."
- Updated Table entitled "Grants and Contracts Expenditures" in the Section entitled "FINANCIAL INFORMATION REGARDING THE UNIVERSITY - GRANTS AND CONTRACTS."
- Updated Appendix B entitled "SCHEDULE OF STUDENT FEES."

Any or all of the items listed above in Sections 3a or 3b may be included by specific reference to documents available to the public on the Repository or filed with the SEC.

4. Notice of Certain Events. The Issuer agrees, in accordance with the provisions of Rule 15c2-12, to provide or cause to be provided through the Repository, in a timely manner not in excess of ten business days after the occurrence of the event, notice of any of the following events with respect to the Bonds:

- (1) Principal and interest payment delinquencies (which for the purpose of this Undertaking shall mean the Issuer's failure to provide funds to the Trustee for payments of principal and interest at the times specified in the Resolution);
- (2) Nonpayment-related defaults, if material;
- (3) Unscheduled draws on debt service reserves reflecting financial difficulties;
- (4) Unscheduled draws on credit enhancements reflecting financial difficulties;
- (5) Substitution of credit or liquidity providers, or their failure to perform;

(6) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the security, or other material events affecting the tax status of the security;

(7) Modifications to rights of Bond holders, if material;

(8) Bond calls, if material, and tender offers;

(9) Defeasances;

(10) Release, substitution or sale of property securing repayment of the Bonds, if material;

(11) Rating changes;

(12) Bankruptcy, insolvency, receivership or similar event of the Issuer;¹

(13) The consummation of a merger, consolidation, or acquisition involving the Issuer or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;

(14) Appointment of a successor or additional trustee or the change of name of a trustee, if material; and

(15) In a timely manner, notice of a failure of the Issuer or the obligated person to provide the required annual financial information and operating data specified in Sections 3.a and 3.b above, on or before the date specified therein.

The Disclosure Agent shall attempt to promptly advise the Issuer whenever, in the course of performing its duties as Trustee under the Resolution, the Disclosure Agent identifies an occurrence which would require the Issuer to provide a notice of the occurrence of any of the events listed in this Section 4; provided that the failure of the Disclosure Agent so to advise the Issuer of such occurrence shall not constitute a breach by the Disclosure Agent of any of its duties and responsibilities hereunder or under the Resolution and the Disclosure Agent shall not be required to assess the materiality of such occurrence, or whether an unscheduled draw reflects financial difficulties, in advising the Issuer of such occurrence.

¹ For the purposes of the event identified in paragraph (12) above, the event is considered to occur when any of the following occur: The appointment of a receiver, fiscal agent or similar officer for an obligated person in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of an obligated person, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of an obligated person.

5. Manner and Time by Which Information is to be made Public by the Disclosure Agent.

The information required to be provided by the Issuer pursuant to Section 3 hereof shall be referred to as the Continuous Disclosure Information (the "Continuous Disclosure Information"), and the notices required to be provided by the Issuer pursuant to Section 4 hereof shall be referred to as the Event Information (the "Event Information").

After the receipt of any Continuous Disclosure Information or any Event Information from the Issuer, the Disclosure Agent will deliver the information as provided in this Section 5.

a. Manner and Time of Delivery. It shall be the Disclosure Agent's duty:

(1) to deliver the Continuous Disclosure Information to the Repository once it is received from the Issuer not later than five (5) days after receipt thereof;

(2) to deliver the Event Information to the Repository as soon as possible following receipt from the Issuer, but in no event later than the next business day;

(3) to determine the identity and address of the Repository to which Continuous Disclosure Information and Event Information must be sent under rules and regulations promulgated by the MSRB or by the SEC.

The Issuer shall deliver Continuous Disclosure Information and Event Information to the Disclosure Agent in a timely manner so that the Disclosure Agent can deliver such information to the Repository.

b. Limitation of Disclosure Agent's Duty. The Disclosure Agent shall have no duty or obligation to disclose to the Repository any information other than (i) Continuous Disclosure Information that the Disclosure Agent actually has received from the Issuer and (ii) Event Information about which the Disclosure Agent has received written notice from the Issuer. Any such disclosures shall be required to be made only as and when specified in this Undertaking. The Disclosure Agent's duties and obligations are only those specifically set forth in this Undertaking, and the Disclosure Agent shall have no implied duties or obligations. It is understood and agreed that any information that the Disclosure Agent may be instructed to file with the MSRB shall be prepared and provided to it by the Issuer. The fact that the Disclosure Agent or any affiliate thereof may have any fiduciary or banking relationship with the Issuer shall not be construed to mean that the Disclosure Agent has actual knowledge of any event or condition. The Disclosure Agent shall be afforded all of the rights and protections hereunder accorded to it in its role as Trustee under the Resolution.

c. Form of Disclosure. All Continuous Disclosure Information and Event Information, or other financial information and notices pursuant to this Undertaking are to be provided to the Repository in electronic PDF format (word-searchable) as prescribed by the MSRB. All documents provided to the MSRB pursuant to this Undertaking must be

accompanied by identifying information as prescribed by the MSRB, which the Issuer shall provide to the Disclosure Agent in a timely manner.

6. **Limitation to Disclosure Agent Obligation.** The Disclosure Agent shall have no obligation to examine or review the Continuous Disclosure Information or Event Information and shall have no liability or responsibility for the compliance of this Undertaking with Rule 15c2-12 or the accurateness or completeness of the Continuous Disclosure Information and Event Information disseminated by the Disclosure Agent hereunder. The Continuous Disclosure Information shall contain a legend to such effect. This Section 6 shall survive the termination of this Undertaking or the earlier removal or resignation of the Disclosure Agent.

7. **Compensation.** The Issuer hereby agrees to compensate the Disclosure Agent for the services provided and the expenses incurred pursuant to this Undertaking in an amount to be agreed upon from time to time hereunder. Such compensation shall be in addition to any fees previously agreed upon with respect to the fiduciary services of the Disclosure Agent in its capacity as Trustee under the Resolution.

To the extent permitted by law, if the Disclosure Agent renders any extraordinary service not provided for in this Undertaking, which service is reasonably necessary to render under the circumstances, or the Disclosure Agent is made a party to or intervenes in any litigation pertaining to this Undertaking or institutes interpleader proceedings relative hereto, the Disclosure Agent shall be compensated reasonably by the Issuer for such extraordinary services and reimbursed for any and all claims, liabilities, losses, damages, fines, penalties, and reasonable expenses, including out-of-pocket and incidental expenses and reasonable legal fees and expenses occasioned thereby.

8. **Enforcement.** The obligations of the Issuer under this Undertaking shall be for the benefit of the registered and beneficial holders of the Bonds. However, any failure by the Issuer to perform in accordance with this Undertaking shall not constitute a default under the Resolution, and the sole remedy under this Undertaking in the event of the failure of the Issuer or the Disclosure Agent to comply with this Undertaking shall be an action by the holders of the Bonds in mandamus for specific performance or similar remedy to compel performance. Neither the Issuer nor the Disclosure Agent shall have any power or duty to enforce this Undertaking.

This Undertaking shall inure solely to the benefit of the Issuer, the Disclosure Agent, the participating Underwriter of the Bonds, and the holders and beneficial owners from time to time of the Bonds and shall create no rights in any other person or entity.

9. **Definitions.** As used herein, the following terms shall have the following meanings:

“MSRB” shall mean the Municipal Securities Rulemaking Board.

“Official Statement” shall mean the final Official Statement relating to the Bonds dated _____, 201_.

“obligated person” as defined in Rule 15c2-12 shall mean any person, including an issuer of municipal securities, who is either generally or through an enterprise, fund, or account of such person committed by contract or other arrangement to support payment of all, or part of the Bonds (other than providers of municipal bond insurance, letters of credit, or other liquidity facilities).

“Repository” shall mean the MSRB through its Electronic Municipal Market Access system (“EMMA”) at <http://emma.msrb.org>, or such other nationally recognized municipal securities information repository recognized by the SEC from time to time pursuant to Rule 15c2-12.

“Rule 15c2-12” shall mean Rule 15c2-12, as amended, promulgated by the SEC under the Securities Exchange Act of 1934, as amended.

“SEC” shall mean the Securities and Exchange Commission.

10. Amendments and Termination. This Undertaking may be amended with the mutual agreement of the Issuer and the Disclosure Agent and without the consent of any registered or beneficial holders of the Bonds under the following conditions:

a. the amendment is made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature, or status of the obligated person or type of business conducted; and

b. this Undertaking, as amended, would have complied with the requirements of Rule 15c2-12 at the time of the primary offering, after taking into account any amendments or interpretations of Rule 15c2-12, as well as any change in circumstances, as evidenced by an opinion of counsel delivered to Disclosure Agent.

Any party to this Undertaking may terminate this Undertaking by giving written notice of an intent to terminate to the other parties at least thirty (30) days prior to such termination, provided that no such termination shall relieve the obligation of the Issuer to comply with Rule 15c2-12(b)(5) either through a successor agent or otherwise.

The Issuer's next annual financial report must explain, in narrative form, the reasons for any such amendment or termination of the undertaking contained in this Undertaking and the impact, as applicable, of any change in the type of operating data or financial information being provided or, in the case of accounting principles, the presentation of such operating data or financial information.

The undertaking contained in this Undertaking shall be in effect from and after the issuance and delivery of the Bonds and shall extend to the earlier of (i) the date all principal and interest on the Bonds shall have been paid pursuant to the terms of the Resolution; (ii) the date that the Issuer shall no longer constitute an “obligated person” within the meaning of Rule 15c2-12; or (iii) the date on which those portions of Rule 15c2-12 that require this written undertaking (a) are held to be invalid by a court of competent jurisdiction in a nonappealable action, (b) have been repealed retroactively, or (c) in the opinion of counsel who is an expert in federal securities laws, acceptable to the Issuer or the Disclosure Agent, otherwise, do not apply

to the Bonds. The Issuer shall notify the Repository if this Undertaking is terminated pursuant to (iii), above.

11. **Successor Disclosure Agent.** Upon the transfer of the duties created under the Resolution from the current Disclosure Agent in its capacity as Trustee, to a successor Disclosure Agent, in its capacity as successor trustee, such successor Disclosure Agent shall succeed to the duties under this Undertaking without any further action on the part of any party, and the then current Disclosure Agent shall have no further duties or obligations upon the transfer to a successor Disclosure Agent. Such Successor Disclosure Agent may terminate this Undertaking or cause it to be amended as provided in Section 10 hereof.

12. **Additional Information.** Nothing in this Undertaking shall be deemed to prevent the Issuer from disseminating (or causing the Disclosure Agent to disseminate) any other information, using the means of dissemination set forth in this Undertaking or any other means of communication, or including any other information in any Continuous Disclosure Information or notice of the occurrence of any Event Information, in addition to that which is required by this Undertaking. If the Issuer chooses to include any information in any Continuous Disclosure Information or Event Information in addition to that which is specifically required by this Undertaking, the Issuer shall have no obligation under this Undertaking to update such information or include it in any future Continuous Disclosure Information or notice of occurrence of any Event Information.

If the Issuer provides to the Disclosure Agent information relating to the Issuer or the Bonds, which information is not designated as Event Information, and directs the Disclosure Agent to provide such information to the Repository, the Disclosure Agent shall provide such information in a timely manner to the Repository.

13. **Notices.** Notices and the required information under this Undertaking shall be given to the parties at their addresses set forth below under their signatures or at such places as the parties to this Undertaking may designate from time to time.

14. **Counterparts.** This Undertaking may be executed in one or more counterparts, and each such instrument shall constitute an original counterpart of this Undertaking.

15. **Governing Law.** This Undertaking shall be governed by the laws of the State of Idaho and Rule 15c2-12.

[Signatures on following page]

IN WITNESS WHEREOF, the Issuer and the Disclosure Agent have caused this Undertaking to be executed and delivered by a duly authorized officer of each of them, all as of this ____ day of _____, 2018.

ISSUER:

BOISE STATE UNIVERSITY

By: _____
Bursar

Notice Address:
Attn: Bursar
1910 University Drive
Boise, ID 83725

DISCLOSURE AGENT:

THE BANK OF NEW YORK MELLON
TRUST COMPANY, N.A.

By: _____
Title: _____

Notice Address:
100 Pine Street, Suite 3200
San Francisco, CA 94111
Attn: Corporate Trust Department

EXHIBIT C
FORM OF DELEGATION CERTIFICATE

CERTIFICATE AS TO BOND PRICING AND RELATED MATTERS

The undersigned official of Boise State University (the “University”) does hereby certify as follows (capitalized terms used herein and not defined have the meanings assigned to such terms in the Supplemental Resolution, hereinafter defined):

1. The undersigned is familiar with the Supplemental Resolution of the University adopted on December 20, 2017 (the “Supplemental Resolution”) to authorize issuance of the University’s General Revenue Project Bonds, Series 2018A (the “2018A Bonds”) and related documents, which 2018A Bonds were sold on this date to Barclays Capital Inc. (the “Underwriter”).

2. Section 204 of the Supplemental Resolution delegated to the undersigned, as Delegated Officer, the power to make certain determinations on the date of sale of the 2018A Bonds.

3. Pursuant to such delegation, the Delegated Officer hereby determines as follows:

(a) Details of the terms of the 2018A Bonds are reflected in the final bond sale number schedules provided by the Underwriter on this date, which schedules are attached as Exhibit A hereto.

(b) The true interest cost of the 2018A Bonds, as certified by the University’s financial advisor and the Underwriter, is _____ percent (____%), which does not exceed five percent (5.00%).

(d) The total proceeds delivered from the sale of the 2018A Bonds is \$_____, which does not exceed \$20,735,000.

(e) The final maturity of the 2018A Bonds is April 1, 20____, which is not later than 40 years from issuance.

(f) The 2018A Bonds were sold at the purchase price of \$_____, representing the principal amount thereof, plus net premium in the amount of \$_____, less underwriter’s discount of \$_____. The underwriter’s discount is ____% of the principal amount of the 2018A Bonds, which does not exceed 0.60% of the principal amount of the 2018A Bonds.

(g) The 2018A Bonds are subject to optional and mandatory redemption as reflected in Exhibit A and as specifically reflected in Exhibit B attached hereto.

(h) Credit enhancement on the 2018A Bonds consists of: none.

4. The undersigned Delegated Officer hereby certifies that the final terms and provisions of the 2018A Bonds, as described in the attached Exhibit A and Exhibit B, are consistent with, not in excess of and no less favorable than the terms set forth in Section 204 of the Supplemental Resolution.

5. The undersigned Delegated Officer has therefore executed and delivered the Bond Purchase Agreement to the Underwriter this date.

DATED: _____.

BOISE STATE UNIVERSITY

By: _____
Title: Bursar

EXHIBIT A

FINAL NUMBERS PROVIDED BY UNDERWRITER

EXHIBIT B

REDEMPTION PROVISIONS

1. Optional Redemption: The 2018A Bonds maturing on or after April 1, 202__, are subject to redemption at the election of the University at any time on or after April 1, 202__, in whole or in part, from such maturities as may be selected by the University. Such optional redemption of the 2018A Bonds shall be at a price of 100% of the principal amount of the 2018A Bonds to be so redeemed, plus accrued interest to the date fixed for redemption.

2. Mandatory Sinking Fund Redemption: The 2018A Bonds maturing on April 1, 20__, are subject to mandatory sinking fund redemption prior to their stated maturity, at a price of 100% of the principal amount of the 2018A Bonds to be so redeemed, plus accrued interest to the date fixed for redemption, on April 1 of the years, and in the amounts, shown below:

APRIL 1
OF THE YEAR

MANDATORY
REDEMPTION AMOUNT

*

\$

*Stated maturity.

EXHIBIT D**[FORM OF 2018A BONDS]**

R-_____

\$_____

**UNITED STATES OF AMERICA
STATE OF IDAHO****BOISE STATE UNIVERSITY
GENERAL REVENUE PROJECT BONDS, SERIES [2018__]**

INTEREST RATE	MATURITY DATE	DATED DATE	CUSIP NO.
_____%	April 1, _____	_____, 201__	097464_____

Registered Owner: CEDE & CO.

Principal Amount: _____ DOLLARS

KNOW ALL MEN BY THESE PRESENTS that Boise State University, a body politic and corporate and an institution of higher education of the State of Idaho (the "University"), for value received, hereby promises to pay, from the Bond Fund (as defined in the hereinafter defined Resolution), to the registered owner identified above, or registered assigns, on the maturity date specified above, the principal sum indicated above, and to pay interest thereon from the Bond Fund from the dated date hereof, or the most recent date to which interest has been paid or duly provided for, at the rate per annum specified above, payable on _____, and semiannually on each April 1 and October 1 thereafter, until the date of maturity or prior redemption of this Bond. Interest shall be calculated on the basis of a 360-day year and twelve 30-day months.

THIS BOND IS AN OBLIGATION OF THE UNIVERSITY PAYABLE SOLELY IN ACCORDANCE WITH THE TERMS HEREOF AND IS NOT AN OBLIGATION, GENERAL, SPECIAL, OR OTHERWISE OF THE STATE OF IDAHO, DOES NOT CONSTITUTE A DEBT, LEGAL, MORAL, OR OTHERWISE OF THE STATE OF IDAHO, AND IS NOT ENFORCEABLE AGAINST THE STATE, NOR SHALL PAYMENT HEREOF BE ENFORCEABLE OUT OF ANY FUNDS OF THE UNIVERSITY OTHER THAN THE REVENUES, FEES, AND CHARGES PLEDGED THERETO IN THE RESOLUTION. The principal of, interest on, and redemption price of this Bond is payable solely from Pledged

Revenues, which consist principally of revenues from certain student fees and enterprises, as more particularly set forth in the Resolution. Pursuant to the Resolution, sufficient revenues have been pledged and will be set aside into the Bond Fund to provide for the prompt payment of the principal of, interest on, and redemption price of this Bond. For a more particular description of the Bond Fund, the revenues to be deposited therein, and the nature and extent of the security for this Bond, reference is made to the provisions of the Resolution.

Principal of and interest on this Bond are payable in lawful money of the United States of America to the registered owner hereof whose name and address shall appear on the registration books of the University (the "Bond Register") maintained by The Bank of New York Mellon Trust Company, N.A. (the "Trustee"). Interest shall be paid to the registered owner whose name appears on the Bond Register on the 15th day of the calendar month next preceding the interest payment date, at the address appearing on the Bond Register, and shall be paid to such registered owner on the due date, by check or draft of the Trustee or by wire or other transfer, at the address appearing on the Bond Register or at such other address as may be furnished in writing by such registered owner to the Trustee. Principal shall be paid to the registered owner upon presentation and surrender of this Bond at the designated corporate trust office of the Trustee on or after the date of maturity or prior redemption.

This Bond is one of the General Revenue Project Bonds, Series 201[] (the "Bonds") of the University issued in the aggregate principal amount of \$_____ for the purpose of financing a portion of the costs of acquisition of the Friends and Alumni Center from the Boise State University Foundation, Inc., and the construction of a building to be known as the "Materials Science Building" upon land currently owned by the University located on the University's main campus in Boise, Idaho, and paying Costs of Issuance thereof. The Bonds are issued pursuant to and in full compliance with the Constitution and statutes of the State of Idaho, particularly title 33, chapter 38, Idaho Code, and a Resolution providing for the issuance of revenue bonds, duly adopted and authorized by the Board of Trustees of the University (the "Board") on September 17, 1992, as previously supplemented and amended, and as further supplemented and amended by a Supplemental Resolution adopted by the Board on December 20, 2017, authorizing the issuance of the Bonds (collectively, the "Resolution"). All capitalized terms used in this Bond and not defined herein shall have the meanings of such terms as defined in the Resolution.

[Final redemption provisions to be inserted]

[Notice of redemption shall be given by mailing notice to the registered owner thereof not less than 35 days nor more than 60 days prior to the redemption date at the address shown on the Bond Register or at such other address as may be furnished in writing by such registered owner to the Trustee. Provided that funds for the redemption price, together with interest to the redemption date, are on deposit at the place of payment at such time, the Bonds shall cease to accrue interest on the specified redemption date and shall not be deemed to be outstanding as of such redemption date.]

The Bonds are initially issued in the form of a separate certificated, fully-registered Bond for each maturity and registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC").

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF DTC TO THE UNIVERSITY OR ITS AGENT FOR REGISTRATION OF TRANSFER, EXCHANGE, OR PAYMENT, AND ANY CERTIFICATE ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.

[Upon any partial redemption of this Bond, Cede & Co., in its discretion, may request the Trustee to authenticate a new Bond or shall make an appropriate notation with respect to this Bond indicating the date and amount of prepayment, except in the case of final maturity, in which case this Bond must be presented to the Trustee prior to payment.]

The Bonds shall not be transferable or exchangeable except as set forth in the Resolution. This Bond is transferable by the registered owner hereof in person or by his attorney duly authorized in writing, upon presentation and surrender of this Bond at the designated corporate trust office of the Trustee. Upon such transfer, a new Bond, of the same denomination, maturity, and interest rate will be issued to the transferee in exchange therefor.

This Bond shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Resolution until the Certificate of Authentication hereon shall have been manually signed by the Trustee.

IT IS HEREBY CERTIFIED AND DECLARED that all acts, conditions, and things required by the Constitution and statutes of the State of Idaho to exist, to have happened, been done, and performed precedent to and in the issuance of this Bond do exist, have happened, been done, and performed, and that the issuance of this Bond and the other bonds of this issue does not violate any constitutional, statutory, or other limitation upon the amount of bonded indebtedness that the University may incur.

[Signatures Appear on Following Page]

IN WITNESS WHEREOF, the Board has caused this Bond to be executed by the President of the Board, countersigned by the Bursar of the University, and attested by the Secretary to the Board, and the official seal of the University to be imprinted hereon, as of this ____ day of ____, 2018.

BOARD OF TRUSTEES
BOISE STATE UNIVERSITY

By: _____
President
Board of Trustees

By: _____
Bursar

ATTESTED BY:

Secretary to Board of Trustees

[SEAL]

[FORM OF TRUSTEE'S CERTIFICATE OF AUTHENTICATION]

This Bond is one of the Boise State University General Revenue Project Bonds, Series 201[], described in the within-mentioned Resolution.

THE BANK OF NEW YORK MELLON
TRUST COMPANY, N.A., as Trustee

By: _____
Authorized Signature

Date of Authentication: _____

* * * * *

[FORM OF ASSIGNMENT]

The following abbreviations, when used in the inscription on the face of the within Bond shall be construed as though they were written out in full according to applicable laws or regulations:

TEN COM - as tenants in common
 TEN ENT - as tenants by the entirety
 JT TEN - as joint tenants with right of
 survivorship and not as
 tenants in common

UNIF GIFT MIN ACT - under Uniform
 Transfers to Minors Act

 (Cust)

 (Minor)

 (State)

Additional abbreviations may also be used though not in the list above.

For value received _____ hereby sells,
 assigns and transfers unto

INSERT SOCIAL SECURITY OR
 OTHER IDENTIFYING NUMBER OF ASSIGNEE

 (Please Print or Typewrite Name and Address of Assignee)

the within Bond of BOISE STATE UNIVERSITY, and hereby irrevocably constitutes and
 appoints _____ attorney to register the transfer of said
 Bond on the books kept for registration thereof, with full power of substitution in the premises.

Dated: _____

Signature: _____

Signature Guaranteed: _____

NOTICE: Signature(s) must be guaranteed by an "eligible guarantor institution" that is a member of or a participant in a "signature guarantee program" (e.g., the Securities Transfer Agents Medallion Program, the Stock Exchange Medallion Program or the New York Stock Exchange, Inc. Medallion Signature Program).

NOTICE: The signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular, without alteration or enlargement or any change whatever.

* * * * *

THIS PAGE INTENTIONALLY LEFT BLANK

FP DRAFT 11/16/17

BOISE STATE UNIVERSITY

\$[_____]
GENERAL REVENUE PROJECT BONDS,
SERIES 2018A

BOND PURCHASE AGREEMENT

February 13, 2018

Boise State University
Attn: Mark Heil, Vice President
and Chief Financial Officer
1910 University Drive
Boise, Idaho 83725

Ladies and Gentlemen:

The undersigned, Barclays Capital Inc., as underwriter (the "*Underwriter*"), hereby offers to enter into this Bond Purchase Agreement (the "*Purchase Agreement*") with Boise State University (the "*University*"), which, upon the acceptance by the University of this offer, shall be in full force and effect in accordance with its terms and shall be binding upon the University and the Underwriter.

This offer is made subject to your acceptance and approval on or before 5:00 p.m. Mountain Time on the date hereof, and until so accepted will be subject to withdrawal by the Underwriter upon notice delivered to the University by the Underwriter at any time prior to the execution and acceptance hereof by the University. Terms not otherwise defined herein shall have the same meanings as are set forth in the hereinafter defined Resolution.

ARTICLE I

Section 1.1. Purchase and Sale. Upon the terms and conditions and upon the basis of the representations, warranties and covenants herein set forth, the Underwriter hereby agrees to purchase from the University, and the University hereby agrees to sell to the Underwriter, all, but not less than all, of the University's \$[_____] General Revenue Project Bonds, Series 2018A (the "*2018A Bonds*"). The purchase price of the 2018A Bonds (the "*Purchase Price*") shall be \$[_____] , representing the principal amount of the 2018A Bonds, [plus/less] a [net] original issue [premium/discount] of \$[_____] , less an Underwriter's discount of \$[_____] .

Section 1.2. The 2018A Bonds. The proceeds of the 2018A Bonds will be used (a) to acquire the Alumni and Friends Center from the Boise State University Foundation, Inc., for the University's use of the Alumni and Friends Center, (b) to finance a portion of the costs of construction of a building to house the University's center for materials science research and (c) to pay costs of issuing the 2018A Bonds.

The 2018A Bonds shall be dated as of their date of delivery, shall bear interest at the rates, mature in the amounts and on the dates as set forth in SCHEDULE I hereto, and shall be subject to redemption prior to maturity as set forth in the Supplemental Resolution (defined below). The 2018A Bonds shall be issued pursuant to the Resolution Providing for the Issuance of General Revenue Bonds, adopted on September 17, 1992, as previously supplemented and amended (the "*Master Resolution*"), and as further supplemented by a Supplemental Resolution adopted on December [20/21], 2017 (the "*Supplemental Resolution*" and, together with the Master Resolution, the "*Resolution*") by the State Board of Education, acting in its capacity as the Board of Trustees of the University (the "*Board*").

The 2018A Bonds will be payable from and secured by a pledge of certain revenues of the University (as defined in the Resolution, the "*Pledged Revenues*"), on a parity with all bonds now outstanding under the Resolution and any additional bonds hereafter issued under the Resolution.

Section 1.3. Official Statement; Continuing Disclosure. (a) The 2018A Bonds shall be offered pursuant to an Official Statement of even date herewith (which, together with the cover page and all appendices thereto, and with such changes therein and supplements thereto which are consented to in writing by the Underwriter, is herein called the "*Official Statement*").

(b) The University has previously deemed the Preliminary Official Statement (defined below) "final" as of its date for purposes of paragraph (b)(1) of Rule 15c2-12 of the Securities and Exchange Commission ("*Rule 15c2-12*"), and the University hereby authorizes the use of the Official Statement by the Underwriter in connection with the public offering and sale of the 2018A Bonds. The University agrees to provide to the Underwriter, at least four days prior to the Closing Date (defined below), and in any event not later than seven business days after the date hereof, sufficient copies of the Official Statement to enable the Underwriter to comply with the requirements of Rule 15c2-12 and Rule G-32 of the Municipal Securities Rulemaking Board.

(c) If at any time prior to 25 days after the "end of the underwriting period" (as defined below), any event shall occur, or any preexisting fact shall become known, of which the University has knowledge and which might or would cause the Official Statement as then supplemented or amended to contain any untrue statement of a material fact or omit to state any material fact necessary in order to make the statements therein, in light of the circumstances under which they were made, not misleading, the University, at its expense, shall notify the Underwriter, and if, in the opinion of the Underwriter, such event requires the preparation and publication of a supplement or amendment to the Official Statement, the University will (i) supplement or amend the Official Statement in a form and in a manner approved by the Underwriter and (ii) provide the Underwriter with such certificates and legal opinions as shall be

requested by the Underwriter in order to evidence the accuracy and completeness of the Official Statement as so supplemented or amended. If the Official Statement is so supplemented or amended prior to the Closing (defined below), such approval by the Underwriter of a supplement or amendment to the Official Statement shall not preclude the Underwriter from thereafter terminating this Purchase Agreement, and if the Official Statement is so amended or supplemented subsequent to the date hereof and prior to the Closing, the Underwriter may terminate this Purchase Agreement by written notification delivered to the University by the Underwriter at any time prior to the Closing if, in the judgment of the Underwriter, such amendment or supplement has or will have a material adverse effect on the marketability of the 2018A Bonds.

(d) For purposes of this Purchase Agreement, the “end of the underwriting period” shall mean the Closing Date, or, if the University has been notified in writing by the Underwriter on or prior to the Closing Date that the “end of the underwriting period” within the meaning of Rule 15c2-12 will not occur on the Closing Date, such later date on which the “end of the underwriting period” within such meaning has occurred. In the event that the University has been given notice pursuant to the preceding sentence that the “end of the underwriting period” will not occur on the Closing Date, the Underwriter agrees to notify the University in writing of the date it does occur as soon as practicable following the “end of the underwriting period” for all purposes of Rule 15c2-12; *provided*, that if the Underwriter has not otherwise so notified the University of the “end of the underwriting period” by the 90th day after the Closing, then the “end of the underwriting period” shall be deemed to occur on such 90th day unless otherwise agreed to by the University.

(e) In order to enable the Underwriter to comply with the requirements of paragraph (b)(5) of Rule 15c2-12 in connection with the offering of the 2018A Bonds, the University covenants and agrees with the Underwriter that it will execute and deliver a Continuing Disclosure Undertaking with respect to the 2018A Bonds (the “*Continuing Disclosure Undertaking*” and, collectively with this Purchase Contract and the Resolution, the “*Bond Documents*”) in substantially the form attached as APPENDIX E to the Preliminary Official Statement dated February 6, 2018 (the “*Preliminary Official Statement*”), on or before the Closing Date.

Section 1.4. Public Offering. The Underwriter agrees to make an initial public offering of all the 2018A Bonds at the public offering prices corresponding to the yields set forth on the inside cover page of the Official Statement. The Underwriter may, however, change such initial offering prices or yields as it may deem necessary in connection with the marketing of the 2018A Bonds and offer and sell the 2018A Bonds to certain dealers (including dealers depositing the 2018A Bonds into investment trusts) and others at prices lower than the initial offering prices or yields set forth on the inside cover page of the Official Statement. The Underwriter also reserves the right (a) to over-allot or effect transactions that stabilize or maintain the market prices of the 2018A Bonds at levels above those which might otherwise prevail in the open market and (b) to discontinue such stabilizing, if commenced, at any time without prior notice.

Section 1.5. Establishment of Issue Price. (a) The Underwriter agrees to assist the University in establishing the issue price of the 2018A Bonds and shall execute and deliver to the

University at Closing an “issue price” or similar certificate, together with the supporting pricing wires or equivalent communications, substantially in the form attached hereto as *Exhibit A*, with such modifications as may be appropriate or necessary, in the reasonable judgment of the Underwriter, the University and Bond Counsel, to accurately reflect, as applicable, the sales price or prices or the initial offering price or prices to the public of the 2018A Bonds.

(b) [Except as otherwise set forth in Schedule I attached hereto,] the University will treat the first price at which 10% of each maturity of the 2018A Bonds (the “10% test”) is sold to the public as the issue price of that maturity (if different interest rates apply within a maturity, each separate CUSIP number within that maturity will be subject to the 10% test). At or promptly after the execution of this Purchase Agreement, the Underwriter shall report to the University the price or prices at which it has sold to the public each maturity of 2018A Bonds. If at that time the 10% test has not been satisfied as to any maturity of the 2018A Bonds, the Underwriter agrees to promptly report to the University the prices at which it sells the unsold 2018A Bonds of that maturity to the public. That reporting obligation shall continue, whether or not the Closing Date has occurred, until the 10% test has been satisfied as to the 2018A Bonds of that maturity or until all 2018A Bonds of that maturity have been sold to the public.

(c) The Underwriter confirms that it has offered the 2018A Bonds to the public on or before the date of this Purchase Agreement at the offering price or prices (the “initial offering price”), or at the corresponding yield or yields, set forth in Schedule I attached hereto, except as otherwise set forth therein. Schedule I also sets forth, as of the date of this Purchase Agreement, the maturities, if any, of the 2018A Bonds for which the 10% test has not been satisfied and for which the University and the Underwriter agree that the restrictions set forth in the next sentence shall apply, which will allow the University to treat the initial offering price to the public of each such maturity as of the sale date as the issue price of that maturity (the “hold-the-offering-price rule”). So long as the hold-the-offering-price rule remains applicable to any maturity of the 2018A Bonds, the Underwriter will neither offer nor sell unsold 2018A Bonds of that maturity to any person at a price that is higher than the initial offering price to the public during the period starting on the sale date and ending on the earlier of the following: (i) the close of the fifth business day after the sale date; or (ii) the date on which the Underwriter has sold at least 10% of that maturity of the 2018A Bonds to the public at a price that is no higher than the initial offering price to the public. The Underwriter shall promptly advise the University when it has sold 10% of that maturity of the 2018A Bonds to the public at a price that is no higher than the initial offering price to the public, if that occurs prior to the close of the fifth business day after the sale date.

(d) The Underwriter confirms that any selling group agreement and any retail distribution agreement relating to the initial sale of the 2018A Bonds to the public, together with the related pricing wires, contains or will contain language obligating each dealer who is a member of the selling group and each broker-dealer that is a party to such retail distribution agreement, as applicable, to (i) report the prices at which it sells to the public the unsold 2018A Bonds of each maturity allotted to it until it is notified by the Underwriter that either the 10% test has been satisfied as to the 2018A Bonds of that maturity or all 2018A Bonds of that maturity have been sold to the public and (ii) comply with the hold-the-offering-price rule, if applicable, in each case if and for so long as directed by the Underwriter. The University acknowledges that,

in making the representation set forth in this subsection, the Underwriter will rely on (A) in the event a selling group has been created in connection with the initial sale of the 2018A Bonds to the public, the agreement of each dealer who is a member of the selling group to comply with the hold-the-offering-price rule, if applicable, as set forth in a selling group agreement and the related pricing wires, and (B) in the event that a retail distribution agreement was employed in connection with the initial sale of the 2018A Bonds to the public, the agreement of each broker-dealer that is a party to such agreement to comply with the hold-the-offering-price rule, if applicable, as set forth in the retail distribution agreement and the related pricing wires. The University further acknowledges that the Underwriter shall not be liable for the failure of any dealer who is a member of a selling group, or of any broker-dealer that is a party to a retail distribution agreement, to comply with its corresponding agreement regarding the hold-the-offering-price rule as applicable to the 2018A Bonds.

(e) The Underwriter acknowledges that sales of any 2018A Bonds to any person that is a related party to the Underwriter shall not constitute sales to the public for purposes of this section. Further, for purposes of this section:

- (i) “public” means any person other than an underwriter or a related party,
- (ii) “underwriter” means (A) any person that agrees pursuant to a written contract with the University (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the 2018A Bonds to the public and (B) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (A) to participate in the initial sale of the 2018A Bonds to the public (including a member of a selling group or a party to a retail distribution agreement participating in the initial sale of the 2018A Bonds to the public),
- (iii) a purchaser of any of the 2018A Bonds is a “related party” to an underwriter if the underwriter and the purchaser are subject, directly or indirectly, to (A) at least 50% common ownership of the voting power or the total value of their stock, if both entities are corporations (including direct ownership by one corporation of another), (B) more than 50% common ownership of their capital interests or profits interests, if both entities are partnerships (including direct ownership by one partnership of another), or (C) more than 50% common ownership of the value of the outstanding stock of the corporation or the capital interests or profit interests of the partnership, as applicable, if one entity is a corporation and the other entity is a partnership (including direct ownership of the applicable stock or interests by one entity of the other), and
- (iv) “sale date” means the date of execution of this Purchase Agreement by the Underwriter and the University.

Section 1.6. Closing. The “Closing Date” shall be March 1, 2018, or such other date as the University and the Underwriter shall mutually agree upon. The delivery of and payment

for the 2018A Bonds and the other actions described in Sections 1.6 and 3.1 of this Purchase Agreement are referred to herein as the “*Closing*.” The Closing shall take place at the offices of Hawley Troxell Ennis & Hawley LLP in Boise, Idaho. On the Closing Date, the University will deliver the 2018A Bonds or cause the 2018A Bonds to be delivered to or for the account of The Depository Trust Company (“*DTC*”), duly executed and authenticated. The University will also deliver to the Underwriter at the Closing the other documents described below and, subject to the terms and conditions hereof, the Underwriter will accept such delivery and pay the purchase price of the 2018A Bonds as set forth in Section 1.1 of this Purchase Agreement in federal funds payable to the order of the University. The 2018A Bonds will be registered in the name of Cede & Co., as nominee of DTC.

ARTICLE II

REPRESENTATIONS AND WARRANTIES OF THE UNIVERSITY

To induce the Underwriter to enter into this Purchase Agreement, the University represents and warrants to the Underwriter as follows:

Section 2.1. The University has been duly organized and is validly existing under the Constitution and laws of the State of Idaho (the “*State*”) and has all power and authority to consummate the transactions contemplated by this Purchase Agreement and the Official Statement, including the execution, delivery and approval of all documents and agreements referred to herein or therein.

Section 2.2. The execution and delivery of the 2018A Bonds and the Bond Documents, the adoption of the Resolution, and compliance with the provisions on the University’s part contained therein, will not conflict with or constitute a breach of or default under any constitutional provision, administrative regulation, judgment, decree, loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the University is a party or to which the University is or to which any of its property or assets are otherwise subject, nor will any such execution, delivery, adoption or compliance result in the creation or imposition of any lien, charge or other security interest or encumbrance of any nature whatsoever upon any of the property or assets of the University to be pledged to secure the 2018A Bonds or under the terms of any such law, regulation or instrument, except as provided by the 2018A Bonds and the Resolution.

Section 2.3. (a) By all necessary official action of the University taken prior to or concurrently with the acceptance hereof, the University has duly authorized all necessary action to be taken by it for (i) the adoption of the Resolution and the issuance and sale of the 2018A Bonds, (ii) the approval, execution and delivery of, and the performance by the University of the obligations on its part, contained in the 2018A Bonds and the Bond Documents, (iii) the approval, distribution and use of the Preliminary Official Statement and the approval, execution, distribution and use of the Official Statement for use by the Underwriter in connection with the public offering of the 2018A Bonds, and (iv) the consummation by it of all other transactions described in the Official Statement, the Bond Documents and any and all such other agreements

and documents as may be required to be executed, delivered and/or received by the University in order to carry out, give effect to, and consummate the transactions described herein and in the Official Statement.

(b) This Purchase Agreement has been duly authorized, executed and delivered, the Resolution has been duly adopted, and this Purchase Agreement and the Resolution constitute the legal, valid and binding obligations of the University, enforceable in accordance with their terms, subject to bankruptcy, insolvency, reorganization, moratorium, and other similar laws and principles of equity relating to or affecting the enforcement of creditors' rights; and the Continuing Disclosure Undertaking, when duly executed and delivered, will constitute a legal, valid and binding obligation of the University, enforceable in accordance with its terms, subject to bankruptcy, insolvency, reorganization, moratorium, and other similar laws and principles of equity relating to or affecting the enforcement of creditors' rights.

(c) The 2018A Bonds, when issued, delivered and paid for in accordance with the Resolution and this Purchase Agreement, will have been duly authorized, executed, issued and delivered by the University and will constitute the valid and binding obligations of the University, enforceable against the University in accordance with their terms, subject to bankruptcy, insolvency, reorganization, moratorium, and other similar laws and principles of equity relating to or affecting the enforcement of creditors' rights; upon the issuance, authentication and delivery of the 2018A Bonds as aforesaid, the Resolution will provide, for the benefit of the holders, from time to time, of the 2018A Bonds, the legally valid and binding pledge of and lien it purports to create as set forth in the Resolution.

(d) All authorizations, approvals, licenses, permits, consents and orders of any governmental authority, legislative body, board, agency or commission having jurisdiction of the matter which are required for the due authorization of, which would constitute a condition precedent to, or the absence of which would materially adversely affect the approval or adoption, as applicable, of the Bond Documents, the issuance of the 2018A Bonds or the due performance by the University of its obligations under the Bond Documents and the 2018A Bonds, have been duly obtained.

Section 2.4. Except as disclosed in the Preliminary Official Statement and the Official Statement, there is no litigation, action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, government agency, public board or body, pending or, to the best knowledge of the University, threatened against the University: (a) affecting the existence of the University or the titles of its officers to their respective offices, (b) affecting or seeking to prohibit, restrain or enjoin the sale, issuance or delivery of the 2018A Bonds, (c) in any way contesting or affecting the validity or enforceability of the 2018A Bonds or the Bond Documents, (d) contesting the exclusion from gross income of interest on the 2018A Bonds for federal or State income tax purposes, (e) contesting in any way the completeness or accuracy of the Preliminary Official Statement or the Official Statement or any supplement or amendment thereto, or (f) contesting the powers of the University or any authority for the issuance of the 2018A Bonds, the adoption of the Resolution or the execution and delivery of the Bond Documents, nor, to the best knowledge of the University, is there any basis therefor, wherein an

unfavorable decision, ruling or finding would materially adversely affect the validity or enforceability of the 2018A Bonds or the Bond Documents.

Section 2.5. The University is not in breach of or in default under any applicable constitutional provision, law or administrative regulation of the State or the United States relating to the issuance of the 2018A Bonds or any applicable judgment or decree or any material provision of a loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the University is a party or to which the University or any of its property or assets is otherwise subject, and no event which would have a material and adverse effect upon the financial condition of the University has occurred and is continuing which constitutes or with the passage of time or the giving of notice, or both, would constitute a default or event of default by the University under any of the foregoing.

Section 2.6. The 2018A Bonds and the Resolution conform to the descriptions thereof contained in the Preliminary Official Statement and the Official Statement under the captions "THE 2018A BONDS" and "SECURITY FOR THE 2018A BONDS," and the proceeds of the sale of the 2018A Bonds will be applied generally as described in the Preliminary Official Statement and the Official Statement under the caption "SOURCES AND USES OF FUNDS." The University has the legal authority to apply, and will apply or cause to be applied, the proceeds from the sale of the 2018A Bonds as provided in and subject to all of the terms and provisions of the Resolution, including for payment or reimbursement of University expenses incurred in connection with the negotiation, marketing, issuance and delivery of the 2018A Bonds to the extent required by Article IV, and will not take or omit to take any action which action or omission will adversely affect the exclusion from gross income for federal or State income tax purposes of the interest on the 2018A Bonds.

Section 2.7 The Preliminary Official Statement, as of its date and as of the date hereof, did not and does not contain any untrue statement of a material fact or omit to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. At the time of the University's acceptance hereof and (unless the Official Statement is amended or supplemented pursuant to paragraph (c) of Section 1.3 of this Purchase Agreement) at all times subsequent thereto during the period up to and including the Closing Date, the Official Statement does not and will not contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. If the Official Statement is supplemented or amended pursuant to paragraph (c) of Section 1.3 of this Purchase Agreement, at the time of each supplement or amendment thereto and (unless subsequently again supplemented or amended pursuant to such paragraph) at all times subsequent thereto up to and including the date that is 25 days after the end of the underwriting period, the Official Statement as so supplemented or amended will not contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading.

Section 2.8. The University will furnish such information and execute such instruments and take such action in cooperation with the Underwriter, at no expense to the University, as the

Underwriter may reasonably request (a) to (i) qualify the 2018A Bonds for offer and sale under the Blue Sky or other securities laws and regulations of such states and other jurisdictions in the United States as the Underwriter may designate and (ii) determine the eligibility of the 2018A Bonds for investment under the laws of such states and other jurisdictions and (b) to continue such qualifications in effect so long as required for the distribution of the 2018A Bonds (*provided*, that the University will not be required to qualify as a foreign corporation or to file any general or special consents to service of process under the laws of any jurisdiction) and will advise the Underwriter immediately of receipt by the University of any written notification with respect to the suspension of the qualification of the 2018A Bonds for sale in any jurisdiction or the initiation or threat of any proceeding for that purpose.

Section 2.9. Except as described in the Preliminary Official Statement and the Official Statement, the University has not failed during the previous five years to comply in all material respects with any previous undertakings in a written continuing disclosure contract or agreement under Rule 15c2-12.

Section 2.10. (a) The financial statements of and other financial information regarding the University in the Preliminary Official Statement and in the Official Statement fairly present the financial position and results of the University as of the dates and for the periods therein set forth. The financial statements of the University have been prepared in accordance with generally accepted accounting principles consistently applied, and except as noted in the Preliminary Official Statement and in the Official Statement, the other historical financial information set forth in the Preliminary Official Statement and in the Official Statement has been presented on a basis consistent with that of the University's audited financial statements included in the Preliminary Official Statement and in the Official Statement. Except as described in the Preliminary Official Statement and the Official Statement, since June 30, 2017, there has been no material adverse change in the condition, financial or otherwise, of the University from that set forth in the audited financial statements as of and for the period ended that date; and except as described in the Preliminary Official Statement and the Official Statement, the University, since June 30, 2017, has not incurred any material liabilities, directly or indirectly, except in the ordinary course of the University's operations.

(b) Prior to the Closing, the University will not take any action within or under its control that will cause any adverse change of a material nature in such financial position, results of operations or condition, financial or otherwise, of the University. The University will not, prior to the Closing, offer or issue any bonds, notes or other obligations for borrowed money or incur any material liabilities, direct or contingent, except in the ordinary course of business, without the prior approval of the Underwriter.

Section 2.11. The University agrees and acknowledges that: (a) with respect to the engagement of the Underwriter by the University, including in connection with the purchase, sale and offering of the 2018A Bonds, and the discussions, conferences, negotiations and undertakings in connection therewith, the Underwriter (i) is and has been acting as a principal and not an agent, municipal advisor, financial advisor or fiduciary of the University and (ii) has not assumed any advisory or fiduciary responsibility in favor of the University (irrespective of whether the Underwriter has provided other services or is currently providing other services to

the University on other matters); (b) the University has consulted its own legal, accounting, tax, financial and other advisors to the extent it has deemed appropriate; and (c) this Purchase Agreement expresses the entire relationship between the parties hereto.

Section 2.12. Any certificate, signed by any official of the University authorized to do so in connection with the transactions described in this Purchase Agreement, shall be deemed a representation and warranty by the University to the Underwriter as to the statements made therein.

ARTICLE III

CLOSING CONDITIONS

Section 3.1. The Underwriter has entered into this Purchase Agreement in reliance upon the representations and warranties herein and the performance by the University of its obligations hereunder, both as of the date hereof and as of the Closing Date. The Underwriter's obligations under this Purchase Agreement are and shall be subject to the following conditions:

(a) The representations and warranties of the University contained herein shall be true, complete and correct at the date hereof and on the Closing Date, as if made on the Closing Date. At the time of Closing, (i) the Official Statement, the Resolution and this Purchase Agreement shall be in full force and effect and shall not have been amended, modified or supplemented, except as therein permitted or as may have been agreed to in writing by the Underwriter, and (ii) the proceeds of sale of the 2018A Bonds shall be paid to the Trustee of the 2018A Bonds for deposit or use as described in the Official Statement. On the Closing Date, no "Event of Default" shall have occurred or be existing under the Resolution nor shall any event have occurred which, with the passage of time or the giving of notice, or both, shall constitute an Event of Default under the Resolution, nor shall the University be in default in the payment of principal of or interest on any of its obligations for borrowed money.

(b) The Underwriter shall have the right to terminate the Underwriter's obligation under this Purchase Agreement to purchase, to accept delivery of and to pay for the 2018A Bonds if, after the execution hereof and prior to the Closing, the market price or marketability of the 2018A Bonds or the ability of the Underwriter to enforce contracts for the sale of the 2018A Bonds shall be materially adversely affected in the reasonable judgment of the Underwriter by the occurrence of any of the following:

(i) legislation shall be enacted by or introduced in the Congress of the United States or recommended to the Congress for passage by the President of the United States, or the Treasury Department of the United States or the Internal Revenue Service or favorably reported for passage to either House of the Congress by any committee of such House to which such legislation has been referred for consideration, a decision by a court of the United States or of the State or the United States Tax Court shall be rendered, or an order, ruling, regulation (final, temporary or proposed), press release, statement or other form of notice by or on behalf of the Treasury Department of the United States, the

Internal Revenue Service or other governmental agency shall be made or proposed, the effect of any or all of which would be to alter, directly or indirectly, federal income taxation upon interest received on obligations of the general character of the 2018A Bonds, or the interest on the 2018A Bonds as described in the Official Statement, or other action or events shall have transpired which may have the purpose or effect, directly or indirectly, of changing the federal income tax consequences of any of the transactions contemplated herein;

(ii) legislation introduced in or enacted (or resolution passed) by the Congress or an order, decree, or injunction issued by any court of competent jurisdiction, or an order, ruling, regulation (final, temporary, or proposed), press release or other form of notice issued or made by or on behalf of the Securities and Exchange Commission, or any other governmental agency having jurisdiction of the subject matter, to the effect that obligations of the general character of the 2018A Bonds are not exempt from registration under or other requirements of the Securities Act of 1933, as amended, or that the Resolution is not exempt from qualification under or other requirements of the Trust Indenture Act of 1939, as amended, or that the issuance, offering, or sale of obligations of the general character of the 2018A Bonds, as contemplated hereby or by the Official Statement or otherwise, is or would be in violation of the federal securities law as amended and then in effect;

(iii) a general suspension of trading in securities on the New York Stock Exchange or any other national securities exchange, the establishment of minimum or maximum prices on any such national securities exchange, the establishment of material restrictions (not in force as of the date hereof) upon trading securities generally by any governmental authority or any national securities exchange, or any material increase of restrictions now in force (including, with respect to the extension of credit by, or the charge to the net capital requirements of, the Underwriter);

(iv) a general banking moratorium declared by federal, State of New York, or State officials;

(v) any event occurring, or information becoming known which, in the reasonable judgment of the Underwriter, makes untrue in any material respect any material statement or information contained in the Official Statement, or has the effect that the Official Statement contains any untrue statement of material fact or omits to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading;

(vi) there shall have occurred since the date of this Purchase Agreement any materially adverse change in the affairs or financial condition of the University, except for changes which the Preliminary Official Statement and the Official Statement each discloses are expected to occur;

(vii) there shall have occurred (A) any new material outbreak of hostilities (including, without limitation, an act of terrorism) (B) the escalation of hostilities existing

prior to the date hereof or (C) any other extraordinary event, material national or international calamity or crisis, or any material adverse change in the financial, political or economic conditions affecting the United States or the University;

(viii) there shall have occurred any downgrading or published negative credit watch or similar published information from a rating agency that at the date of this Purchase Agreement has published a rating (or has been asked to furnish a rating on the 2018A Bonds) on any of the University's debt obligations, which action reflects a change or possible change, in the ratings accorded any such obligations of the University (including any rating to be accorded the 2018A Bonds); or

(ix) a material disruption in commercial banking or securities settlement, payment or clearance services shall have occurred.

Upon termination of this Purchase Agreement, all obligations of the University and the Underwriter under this Purchase Agreement shall terminate, without further liability, except that the University and the Underwriter shall pay their respective fees and expenses as set forth in Article IV.

(c) At or prior to the Closing for the 2018A Bonds, the Underwriter shall receive the following documents:

(i) The approving opinion of Hawley Troxell Ennis & Hawley LLP ("*Bond Counsel*"), dated the Closing Date, in substantially the form included as APPENDIX F to the Official Statement;

(ii) (A) The opinion of Hawley Troxell Ennis & Hawley LLP, as Disclosure Counsel, dated the Closing Date and addressed to the Underwriter, in substantially the form attached hereto as *Exhibit B* and (B) the opinion of Foster Pepper PLLC ("*Underwriter's Counsel*"), dated the Closing Date and addressed to the Underwriter, in substantially the form attached hereto as *Exhibit D*;

(iii) The opinion of Boise State University Office of General Counsel, counsel to the University, in substantially the form attached hereto as *Exhibit C*;

(iv) The University's certificate or certificates signed by its Vice-President and Chief Financial Officer dated the Closing Date to the effect that (A) no litigation is pending or, to its knowledge, threatened: (1) affecting the existence of the University or the titles of its officers to their respective offices, (2) affecting or seeking to prohibit, restrain or enjoin the sale, issuance or delivery of the 2018A Bonds, (3) in any way contesting or affecting the validity or enforceability of the 2018A Bonds or the Bond Documents, (4) contesting the exclusion from gross income of interest on the 2018A Bonds for federal or State income tax purposes, (5) contesting in any way the completeness or accuracy of the Preliminary Official Statement or the Official Statement or any supplement or amendment thereto, or (6) contesting the powers of the University or any authority for the issuance of the 2018A Bonds, the adoption of the Resolution or

the execution and delivery of the Bond Documents, nor, to the best knowledge of the University, is there any basis therefor, wherein an unfavorable decision, ruling or finding would materially adversely affect the validity or enforceability of the 2018A Bonds or the Bond Documents; (B) the descriptions and information contained in the Preliminary Official Statement, as of its date and as of the date hereof, and in the Official Statement, as of its date and as of the Closing Date, in each case relating to the University and its operational and financial and other affairs and the application of the proceeds of sale of the 2018A Bonds, were and are correct in all material respects; (C) such descriptions and information contained in the Preliminary Official Statement, as of its date and as of the date hereof, and in the Official Statement, as of its date and as of the Closing Date, did not and do not contain any untrue statement of a material fact or omit to state a material fact required to be stated therein or necessary to make the statements made therein, in light of the circumstances under which they were made, not misleading; (D) at the time of the Closing, no default or event of default has occurred and is continuing which, with the lapse of time or the giving of notice, or both, would constitute a default or an event of default under the Resolution, this Purchase Agreement or any other material agreement or material instrument to which the University is a party or by which it is or may be bound or to which any of its property or other assets is or may be subject; (E) the Resolution of the University authorizing or approving the execution of this Purchase Agreement, the Continuing Disclosure Undertaking, the Official Statement, and the form of the 2018A Bonds has been duly adopted by the University and has not been modified, amended or repealed; (F) no event affecting the University has occurred since the respective dates of the Preliminary Official Statement and Official Statement that either makes untrue, as of the Closing Date, any statement or information relating to the same and contained in the Preliminary Official Statement or Official Statement or that should be disclosed therein in order to make the statements and information therein, in light of the circumstances under which they were made, not misleading; and (G) the representations of the University herein are true and correct as of the Closing Date;

(v) A copy of the transcript of all proceedings of the University, including the Supplemental Resolution, relating to the authorization and issuance of the 2018A Bonds, certified by appropriate officials of the University;

(vi) A certificate of the University relating to matters affecting the tax-exempt status of interest on the 2018A Bonds, including the use of proceeds of sale of the 2018A Bonds and matters relating to arbitrage rebate pursuant to Section 148 of the Code and the applicable regulations thereunder, in form and substance satisfactory to Bond Counsel;

(vii) Satisfactory evidence that the 2018A Bonds are rated “[]” and “[]” by Moody’s Investors Service, Inc. and S&P Global Ratings, respectively;

(viii) Copies of the Official Statement related to the 2018A Bonds executed on behalf of the University;

(ix) An executed counterpart of the Continuing Disclosure Undertaking;

- (x) A specimen 2018A Bond;
- (xi) An executed copy of Internal Revenue Service Form 8038-G with respect to the 2018A Bonds and evidence of filing thereof; and
- (xii) Such additional legal opinions, certificates, proceedings, instruments and other documents as the Underwriter or Bond Counsel may reasonably request.

If the University shall be unable to satisfy the conditions contained in this Purchase Agreement, or if the obligations of the Underwriter shall be terminated for any reason permitted by this Purchase Agreement, this Purchase Agreement shall terminate and neither the Underwriter nor the University shall be under further obligation hereunder, except as further set forth in Article IV hereof. However, the Underwriter may, in its sole discretion, waive one or more of the conditions imposed by this Purchase Agreement and proceed with the Closing. Acceptance of the 2018A Bonds and payment therefor by the Underwriter shall be deemed a waiver of noncompliance with any of the conditions herein.

ARTICLE IV

FEES AND EXPENSES

The University will pay all costs of issuance of the 2018A Bonds, including the costs of preparing the 2018A Bonds; the costs of preparing and distributing the Preliminary Official Statement and the Official Statement; the fees and expenses of rating agencies, the Trustee, Bond Counsel, Disclosure Counsel, counsel for the University and all other consultants to the University; filing and other administrative and service fees; and all transportation, lodging and meals incurred by or on behalf of the University and its representatives in connection with the negotiation, marketing, issuance and delivery of the 2018A Bonds. The Underwriter will pay all out-of-pocket expenses of the Underwriter, including advertising expenses in connection with the public offering of the 2018A Bonds, travel and other expenses, except the fees and expenses of Underwriter's Counsel, which will be paid directly by the Trustee of the 2018A Bonds on the Closing Date. In the event that the Underwriter incurs or advances the cost of any expense for which the University is responsible hereunder, the University shall reimburse the Underwriter at or prior to Closing; if at Closing, reimbursement may be included in the expense component of the Underwriter's spread.

ARTICLE V

GENERAL PROVISIONS

Section 5.1. Notices. Any notice or other communication to be given to the University under this Purchase Agreement may be given by delivering the same in writing to the University's address set forth above, and any such notice or other communication to be given to the Underwriter may be given by delivering the same in writing to Barclays Capital Inc., 701 Fifth Avenue, Suite 7101, Seattle, Washington 98104.

Section 5.2. Entire Agreement. This Purchase Agreement, when executed by the University, shall constitute the entire agreement between the University and the Underwriter, and is made solely for the benefit of the University and the Underwriter (including the successors or assigns of the Underwriter). No other person shall acquire or have any right hereunder by virtue hereof.

Section 5.3. No Recourse. No recourse shall be had for any claim based on this Purchase Agreement, or any Resolution, certificate, document or instrument delivered pursuant hereto, against any member, officer or employee, past, present or future, of the University or of any successor body of the University.

Section 5.4. Execution in Counterparts. This Purchase Agreement may be executed in any number of counterparts, all of which, taken together, shall be one and the same instrument, and any parties hereto may execute this Purchase Agreement by signing any such counterpart.

Section 5.5. Severability. The invalidity or unenforceability of any provision hereof as to any one or more jurisdictions shall not affect the validity or enforceability of the balance of this Purchase Agreement as to such jurisdiction or jurisdictions, or affect in any way such validity or enforceability as to any other jurisdiction.

Section 5.6. Waiver or Modification. No waiver or modification of any one or more of the terms and conditions of this Purchase Agreement shall be valid unless in writing and signed by the party or parties making such waiver or agreeing to such modification.

Section 5.7. Governing Law. This Purchase Agreement shall be governed by and construed in accordance with the laws of the State.

[Signature page follows]

Section 5.8. Effective Date. This Purchase Agreement shall become effective upon its execution by the Underwriter and the acceptance and approval hereof by the University.

BARCLAYS CAPITAL INC.

By _____
Director

ACCEPTED:

BOISE STATE UNIVERSITY

By _____
Vice President and Chief Financial Officer

SCHEDULE I

[ATTACHED]

EXHIBIT A

FORM OF ISSUE PRICE CERTIFICATE

EXHIBIT B

OPINION OF DISCLOSURE COUNSEL

[CLOSING DATE]

The Board of Trustees of
Boise State University
1910 University Drive
Boise, Idaho 83725

Barclays Capital Inc.
701 Fifth Avenue, Suite 7101
Seattle, Washington 98104

Re: The Board of Trustees of Boise State University
 General Revenue Project Bonds, Series 2018A

Ladies and Gentlemen:

We have acted as counsel with respect to disclosure matters to Boise State University (the “University”) in connection with the sale of its \$[_____] General Revenue Project Bonds, Series 2018A (the “2018A Bonds”), pursuant to the Bond Purchase Agreement dated February 13, 2018 (the “Bond Purchase Agreement”), between the University and Barclays Capital Inc. (the “Underwriter”).

In connection therewith, we have examined duly certified copies of certain proceedings of the Board of Trustees of Boise State University (the “Trustees”) relating to the authorization and issuance of the 2018A Bonds, including the Resolution of the Trustees adopted on September 17, 1992, as previously supplemented and amended and as further supplemented by Supplemental Resolution adopted on December [20/21], 2017 (collectively, the “Resolution”), the Preliminary Official Statement dated February 6, 2018 (the “Preliminary Official Statement”), and the Official Statement dated February 13, 2018 (the “Official Statement”), the Continuing Disclosure Undertaking dated as of the date hereof, and such other documents as we deemed necessary to render this opinion.

In our capacity as disclosure counsel, we also have examined originals or reproduced or certified copies of all such other corporate records, agreements, communications, certificates of officers and other instruments of the University, as well as such certificates of public officials and other documents as we have deemed relevant and necessary as a basis for the opinions set

forth below. We also have examined an executed counterpart of the opinion, addressed to us, of University Counsel.

In such examination, we have assumed the genuineness of all signatures, the authenticity of all documents submitted to us as originals, and the conformity to original documents of all documents submitted to us as certified or reproduced copies. As to various questions of fact and material to such opinions, we have relied upon certificates of officers of the University and upon the representations and warranties of the University set forth in the Resolution and the Bond Purchase Agreement.

Based upon such examination, it is our opinion that:

1. The information contained in the Preliminary Official Statement and Official Statement under the headings entitled “THE 2018A BONDS,” “SECURITY FOR THE 2018A BONDS” and “TAX MATTERS” and in APPENDIX “C” to the Preliminary Official Statement and the Official Statement entitled “Glossary of Terms Used in the Resolution and Official Statement” and in APPENDIX “D” to the Preliminary Official Statement and the Official Statement entitled “Summary of Certain Provisions of the Resolution” present a fair summary of the relevant provisions of the 2018A Bonds and other matters discussed or presented therein, except that we express no opinion with respect to any financial, statistical or operating data contained in the information included under such headings.

Additionally, we have rendered assistance with respect to certain disclosures in the Preliminary Official Statement and the Official Statement. We participated in conferences with the Underwriter, the representatives of the University and certain other persons involved in the preparation of the information contained in the Preliminary Official Statement and the Official Statement, during which the contents of the Preliminary Official Statement and the Official Statement and related matters were discussed and reviewed. We solicited from the University, and in response received, certain information about the University.

While we are not passing upon, and (except as otherwise expressly set forth in opinion paragraph number 1) do not assume responsibility for, the accuracy, completeness or fairness of the statements contained in the Preliminary Official Statement and the Official Statement, on the basis of the information that was developed in the course of the performance of the services referred to above and (except as otherwise expressly set forth in opinion paragraph number 1) without having undertaken to verify independently such accuracy, completeness or fairness, nothing has come to the attention of the attorneys in our firm providing legal services in connection with the issuance of the 2018A Bonds that caused us to believe that the Preliminary Official Statement as of its date or as of the date of the Bond Purchase Agreement or Official Statement, as of its date and the date hereof (apart from (i) the financial statements and other economic, demographic, financial and statistical data, (ii) information regarding The Depository Trust Company, contained in the Preliminary Official Statement and the Official Statement, as to which we do not express any opinion or belief) contains or contained any untrue statement of a material fact or omits or omitted to state any material fact required to be stated therein or necessary in order to make the statements therein, in light of the circumstances under which they were made, not misleading.

2. The 2018A Bonds are exempt securities within the meaning of Section 3(a)(2) of the Securities Act of 1933, as amended, and of Section 304(a)(4) of the Trust Indenture Act of 1939, as amended; and it is not necessary in connection with the sale of the 2018A Bonds to the public to register the 2018A Bonds under the Securities Act of 1933, as amended, or to qualify the Resolution under the Trust Indenture Act of 1939, as amended.

EXHIBIT C

OPINION OF BOISE STATE UNIVERSITY OFFICE OF THE GENERAL COUNSEL

[CLOSING DATE]

Boise State University
1910 University Drive
Boise, Idaho 83725

The Bank of New York Mellon Trust Company, N.A., as Trustee
100 Pine Street, Suite 3200
San Francisco, California 94111

Hawley Troxell Ennis & Hawley LLP
877 Main Street
Boise, Idaho 83702

Barclays Capital Inc.
701 Fifth Avenue, Suite 7101
Seattle, Washington 98104

Re: Boise State University
\$[]
General Revenue Project Bonds,
Series 2018A

Ladies and Gentlemen:

In my capacity as Associate General Counsel to Boise State University (the “*University*”), I have reviewed certain documents in connection with the issuance and sale by the University of its \$[] General Revenue Project Bonds, Series 2018A (the “*2018A Bonds*”), including the Resolution Providing for the Issuance of General Revenue Bonds, adopted on September 17, 1992, by the State Board of Education and Board of Regents of the University of Idaho, acting in its capacity as the Board of Trustees of the University (the “*Board*”), as previously supplemented and amended (the “*Master Resolution*”), and as further supplemented and amended by the Supplemental Resolution of the Board adopted on December [20/21], 2017, authorizing the issuance and sale of the 2018A Bonds (the “*Supplemental Resolution*,” and, together with the Master Resolution, the “*Resolution*”); the Preliminary Official Statement dated February 6, 2018 (the “*Preliminary Official Statement*”); the Official Statement dated February 13, 2018 (the “*Official Statement*”); the Bond Purchase Agreement, dated February 13, 2018, between the University and Barclays Capital Inc. (the

"Purchase Agreement"); the Continuing Disclosure Undertaking with respect to the 2018A Bonds (the *"Continuing Disclosure Undertaking"*); and such other documents as I deemed necessary to render this opinion. Capitalized terms used but not defined in this opinion have the meanings assigned to such terms in the Resolution. This opinion is rendered pursuant to the Purchase Agreement.

Based upon my examination, it is my opinion that:

1. The University is an institution of higher education and a body politic of the State of Idaho, duly and validly created and existing pursuant to the laws of the State of Idaho, with full legal right, power, and authority (i) to issue bonds of the University pursuant to the Resolution; (ii) to adopt the Resolution; (iii) to enter into the Purchase Agreement and the Continuing Disclosure Undertaking; (iv) to pledge the Pledged Revenues (as defined in the Resolution) to secure the payment of the principal of and interest on the 2018A Bonds; and (v) to carry out and consummate the transactions contemplated by the Resolution, the Purchase Agreement, and the Continuing Disclosure Undertaking (collectively, the *"Bond Documents"*).

2. The meeting of the Board on December [20/21], 2017, at which the Supplemental Resolution was duly adopted by the Board, was called and held pursuant to law, all public notices required by law were given, and the actions taken at the meeting, insofar as such actions relate to the 2018A Bonds, were legally and validly taken.

3. The adoption of the Resolution by the Board, the execution and delivery of the Bond Documents, and the performance by the University of the transactions contemplated thereby will not conflict with or constitute a breach of, or default under, any commitment, note, agreement or other instrument to which the University is a party or by which it or any of its property is bound, or any provision of the Idaho Constitution or laws or any existing law, rule, regulation, ordinance, judgment, order or decree to which the University or the Board is subject.

4. Based upon conferences with, and representations of officials of, the University, the statements in the Preliminary Official Statement, as of its date and as of the date of the Purchase Agreement, and the Official Statement, as of its date and as of the date hereof, under the captions "INTRODUCTION – Boise State University," "SECURITY FOR THE 2018A BONDS," "SERIES 2018A PROJECT," "THE UNIVERSITY," "FINANCIAL INFORMATION REGARDING THE UNIVERSITY" and "LITIGATION" and in "APPENDIX B – SCHEDULE OF STUDENT FEES" were and are true and correct in all material respects and did not and do not contain an untrue statement or omission of a material fact (other than, with respect to the Preliminary Official Statement, any information that is permitted to be omitted from the Preliminary Official Statement pursuant to Rule 15c2-12), it being understood that, in rendering this opinion, I am not expressing an opinion with respect to financial, statistical or operating data contained under these captions of the Preliminary Official Statement and the Official Statement.

5. Except as described in the Preliminary Official Statement and the Official Statement, there is no action, suit, proceeding, official inquiry or investigation, at law or in equity, pending: (i) affecting the existence of the University or the titles of its officers to their respective offices, (ii) affecting or seeking to prohibit, restrain or enjoin the sale, issuance or delivery of the 2018A Bonds, (iii) in any way contesting or affecting the validity or enforceability of the 2018A Bonds or the Bond Documents, (iv) contesting the exclusion from gross income of interest on the 2018A Bonds for federal or State income tax purposes, (v) contesting in any way the completeness or accuracy of the Preliminary Official Statement or the Official Statement or any supplement or amendment thereto, or (vi) contesting the powers of the University or any authority for the issuance of the 2018A Bonds, the adoption of the Resolution or the execution and delivery of the other Documents, nor, to the best knowledge of the University, is there any basis therefor, wherein an unfavorable decision, ruling or finding would materially adversely affect the validity or enforceability of the 2018A Bonds or the Bond Documents.

Very truly yours,

Nicole C. Pantera, Associate General Counsel
Boise State University Office of the General Counsel

EXHIBIT D**OPINION OF UNDERWRITER'S COUNSEL**

[CLOSING DATE]

Barclays Capital Inc.
 701 Fifth Avenue, Suite 701
 Seattle, Washington 98104

Re: Boise State University
 \$[]
 General Revenue Project Bonds,
 Series 2018A

Ladies and Gentlemen:

We have served as counsel to Barclays Capital Inc. (the "Underwriter") in connection with the issuance of the above-referenced bonds (the "2018A Bonds") by Boise State University (the "University"). Unless otherwise defined herein, capitalized terms used herein will have the meaning or meanings set forth in the Bond Purchase Agreement for the 2018A Bonds dated February 13, 2018 (the "Purchase Agreement"), between the University and the Underwriter.

In our capacity as counsel to the Underwriter, we have examined originals, or copies certified or otherwise identified to our satisfaction as being true copies of originals, of the following documents: (i) the Purchase Agreement; (ii) the Resolution Providing for the Issuance of General Revenue Bonds, adopted on September 17, 1992, by the State Board of Education and Board of Regents of the University of Idaho, acting in its capacity as the Board of Trustees of the University, as supplemented and amended, including as supplemented and amended by the Supplemental Resolution adopted on December [20/21], 2017, authorizing the issuance and sale of the 2018A Bonds (together, the "Resolution"); (iii) the Preliminary Official Statement relating to the 2018A Bonds dated February 6, 2018 (the "Preliminary Official Statement"); (iv) the Official Statement relating to the 2018A Bonds dated February 13, 2018 (the "Official Statement"); (v) the Continuing Disclosure Undertaking with respect to the 2018A Bonds (the "Continuing Disclosure Undertaking"); and (vi) the various certificates and opinions provided on the date hereof pursuant to the Purchase Agreement (collectively, the "Documents").

We have assumed: (i) each party to the Documents validly exists and has and had all necessary legal and corporate authority to execute, deliver and perform the Documents to which it is a party; (ii) the execution and performance of the Documents and such other documents as may be executed in connection therewith by each such party will not violate or breach any law, regulation or corporate or other document or instrument to which such person is party or by

which it is bound; (iii) the Documents are legal, valid and binding obligations of each such party to the extent purported to be such, enforceable in accordance with their respective terms; (iv) the genuineness of all signatures on the Documents; (v) the authenticity and completeness of all Documents submitted to us as originals; (vi) the legal competence of all natural persons who have signed the Documents; and (vii) the conformity to original Documents of all Documents submitted to us as copies.

Based on the foregoing and in reliance thereon, we are of the opinion that (i) the offer and sale of the 2018A Bonds by the Underwriter are exempt from the registration requirements of the Securities Act of 1933, as amended; (ii) the Resolution is exempt from qualification under the Trust Indenture Act of 1939, as amended; and (iii) Section 1.3(e) of the Purchase Agreement and the Continuing Disclosure Undertaking together provide a suitable basis for the Underwriter to reasonably determine, pursuant to paragraph (b)(5)(i) of Rule 15c2-12, that the University has undertaken in written agreements or contracts for the benefit of the holders of the 2018A Bonds to provide or cause to be provided the annual financial information and notices required by paragraph (b)(5)(i) of Rule 15c2-12. In delivering the foregoing opinions (i) and (ii), we have relied upon the legal opinions of Hawley Troxell Ennis & Hawley LLP, Bond Counsel, to the extent that such opinions address the validity of the 2018A Bonds.

In the course of our participation in the preparation of the Preliminary Official Statement and the Official Statement as counsel to the Underwriter, we have examined information made available to us, including legal matters and certain records, documents and proceedings. We also participated in telephone conferences and attended meetings with, among others, representatives of the University and its counsel, Bond Counsel, the Underwriter and other participants in the transaction, during which conferences and meetings the contents of the Preliminary Official Statement and the Official Statement were discussed.

Without undertaking to determine independently or assuming any responsibility for the accuracy, completeness or fairness of any of the statements contained in the Preliminary Official Statement or the Official Statement, we advise you that, during the course of the activities described in the foregoing paragraph, no information came to the attention of the attorneys in our firm providing legal services in connection with the issuance of the 2018A Bonds that caused such attorneys to believe that (i) except for the omission of information permitted to be excluded by Rule 15c2-12, the Preliminary Official Statement, as of the date of the Preliminary Official Statement and as of the date of the Purchase Agreement, and (ii) the Official Statement, as of its date and as of the date hereof (excluding in each case any financial, economic or statistical data contained in the Preliminary Official Statement or the Official Statement, any information contained in the Preliminary Official Statement or the Official Statement regarding DTC or its book-entry system or how interest on the 2018A Bonds is treated for federal or State income tax purposes, and the information contained in Appendices A, F and G to the Preliminary Official Statement and the Official Statement, as to all of which no opinion or belief is expressed), contained or contains any untrue statement of a material fact or omitted or omits to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances in which they were made, not misleading.

This letter is furnished by us as counsel to the Underwriter, is solely for the benefit of the Underwriter, and is not to be used, quoted, circulated or otherwise referred to in any other way,

nor to be disclosed to any other person (other than as may be required by law) without our express prior written permission.

The opinions set forth in this letter are delivered as of the date hereof, and we assume no responsibility to advise any person of changes in legal or factual matters that may occur subsequent to the date hereof.

We bring to your attention the fact that the opinions set forth in this letter are expressions of our professional judgment on the matters expressly addressed and do not constitute guarantees of result.

THIS PAGE INTENTIONALLY LEFT BLANK

MOODY'S

INVESTORS SERVICE

CREDIT OPINION

19 December 2016

New Issue

Rate this Research >>

Contacts

Eva Bogaty 415-274-1765
VP-Senior Analyst
eva.bogaty@moodys.com

Susan I Fitzgerald 212-553-6832
Associate Managing Director
susan.fitzgerald@moodys.com

Susan E Shaffer 212-553-4132
VP-Senior Analyst
susan.shaffer@moodys.com

Boise State University, ID

New Issue - Moody's Assigns Aa3 to Boise State University's (ID) General Revenue Bonds; Outlook Stable

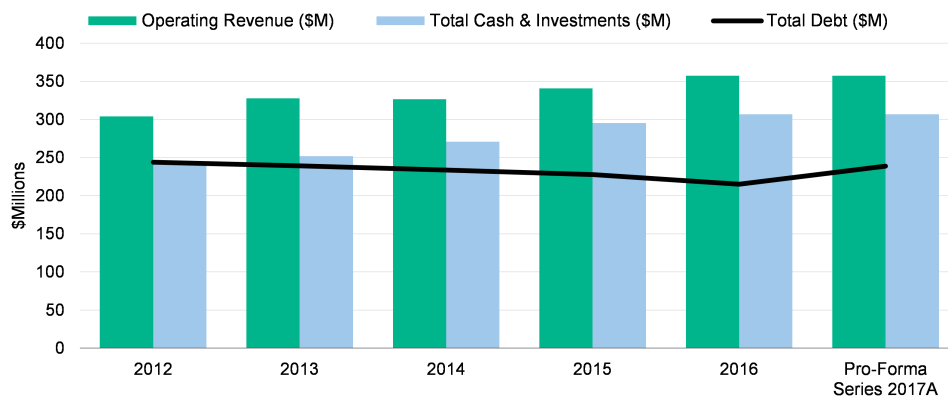
Summary Rating Rationale

Moody's Investors Service assigns a Aa3 rating to Boise State University's proposed issuance of approximately \$69 million of fixed-rate General Revenue Project and Refunding Bonds, Series 2017A. The bonds are expected to be issued as serial bonds, with regular maturities through 2047. We have concurrently affirmed the Aa3 ratings on approximately \$207 million of outstanding General Revenue Bonds. The outlook is stable.

The assignment of the Aa3 rating reflects rating Boise State University's very good strategic positioning, with healthy, forward-looking programmatic and capital investments, growing online and STEM programs and unique market position as a comprehensive urban public university. The rating also incorporates the university's solid and conservative fiscal management which enables BSU to maintain surplus operations even as it invests in programs and despite some variability in net tuition revenue growth. Credit challenges include slow growth of wealth and weakening cash flow as the university has been spending reserves on strategic investments.

Exhibit 1

Solid Growth of Wealth and Revenue Bolster Reinvestment and Keep Leverage Manageable



Pro-forma represents FY 2016 financial data with Series 2017A bonds.

Source: Moody's Investors Service

Credit Strengths

- » Solid student market as an urban public university with almost 16,000 full-time equivalent (FTE) students

- » Strong oversight, conservative budgeting and good planning contribute to positive financial performance
- » Healthy reinvestment and niche programming in targeted markets contribute to enrollment growth and very good strategic positioning
- » Spendable cash and investments provide adequate cushion of pro-forma debt and operations, at 1.0 and 0.7 times, respectively

Credit Challenges

- » Modest softening of cash flow as the university spends accumulated reserves for strategic programmatic investments
- » Continued capital investment and debt plans will keep leverage somewhat elevated relative to peers
- » State legislature sets wage increases, which can translate to an unfunded mandate on 74% of BSU's staff
- » Plan to grow research enterprise will be challenging in highly competitive research funding environment

Rating Outlook

The stable outlook reflects our expectation that the university will have continued strong cash flow in the 11-13% range as strategic programmatic and capital investments continue. The outlook incorporates some tolerance for modest enrollment volatility especially in light of strong budgeting and financial oversight.

Factors that Could Lead to an Upgrade

- » Substantial increase in the scope of operations, including growth of research enterprise
- » Improved wealth and liquidity to support debt and operations

Factors that Could Lead to a Downgrade

- » Sustained enrollment declines and materially contracting net tuition revenue
- » Deterioration of operating performance

This publication does not announce a credit rating action. For any credit ratings referenced in this publication, please see the ratings tab on the issuer/entity page on www.moody's.com for the most updated credit rating action information and rating history.

Key Indicators

Exhibit 2

BOISE STATE UNIVERSITY, ID

	2012	2013	2014	2015	2016	Pro-Forma Series 2017A
Total FTE Enrollment	16,075	15,589	15,642	15,434	15,974	15,974
Operating Revenue (\$000)	304,108	327,691	326,470	340,719	357,289	357,289
Annual Change in Operating Revenue (%)	4.1	7.8	-0.4	4.4	4.9	4.9
Total Cash & Investments (\$000)	244,328	251,663	270,979	295,396	306,720	306,720
Total Debt (\$000)	244,041	239,376	233,742	227,535	215,123	238,728
Spendable Cash & Investments to Total Debt (x)	0.7	0.8	0.9	1.0	1.1	0.9
Spendable Cash & Investments to Operating Expenses (x)	0.6	0.6	0.6	0.7	0.7	0.7
Monthly Days Cash on Hand (x)	126	119	113	134	128	128
Operating Cash Flow Margin (%)	16.1	16.5	13.4	17.2	14.5	14.5
Total Debt to Cash Flow (x)	5.0	4.4	5.4	3.9	4.2	4.6
Annual Debt Service Coverage (x)	3.1	3.6	2.6	3.3	3.0	3.0

FTE Enrollment reflects fall of the calendar year; Pro-Forma represents FY 2016 financial data, fall 2016 enrollment data and includes the Series 2017A bonds.

Source: Moody's Investors Service

Detailed Rating Considerations

Market Profile: Very Good Strategic Positioning with Forward-looking Program Development and Growing STEM Programs

Boise State University's strategic positioning is bolstered by its location in the capital of Idaho, with a sizable and diverse economic base that includes technology, higher education, and healthcare sectors. Demographic trends for graduating high school students are favorable over the next several years in Idaho. The university is continually enhancing its programs and partnerships to ensure that its academic offerings meet the needs of local industry and forward-looking economic trends. BSU is making concerted efforts to both broaden its market reach and improve its academic profile, with some success. A focus on STEM (science, technology, engineering and mathematics) has contributed to growing out of state enrollment with 42% of freshmen coming from outside of Idaho (including international students) in fall 2016.

Growth of BSU's eCampus helps offset volatility in undergraduate resident enrollment that tends to be countercyclical to the economy. Total full time equivalent (FTE) enrollment was up by 3.5% in fall 2016, to approximately 16,000 students. Generally FTE enrollment ranges between 15,000 and 16,000 students. The university continues to conservatively budget for flat to declining enrollment. The university is building eCampus degrees based on programs for which it already has strong demand and brand recognition, such as nursing and medical imaging.

Over the last 10 years the university has been investing in infrastructure to grow its research profile. The recent opening of a biomedical research vivarium is expected to jump start funding in this area, with a \$10 million grant from the National Institutes of Health announced in FY 2015. Research expenditures are expected to grow modestly, and have remained relatively stable at \$20-22 million over the last five years. The university plans to construct a new research and academic building to expand its research and graduate programs in material science, which will increase prospects for funding for that discipline. The university received a \$25 million gift from the Micron Foundation in FY 2016 toward that building, and expects to begin construction in the next two years.

Operating Performance: Strong Expense Control and Fiscal Oversight Underpin Surplus Operations

BSU's strong budgetary oversight and expense containment give it favorable operating flexibility. The ability to methodically and strategically build up reserves for long-term plans through operating cash flow is a key credit strength for the university. Cash flow softened modestly in FY 2016, but is expected to stabilize at a healthy 12% or above, with debt service coverage of around 2.5 times and above.

Surplus operations are achieved through careful expense control in conjunction with moderate overall revenue growth (at about 4.9%). Net tuition revenue, BSU's largest revenue source at about 55%, will continue to grow at or above inflation with modest tuition increases and a continued focus on affordability. Over the last three years, net tuition revenue has grown at an average 6%, which is high for the sector. State appropriations, which represent 25% of revenue, have grown at about 5% a year from FY 2014 to FY 2016, with another 8.6% increase FY 2017. The State Board of Education's top priority for the legislature is to consider performance based funding, which at this point is expected to be additive to overall state funding.

Wealth and Liquidity: Good Growth of Wealth to Support Capital Projects and New Debt

BSU's spendable cash and investments will continue to provide a moderate cushion for debt and operations, as the university balances new capital plans with gifts and planned reserve growth. FY 2016 spendable cash and investments were flat to FY 2015 at \$226 million due to weak investment returns, but provide solid 1.0 times cushion of pro-forma debt and 0.7 times of operations, on par with the Aa3 public university medians.

Targeted fundraising will allow the university to continue to invest in its capital plan as well as grow scholarships for students. Gift revenue averaged \$28 million over the last three years, and expected to remain strong with multiple ongoing mini-campaigns. As of October 31, 2016, the university has raised \$43 million for its scholarship campaign, exceeding the \$25 million goal. BSU is also working to raise additional funds to support a proposed new \$52 million materials science building following a \$25 million lead gift in FY 2016.

The BSU foundation is conservatively managed with almost 90% in public equities and fixed income. The June 30, 2016 return was -0.9%, weak, but exceeding returns of many peers.

LIQUIDITY

BSU's liquidity is growing, but remains modest for the rating category, with just 128 monthly days cash on hand to support operations. This amount is sufficient to handle BSU's fixed rate debt profile and relatively straight forward operations.

Leverage: Manageable Leverage with Careful Capital and Debt Planning

The university's deliberate and measured approach to capital spending offsets its moderately elevated debt levels. With debt to operating revenue of 0.7 times BSU's practice of setting clear fundraising and/or appropriation milestones prior to committing debt to new projects will ensure that leverage remains reasonable. Future debt affordability at this rating level will depend up on maintenance or growth of current cash flow levels, with Pro-forma debt to cash flow of 4.6 times in FY 2016, including the Series 2017A bonds.

A recently approved new campus master plan calls for an additional up to \$27 million of debt in the next few years for the new materials science building. Debt service on the materials science building and the fine arts building (funded out of the Series 2017A bonds) will be offset by implementation of an additional student facilities fee. The remainder of the project costs will be funded through gifts and state appropriations. The state has pledged \$5 million in capital funding toward the fine arts building, and the university plans to list the materials science building as a strategic funding priority for FY 2017 capital appropriations.

BSU is moving forward with EdR on an up to \$40 million public private partnership for an approximately 600 bed residence hall adjacent to campus. The site will accommodate both the university's honors college and other traditional undergraduate students. BSU has granted EdR a 50 year ground lease, and the total project cost of \$30-40 million will be funded by developer equity. The new housing will represent approximately a quarter of total housing capacity on campus. There is currently no debt associated with the project, but it remains an aspect of the university's credit profile. The honors college is strategically important to BSU as it seeks to build residential campus life and improve the academic profile of its students.

DEBT STRUCTURE

Boise State University's all fixed rate and regularly amortizing debt structure provides predictability in fixed expenses.

DEBT-RELATED DERIVATIVES

None

PENSIONS AND OPEB

The university's other debt like obligations are relatively modest compared to peers. The university closed participation in the state's multi-employer defined benefit plan (Public Employee's Retirement System of Idaho, PERSI) for all new faculty and professional staff in

1990 which has greatly reduced its fixed pension costs and liabilities. At that point all new faculty and professional staff were required to be part of the defined contribution program. All classified staff are still eligible to enroll in the PERSI system, including new hires. In total classified staff are about 25% of the BSU workforce.

Moody's three-year adjusted net pension liability (ANPL) was \$63 million for FYs 2014-2016, resulting in moderate additional leverage. Spendable cash and investments cover total pro-forma adjusted debt (including direct debt, capitalized operating leases and ANPL) by 0.7 times compared to the median of 0.5 times for Aa rated peers. The university also participates in a multiple-employer defined contribution plan for faculty and staff hired after 1990 (the Optional Retirement Program, ORP). Total employer pension contributions for both plans represent a manageable approximately 4% of operating revenue.

The university participates in multi-employer defined other postemployment benefit (OPEB) plan to which it contributes annually. As of FYE 2016, the university's OPEB liability was a moderate \$10.5 million.

Governance and Management: Conservative Budgeting and Forward-Looking Planning Add Flexibility

BSU's conservative budgeting and in-depth short and long-term planning are a credit positives that will contribute to continued positive operations and thoughtful and strategic programmatic reinvestment. The university continues its strategic program, academic and capital reallocation efforts, with a keen eye on expense reduction. The financial management budgets conservatively on enrollment and includes several contingencies that help maintain positive operations.

BSU's Chief Financial Officer has announced her departure in March 2017, and the university is pursuing a national search for the next CFO. With a deeply ingrained culture of fiscal stewardship, we expect the strong budgetary oversight to remain with the next CFO.

Legal Security

The Series 2017A bonds are on parity with BSU's outstanding General Revenue Bonds. BSU's general revenue bonds are secured by the broadest pledge available for the university. Pledged Revenues include student charges, auxiliary revenues, indirect cost recovery, and other specified revenue sources. State appropriations and other externally restricted funds are not included in the Pledged Revenues. Under the Resolution, BSU has a debt service covenant and additional bonds test of at least 1.1 times. There is no debt service reserve fund. For FY 2016, Gross Pledged Revenues of \$221 million in FY 2016 cover pro-forma maximum annual debt service over by 8.7 times. Net pledged revenues were \$152 million in FY 2016.

Use of Proceeds

Proceeds from the Series 2017A bonds will be used to pay for a portion of the costs of constructing and equipping the fine arts building on campus, to refund all or a portion of certain maturities of the Series 2007A General Revenue Bonds, and to pay costs of issuance.

Obligor Profile

Boise State University is well positioned to maintain a stable market position as the largest comprehensive public university in Idaho (by enrollment) with total headcount of over 23,000 students in fall 2016. The main campus is in Boise, Idaho, with several off campus centers in the surrounding areas that typically serve part-time and non-traditional students.

Methodology

The principal methodology used in this rating was Global Higher Education published in November 2015. Please see the Rating Methodologies page on www.moody.com for a copy of this methodology.

Ratings

Exhibit 3

Boise State University, ID

Issue	Rating
General Revenue Project and Refunding Bonds, Series 2017A	Aa3
Rating Type	Underlying LT
Sale Amount	\$68,760,000
Expected Sale Date	01/12/2017
Rating Description	Revenue: 501c3 Unsecured General Obligation

Source: Moody's Investors Service

© 2016 Moody's Corporation, Moody's Investors Service, Inc., Moody's Analytics, Inc. and/or their licensors and affiliates (collectively, "MOODY'S"). All rights reserved.

CREDIT RATINGS ISSUED BY MOODY'S INVESTORS SERVICE, INC. AND ITS RATINGS AFFILIATES ("MIS") ARE MOODY'S CURRENT OPINIONS OF THE RELATIVE FUTURE CREDIT RISK OF ENTITIES, CREDIT COMMITMENTS, OR DEBT OR DEBT-LIKE SECURITIES, AND CREDIT RATINGS AND RESEARCH PUBLICATIONS PUBLISHED BY MOODY'S ("MOODY'S PUBLICATIONS") MAY INCLUDE MOODY'S CURRENT OPINIONS OF THE RELATIVE FUTURE CREDIT RISK OF ENTITIES, CREDIT COMMITMENTS, OR DEBT OR DEBT-LIKE SECURITIES. MOODY'S DEFINES CREDIT RISK AS THE RISK THAT AN ENTITY MAY NOT MEET ITS CONTRACTUAL, FINANCIAL OBLIGATIONS AS THEY COME DUE AND ANY ESTIMATED FINANCIAL LOSS IN THE EVENT OF DEFAULT. CREDIT RATINGS DO NOT ADDRESS ANY OTHER RISK, INCLUDING BUT NOT LIMITED TO: LIQUIDITY RISK, MARKET VALUE RISK, OR PRICE VOLATILITY. CREDIT RATINGS AND MOODY'S OPINIONS INCLUDED IN MOODY'S PUBLICATIONS ARE NOT STATEMENTS OF CURRENT OR HISTORICAL FACT. MOODY'S PUBLICATIONS MAY ALSO INCLUDE QUANTITATIVE MODEL-BASED ESTIMATES OF CREDIT RISK AND RELATED OPINIONS OR COMMENTARY PUBLISHED BY MOODY'S ANALYTICS, INC. CREDIT RATINGS AND MOODY'S PUBLICATIONS DO NOT CONSTITUTE OR PROVIDE INVESTMENT OR FINANCIAL ADVICE, AND CREDIT RATINGS AND MOODY'S PUBLICATIONS ARE NOT AND DO NOT PROVIDE RECOMMENDATIONS TO PURCHASE, SELL, OR HOLD PARTICULAR SECURITIES. NEITHER CREDIT RATINGS NOR MOODY'S PUBLICATIONS COMMENT ON THE SUITABILITY OF AN INVESTMENT FOR ANY PARTICULAR INVESTOR. MOODY'S ISSUES ITS CREDIT RATINGS AND PUBLISHES MOODY'S PUBLICATIONS WITH THE EXPECTATION AND UNDERSTANDING THAT EACH INVESTOR WILL, WITH DUE CARE, MAKE ITS OWN STUDY AND EVALUATION OF EACH SECURITY THAT IS UNDER CONSIDERATION FOR PURCHASE, HOLDING, OR SALE.

MOODY'S CREDIT RATINGS AND MOODY'S PUBLICATIONS ARE NOT INTENDED FOR USE BY RETAIL INVESTORS AND IT WOULD BE RECKLESS AND INAPPROPRIATE FOR RETAIL INVESTORS TO USE MOODY'S CREDIT RATINGS OR MOODY'S PUBLICATIONS WHEN MAKING AN INVESTMENT DECISION. IF IN DOUBT YOU SHOULD CONTACT YOUR FINANCIAL OR OTHER PROFESSIONAL ADVISER. ALL INFORMATION CONTAINED HEREIN IS PROTECTED BY LAW, INCLUDING BUT NOT LIMITED TO, COPYRIGHT LAW, AND NONE OF SUCH INFORMATION MAY BE COPIED OR OTHERWISE REPRODUCED, REPACKAGED, FURTHER TRANSMITTED, TRANSFERRED, DISSEMINATED, REDISTRIBUTED OR RESOLD, OR STORED FOR SUBSEQUENT USE FOR ANY SUCH PURPOSE, IN WHOLE OR IN PART, IN ANY FORM OR MANNER OR BY ANY MEANS WHATSOEVER, BY ANY PERSON WITHOUT MOODY'S PRIOR WRITTEN CONSENT.

All information contained herein is obtained by MOODY'S from sources believed by it to be accurate and reliable. Because of the possibility of human or mechanical error as well as other factors, however, all information contained herein is provided "AS IS" without warranty of any kind. MOODY'S adopts all necessary measures so that the information it uses in assigning a credit rating is of sufficient quality and from sources MOODY'S considers to be reliable including, when appropriate, independent third-party sources. However, MOODY'S is not an auditor and cannot in every instance independently verify or validate information received in the rating process or in preparing the Moody's Publications.

To the extent permitted by law, MOODY'S and its directors, officers, employees, agents, representatives, licensors and suppliers disclaim liability to any person or entity for any indirect, special, consequential, or incidental losses or damages whatsoever arising from or in connection with the information contained herein or the use of or inability to use any such information, even if MOODY'S or any of its directors, officers, employees, agents, representatives, licensors or suppliers is advised in advance of the possibility of such losses or damages, including but not limited to: (a) any loss of present or prospective profits or (b) any loss or damage arising where the relevant financial instrument is not the subject of a particular credit rating assigned by MOODY'S.

To the extent permitted by law, MOODY'S and its directors, officers, employees, agents, representatives, licensors and suppliers disclaim liability for any direct or compensatory losses or damages caused to any person or entity, including but not limited to by any negligence (but excluding fraud, willful misconduct or any other type of liability that, for the avoidance of doubt, by law cannot be excluded) on the part of, or any contingency within or beyond the control of, MOODY'S or any of its directors, officers, employees, agents, representatives, licensors or suppliers, arising from or in connection with the information contained herein or the use of or inability to use any such information.

NO WARRANTY, EXPRESS OR IMPLIED, AS TO THE ACCURACY, TIMELINESS, COMPLETENESS, MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE OF ANY SUCH RATING OR OTHER OPINION OR INFORMATION IS GIVEN OR MADE BY MOODY'S IN ANY FORM OR MANNER WHATSOEVER.

Moody's Investors Service, Inc., a wholly-owned credit rating agency subsidiary of Moody's Corporation ("MCO"), hereby discloses that most issuers of debt securities (including corporate and municipal bonds, debentures, notes and commercial paper) and preferred stock rated by Moody's Investors Service, Inc. have, prior to assignment of any rating, agreed to pay to Moody's Investors Service, Inc. for appraisal and rating services rendered by it fees ranging from \$1,500 to approximately \$2,500,000. MCO and MIS also maintain policies and procedures to address the independence of MIS's ratings and rating processes. Information regarding certain affiliations that may exist between directors of MCO and rated entities, and between entities who hold ratings from MIS and have also publicly reported to the SEC an ownership interest in MCO of more than 5%, is posted annually at www.moody.com under the heading "Investor Relations — Corporate Governance — Director and Shareholder Affiliation Policy."

Additional terms for Australia only: Any publication into Australia of this document is pursuant to the Australian Financial Services License of MOODY'S affiliate, Moody's Investors Service Pty Limited ABN 61 003 399 657 AFSL 336969 and/or Moody's Analytics Australia Pty Ltd ABN 94 105 136 972 AFSL 383569 (as applicable). This document is intended to be provided only to "wholesale clients" within the meaning of section 761G of the Corporations Act 2001. By continuing to access this document from within Australia, you represent to MOODY'S that you are, or are accessing the document as a representative of, a "wholesale client" and that neither you nor the entity you represent will directly or indirectly disseminate this document or its contents to "retail clients" within the meaning of section 761G of the Corporations Act 2001. MOODY'S credit rating is an opinion as to the creditworthiness of a debt obligation of the issuer, not on the equity securities of the issuer or any form of security that is available to retail investors. It would be reckless and inappropriate for retail investors to use MOODY'S credit ratings or publications when making an investment decision. If in doubt you should contact your financial or other professional adviser.

Additional terms for Japan only: Moody's Japan K.K. ("MJKK") is a wholly-owned credit rating agency subsidiary of Moody's Group Japan G.K., which is wholly-owned by Moody's Overseas Holdings Inc., a wholly-owned subsidiary of MCO. Moody's SF Japan K.K. ("MSFJ") is a wholly-owned credit rating agency subsidiary of MJKK. MSFJ is not a Nationally Recognized Statistical Rating Organization ("NRSRO"). Therefore, credit ratings assigned by MSFJ are Non-NRSRO Credit Ratings. Non-NRSRO Credit Ratings are assigned by an entity that is not a NRSRO and, consequently, the rated obligation will not qualify for certain types of treatment under U.S. laws. MJKK and MSFJ are credit rating agencies registered with the Japan Financial Services Agency and their registration numbers are FSA Commissioner (Ratings) No. 2 and 3 respectively.

MJKK or MSFJ (as applicable) hereby disclose that most issuers of debt securities (including corporate and municipal bonds, debentures, notes and commercial paper) and preferred stock rated by MJKK or MSFJ (as applicable) have, prior to assignment of any rating, agreed to pay to MJKK or MSFJ (as applicable) for appraisal and rating services rendered by it fees ranging from JPY200,000 to approximately JPY350,000,000.

MJKK and MSFJ also maintain policies and procedures to address Japanese regulatory requirements.

REPORT NUMBER

1053330

Contacts

Eva Bogaty VP-Senior Analyst eva.bogaty@moody.com	415-274-1765	Susan I Fitzgerald Associate Managing Director susan.fitzgerald@moody.com	212-553-6832
Susan E Shaffer VP-Senior Analyst susan.shaffer@moody.com	212-553-4132		

CLIENT SERVICES

Americas	1-212-553-1653
Asia Pacific	852-3551-3077
Japan	81-3-5408-4100
EMEA	44-20-7772-5454



Boise State University, Idaho; Public Coll/Univ - Unlimited Student Fees

Primary Credit Analyst:

Mary Ellen E Wriedt, New York (1) 415-371-5027; maryellen.wriedt@spglobal.com

Secondary Contact:

Debra S Boyd, New York (1) 415-371-5063; debra.boyd@spglobal.com

Table Of Contents

Rationale

Outlook

Enterprise Profile

Financial Profile

Boise State University, Idaho; Public Coll/Univ - Unlimited Student Fees

Credit Profile

US\$68.76 mil gen rev proj and rfdg bnds ser 2017A dtd 01/26/2017 due 04/01/2047

Long Term Rating

A+/Stable

New

Boise St Univ Gen Rev bnds ser 2007A

Long Term Rating

A+/Stable

Affirmed

Rationale

S&P Global Ratings assigned its 'A+' long-term rating to Boise State University (BSU), Idaho's series 2017A general revenue project and refunding bonds. At the same time, S&P Global Ratings affirmed its 'A+' long-term rating and underlying rating (SPUR) on the university's parity debt. The outlook is stable.

We assessed the university's enterprise profile as strong, characterized by a stable management team, with respectable student quality characteristics helping to partly offset softening demand over the past four years. We assessed BSU's financial profile as very strong, with consistent full-accrual operating surpluses and available resources that are in line with the rating category. We believe these combined credit factors lead to a long-term rating of 'A+'. In our opinion, the 'A+' rating on the university's bonds reflects BSU's strength of operations, offset by past enrollment declines. Pro forma maximum annual debt service (MADS) is above average and we anticipate that BSU will issue as much as \$27 million in new debt in the next two years, but we believe that this debt level should remain manageable so long as BSU maintains positive operations and increases its available resources.

The ratings further reflect our assessment of BSU's:

- History of reporting positive adjusted financial operations on a full-accrual basis,
- Good fiscal stewardship with a focus on operations and conservative budgeting, and
- Adequate available resource ratios for the rating category.

Partly offsetting the above strengths, in our view, are BSU's:

- High pro forma debt burden,
- Trend of fluctuating enrollment, and
- Above-average pro forma MADS burden of about 4.9% of fiscal 2016 operating expenses.

The series 2017A bond proceeds will be used to currently refund a portion of the university's 2007A bonds and to finance a portion of the costs of the Fine Arts Building. All of BSU's bonds, including the series 2017A bonds, are parity general revenue debt secured by an unlimited student fee pledge of the university. This student fee is internally dedicated to debt service, and there is no debt service reserve fund.

Boise State University is located in Boise in western Idaho. BSU was founded in 1932 and has the largest student

enrollment of any post-secondary institution in Idaho with 15,973 full-time equivalent (FTE) students as of fall 2016. The university is fully accredited by the Northwest Commission on Colleges and Universities through 2018, and a number of its academic programs have also obtained specialized accreditation. The majority of students are undergraduates (about 90%), and 76% of the student body is from the state. The university's headcount is increasing and has grown to almost 24,000 students.

Outlook

The stable outlook reflects our expectation that, over the next two years, the university will continue to generate balanced or better operating results on a full-accrual basis, maintain its existing available resources relative to operations and debt, and weather fluctuating enrollment trends. We expect that future debt will coincide with a commensurate increase in available resources and that BSU will maintain a manageable debt burden.

Downside scenario

Credit factors that could lead to a negative rating action during the outlook period include enrollment declines, significant operating deficits, erosion of available resources relative to the rating category, or the issuance of new debt to levels that significantly increase the university's debt burden and cause available resources relative to debt to decline to levels that are less than adequate for the rating.

Upside scenario

Although upward movement of the rating is unlikely during the outlook period, given the university's above-average debt burden, credit factors that could lead to a positive rating action beyond the outlook period include substantial improvement in the university's available resource ratios relative to the rating category and stabilization of BSU's enrollment profile.

Enterprise Profile

Industry risk

Industry risk addresses our view of the higher education sector's overall cyclical and competitive risk and growth through application of various stress scenarios and evaluation of barriers to entry, levels and trends of profitability, substitution risk, and growth trends observed in the industry. We believe the higher education sector represents a low credit risk when compared with other industries and sectors.

Economic fundamentals

In our view, BSU has limited geographic diversity, with more than 75% of students coming from Idaho. As such, our assessment of BSU's economic fundamentals is anchored by the state GDP per capita.

Market position and demand

BSU has been challenged with softening demand within its undergraduate program and FTE enrollment; however, fall 2016 showed improvement. In fall 2015, its undergraduate FTE enrollment fell by 2.6% to 13,928 students and its total FTE enrollment declined by 1.2% to 15,451; however, fall 2016 undergraduate FTE enrollment increased by 3.0% to 14,346 and total FTE enrollment increased by 3.4% to 15,973. Management attributes the recent decreases to local

changes, including fewer regional college-ready high school graduates and price sensitivity associated with the rising costs of education. Management reports that enrollment is expected to increase over time due to the Student Affairs Division's concentrated focus on enrollment, with efforts aligned toward recruitment, retention, and employability.

In our view, the enrollment and demand profile is adequate but somewhat variable. BSU has experienced volatility in its freshman undergraduate applications, with applications increasing by as much as 11% (fall 2014) and decreasing by as much as 21% (fall 2013). In fall 2016, applications were up 2.1% to 8,330. The university's freshman selectivity rate weakened to 82% in fall 2016 from 54% in fall 2012. Its freshman matriculation rate portrayed a similar trend, weakening to 38% from 53% in the same period. However, in fall 2016, student quality, as measured by the average entering freshman's ACT score, increased slightly to 23.3, as did its retention rate, which improved to a healthy 74%. Its six-year graduation rate remains weak, at 39%.

BSU provides 2,176 beds on campus in residence halls, 201 leased apartments, and 278 off-campus apartments. Management reports that occupancy rates as of fall 2016 were 99% for residence halls and 100% for the apartments and off-campus apartments, which we consider strong.

BSU's fundraising is done through the BSU Foundation. Management reports that gifts increased to \$40.2 million in fiscal 2016. BSU is also in the middle of a \$25 million scholarship campaign with \$43 million raised. The campaign is scheduled to complete in June 2017, and management reports that it will continue to fundraise for this campaign. In our view, fundraising has improved and remains moderate. We expect fundraising to continue at historical levels.

Management and governance

BSU's board and management team are in line with the rating. Dr. Bob Kustra has been president of BSU since 2003, prior to which he served two terms as lieutenant governor in Illinois and 10 years in the Illinois state legislature. The university executive management has one change, with the departure of Stacy Pearson, the Vice President of Finance and Administration, effective March 1, 2017. The rest of the senior management team has remained relatively unchanged, which we believe lends stability to the overall credit profile. The responsibility for overall management and determination of university policies and standards is vested with the BSU board, which also serves as the Idaho State Board of Education, the Regents of the University of Idaho, the Board of Trustees for Idaho State University in Pocatello, the Board of Trustees for Lewis Clark State College in Lewiston, and the State Board for Professional-Technical Education and Vocational Rehabilitation. The governor appoints seven of the members of the combined boards for five-year terms. The elected state superintendent of public instruction serves ex officio as the eighth member of the board for a four-year term.

The university operates under a formal campus master plan and strategic plan. The most recent strategic plan, "Focus on Effectiveness," covers 2012 through 2017. This plan includes key performance indicators with goals that we believe are consistent and appropriate with the needs of the organization. We take a positive view of management's standards for operational performance and effectiveness. Management completed the state-mandated program prioritization to reduce costs and the corresponding strategic realignment in the past fiscal year. This is a continuous process and a tool for management to reallocate resources and produce savings, enabling management to identify efficiencies and improve its overall cost structure. The university budgets conservatively on a modified-accrual basis of accounting and produces interim comparative quarterly financial reports, including management's discussion and analysis, a best

practice.

Financial Profile

Financial management policies

We consider BSU's financial management policies robust. The university has formal policies for its endowment, investments, and debt. It operates according to a five-year strategic plan and has a formal policy for maintaining reserves. The financial policies assessment reflects our opinion that, despite some areas of risk, the organization's overall financial policies are not likely to hamper its ability to pay debt service. Our analysis of financial policies includes a review of the organization's financial reporting and disclosure, investment allocation and liquidity, debt profile, contingent liabilities, and legal structure and a comparison of these policies with those of comparable providers.

In line with our report "Assessing The Impact Of GASB 68 On U.S. Public Universities And Charter Schools," published Dec. 15, 2015, on RatingsDirect, we have made certain adjustments to the financial statements of public colleges and universities and certain public charter schools for financial results beginning with fiscal year-end June 30, 2015, to enhance analytical clarity regarding the economic substance of the funding of liabilities, expenses, and deferred inflows and outflows of resources associated with pension plan obligations and a change in accounting principle as detailed in GASB Statement No. 68, "Accounting and Financial Reporting for Pensions—an amendment of GASB Statement No. 27." We believe these adjustments enhance analytical clarity from a credit perspective and result in more comparable financial metrics as long as states are able and willing to fund these pension liabilities. It is our understanding that the responsibility for BSU's pension liabilities will remain with the state.

Financial operations

Being the state's largest public institution of higher education, BSU receives one of the largest portions of state appropriation funding allocated to public institutions: \$80.4 million in fiscal 2015, \$85.6 million in fiscal 2016, and \$93.0 million in fiscal 2017, representing increases since funds were cut in fiscal 2011. The Idaho Department of Public Works also provides capital funding for various construction projects and repairs at the university; the amount varies from year to year. The university's revenue composition has remained about the same over the past year, with appropriations at 22% of total operating revenue, gross tuition and student fees and auxiliary revenue at 50%, grants and contracts at 9%, and gifts at 7%.

BSU has a track record of producing surplus operations on a full-accrual basis, as demonstrated by gains of \$29.5 million in fiscal 2016, \$27.7 million in fiscal 2015, \$28.8 million in fiscal 2014, and \$45.7 million in fiscal 2013. BSU also reported a \$5.5 million gain in net income before capital in fiscal 2016. Management expects operating performance to remain positive in fiscal 2017. Continued enrollment changes have pressured net tuition revenue, but the university has been able to increase net tuition revenue per student through modest tuition increases. Full-time tuition for residents for the 2015-2016 academic year was \$6,876, an increase of 3.6%. For the 2016-2017 year, full-time tuition for residents is 7,080, an increase of 2.9%. In our view, these modest tuition increases should allow the university to continue to increase its net tuition revenue.

Available resources

We consider the university's financial resource ratios adequate for the rating category. Total net assets at June 30, 2016, increased by 2.0%, or \$7.7 million. After adjustments for GASB 68 and the inclusion of the foundation's unrestricted net assets (UNA), BSU's available resources (as measured by adjusted UNA) totaled \$139.7 million, equal to 39.6% of operating expenses and 58.7% of pro forma debt (including future planned debt over the outlook horizon).

The university benefits from a separate foundation that as of June 30, 2016, had total assets of \$194.5 million, only \$12.9 million of which was unrestricted. The foundation's investment portfolio is valued at \$127 million and is conservatively invested. At that time, the foundation's funds were invested 33% in international equities, 24% in fixed income, 32% in domestic equities, and the remainder in cash, real estate, hedge funds, and private equity. The university's treasury portfolio is used to manage cash and was valued at \$109 million as of June 30, 2016, with 53% invested in the local government investment pool, 33% in corporate bonds, 4% in federal agency security, and 3% in the money market. At that time, the treasury account had an average weighted maturity of 241 days to provide liquidity when needed.

Debt and contingent liabilities

As of June 30, 2016, BSU had \$211.8 million in debt outstanding, which included \$4.9 million in capital lease obligations. The remainder is general revenue debt. Upon the issuance of the series 2017A bonds, pro forma debt outstanding is expected to be about \$235.6 million. Additionally, the university plans to issue \$27 million in bonds for the Materials Sciences Building within the next two years. Including this planned future debt, total pro forma revenue debt is \$262.6 million. Total pro forma MADS of about \$19.2 million in 2020 is still above average but manageable, at 4.9% of fiscal 2016 adjusted operating expenses. We view management's debt portfolio as conservative, with all debt being fixed rate with level amortization.

As outlined in its campus master plan, BSU plans to construct a \$52 million Materials Science Building and a \$36 million Fine Arts Building over the next five years. These projects will be financed through a combination of gifts, state support (for the Fine Arts Building), and public debt. The new-money portion of the series 2017A bonds is being issued to finance a portion of the costs of the Fine Arts Building. Management plans to issue about \$27 million in new money for the Materials Science Building. In our view, the university has the capacity to issue this debt so long as it is able to maintain its existing available resources.

Boise State University, Idaho

	Fiscal year ended June 30,					Medians
	2017	2016	2015	2014	2013	Public Colleges & Universities 'A' 2015
Enrollment and demand						
Headcount	23,886	22,113	22,259	22,003	22,678	MNR
Full-time equivalent	15,973	15,451	15,643	15,599	16,136	11,127
Freshman acceptance rate (%)	81.7	79.6	77.0	76.1	58.8	74.6
Freshman matriculation rate (%)	37.7	34.0	35.7	38.1	41.3	MNR
Undergraduates as a % of total enrollment (%)	N.A.	N.A.	N.A.	N.A.	N.A.	85.4
Freshman retention (%)	74.3	75.6	75.0	71.3	71.5	74.8

Boise State University, Idaho (cont.)

	Fiscal year ended June 30,					Medians
	2017	2016	2015	2014	2013	Public Colleges & Universities 'A' 2015
Graduation rates (five years) (%)	N.A.	N.A.	N.A.	29.2	22.1	MNR
Income statement						
Adjusted operating revenue (\$000s)	N.A.	418,759	405,134	391,800	395,109	MNR
Adjusted operating expense (\$000s)	N.A.	389,268	377,409	362,977	349,455	MNR
Net adjusted operating income (\$000s)	N.A.	29,491	27,725	28,823	45,654	MNR
Net adjusted operating margin (%)	N.A.	7.58	7.35	7.94	13.06	-0.49
Estimated operating gain/loss before depreciation (\$000s)	N.A.	55,489	53,384	53,860	68,674	MNR
Change in unrestricted net assets (UNA; \$000s)	N.A.	10,122	(5,759)	(2,243)	2,584	MNR
State operating appropriations (\$000s)	N.A.	89,986	87,159	80,129	74,496	MNR
State appropriations to revenue (%)	N.A.	21.5	21.5	20.5	18.9	22.7
Student dependence (%)	N.A.	49.7	50.4	48.6	47.5	51.6
Healthcare operations dependence (%)	N.A.	N.A.	N.A.	N.A.	N.A.	MNR
Research dependence (%)	N.A.	8.7	8.2	8.7	9.8	MNR
Endowment and investment income dependence (%)	N.A.	0.2	0.1	0.8	0.1	0.3
Debt						
Outstanding debt (\$000s)	N.A.	211,848	219,376	229,437	237,481	155,104
Proposed debt (\$000s)	N.A.	95,760	N.A.	N.A.	N.A.	MNR
Total pro forma debt (\$000s)	N.A.	262,638	N.A.	N.A.	N.A.	MNR
Pro forma MADS	N.A.	19,239	N.A.	N.A.	N.A.	MNR
Current debt service burden (%)	N.A.	4.60	2.55	5.03	4.35	MNR
Current MADS burden (%)	N.A.	4.51	4.84	5.03	5.07	4.52
Pro forma MADS burden (%)	N.A.	4.94	N.A.	N.A.	N.A.	MNR
Financial resource ratios						
Endowment market value (\$000s)	N.A.	168,055	146,337	145,162	83,399	85,533
Related foundation market value (\$000s)	N.A.	168,055	146,337	145,162	135,886	182,492
Cash and investments (\$000s)	N.A.	154,243	149,160	132,219	133,592	MNR
UNA (\$000s)	N.A.	103,761	93,639	99,398	101,641	MNR
Adjusted UNA (\$000s)	N.A.	139,715	124,133	120,345	120,261	MNR
Cash and investments to operations (%)	N.A.	39.6	39.5	36.4	38.2	43.5
Cash and investments to debt (%)	N.A.	72.8	68.0	57.6	56.3	93.5
Cash and investments to pro forma debt (%)	N.A.	58.7	N.A.	N.A.	N.A.	MNR
Adjusted UNA to operations (%)	N.A.	35.9	32.9	33.2	34.4	22.2
Adjusted UNA plus debt service reserve to debt (%)	N.A.	66.0	56.6	52.5	50.6	44.1
Adjusted UNA plus debt service reserve to pro forma debt (%)	N.A.	53.2	N.A.	N.A.	N.A.	MNR
Average age of plant (years)	N.A.	11.5	10.8	10.2	10.3	13.9

Boise State University, Idaho (cont.)

	Fiscal year ended June 30,					Medians
	2017	2016	2015	2014	2013	Public Colleges & Universities 'A' 2015
OPEB liability to total liabilities (%)	N.A.	3.4	3.1	3.0	2.6	MNR

N.A.--Not available. MNR--Median not reported. MADS--Maximum annual debt service. Net operating margin = 100*(net adjusted operating income/adjusted operating expense). Student dependence = 100*(gross tuition revenue + auxiliary revenue) / adjusted operating revenue. Current debt service burden = 100*(current debt service expense/adjusted operating expenses). Current MADS burden = 100*(maximum annual debt service expense/adjusted operating expenses). Cash and investments = cash + short-term & long-term investments. Adjusted UNA = Unrestricted net assets + unrestricted net assets of the foundation + long-term OPEB liability + pension liability. Average age of plant = accumulated depreciation/depreciation & amortization expense.

Ratings Detail (As Of December 22, 2016)

Boise St Univ gen rev proj & rfdg bnds

Long Term Rating

A+/Stable

Affirmed

Boise St Univ gen rev rfdg bnds (Taxable)

Long Term Rating

A+/Stable

Affirmed

Boise St Univ PCU_USF

Long Term Rating

A+/Stable

Affirmed

Boise St Univ gen rev ser 2005A, 2007A, 2007B, 2007C (MBIA)*Unenhanced Rating*

A+(SPUR)/Stable

Affirmed

Boise St Univ stud union & hsg rev bnds ser 2002*Unenhanced Rating*

A+(SPUR)/Stable

Affirmed

Boise St Univ Std University Fee & Housing Sys ser 2002 (MBIA)*Unenhanced Rating*

A+(SPUR)/Stable

Affirmed

Many issues are enhanced by bond insurance.

Copyright © 2016 by Standard & Poor's Financial Services LLC. All rights reserved.

No content (including ratings, credit-related analyses and data, valuations, model, software or other application or output therefrom) or any part thereof (Content) may be modified, reverse engineered, reproduced or distributed in any form by any means, or stored in a database or retrieval system, without the prior written permission of Standard & Poor's Financial Services LLC or its affiliates (collectively, S&P). The Content shall not be used for any unlawful or unauthorized purposes. S&P and any third-party providers, as well as their directors, officers, shareholders, employees or agents (collectively S&P Parties) do not guarantee the accuracy, completeness, timeliness or availability of the Content. S&P Parties are not responsible for any errors or omissions (negligent or otherwise), regardless of the cause, for the results obtained from the use of the Content, or for the security or maintenance of any data input by the user. The Content is provided on an "as is" basis. S&P PARTIES DISCLAIM ANY AND ALL EXPRESS OR IMPLIED WARRANTIES, INCLUDING, BUT NOT LIMITED TO, ANY WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OR USE, FREEDOM FROM BUGS, SOFTWARE ERRORS OR DEFECTS, THAT THE CONTENT'S FUNCTIONING WILL BE UNINTERRUPTED, OR THAT THE CONTENT WILL OPERATE WITH ANY SOFTWARE OR HARDWARE CONFIGURATION. In no event shall S&P Parties be liable to any party for any direct, indirect, incidental, exemplary, compensatory, punitive, special or consequential damages, costs, expenses, legal fees, or losses (including, without limitation, lost income or lost profits and opportunity costs or losses caused by negligence) in connection with any use of the Content even if advised of the possibility of such damages.

Credit-related and other analyses, including ratings, and statements in the Content are statements of opinion as of the date they are expressed and not statements of fact. S&P's opinions, analyses, and rating acknowledgment decisions (described below) are not recommendations to purchase, hold, or sell any securities or to make any investment decisions, and do not address the suitability of any security. S&P assumes no obligation to update the Content following publication in any form or format. The Content should not be relied on and is not a substitute for the skill, judgment and experience of the user, its management, employees, advisors and/or clients when making investment and other business decisions. S&P does not act as a fiduciary or an investment advisor except where registered as such. While S&P has obtained information from sources it believes to be reliable, S&P does not perform an audit and undertakes no duty of due diligence or independent verification of any information it receives.

To the extent that regulatory authorities allow a rating agency to acknowledge in one jurisdiction a rating issued in another jurisdiction for certain regulatory purposes, S&P reserves the right to assign, withdraw, or suspend such acknowledgement at any time and in its sole discretion. S&P Parties disclaim any duty whatsoever arising out of the assignment, withdrawal, or suspension of an acknowledgment as well as any liability for any damage alleged to have been suffered on account thereof.

S&P keeps certain activities of its business units separate from each other in order to preserve the independence and objectivity of their respective activities. As a result, certain business units of S&P may have information that is not available to other S&P business units. S&P has established policies and procedures to maintain the confidentiality of certain nonpublic information received in connection with each analytical process.

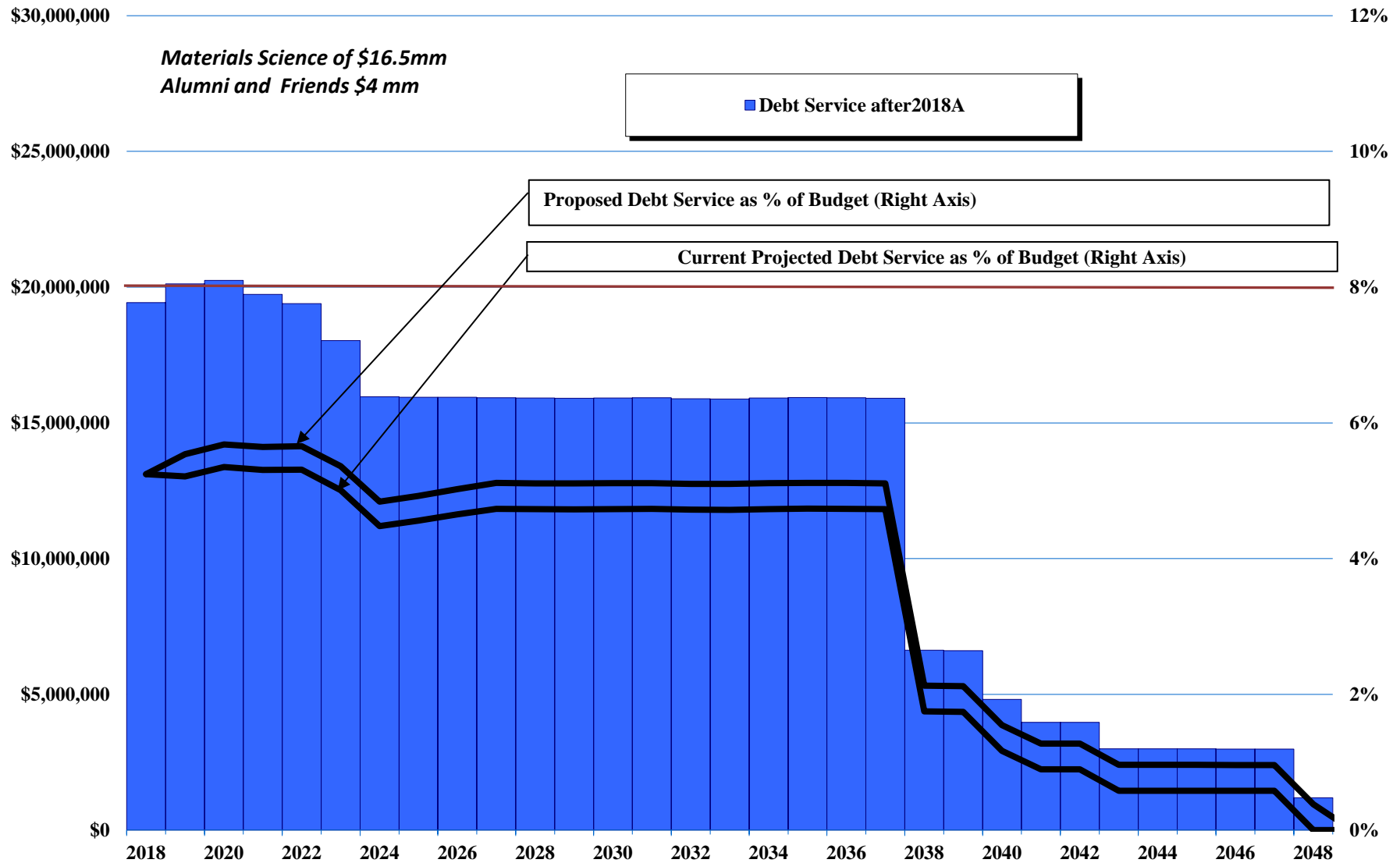
S&P may receive compensation for its ratings and certain analyses, normally from issuers or underwriters of securities or from obligors. S&P reserves the right to disseminate its opinions and analyses. S&P's public ratings and analyses are made available on its Web sites, www.standardandpoors.com (free of charge), and www.ratingsdirect.com and www.globalcreditportal.com (subscription) and www.spcapitaliq.com (subscription) and may be distributed through other means, including via S&P publications and third-party redistributors. Additional information about our ratings fees is available at www.standardandpoors.com/usratingsfees.

STANDARD & POOR'S, S&P and RATINGSDIRECT are registered trademarks of Standard & Poor's Financial Services LLC.

THIS PAGE INTENTIONALLY LEFT BLANK

Boise State University Debt Service to Budget December 2017

Attachment 5



THIS PAGE INTENTIONALLY LEFT BLANK

Boise State University Ten Year Debt Projection December 2017												
	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2025	FY 2026	Total/Avg	
1 Future Buildings												
2 Materials Science Research Building	\$16,500,000	\$0	\$954,197	\$954,197	\$954,197	\$954,197	\$954,197	\$954,197	\$954,197	\$954,197	\$954,197	\$8,587,770
3 Alunni and Friends Center	\$4,000,000	\$0	\$231,320	\$231,320	\$231,320	\$231,320	\$231,320	\$231,320	\$231,320	\$231,320	\$231,320	\$2,081,884
4												
5	\$20,500,000	\$0	\$1,185,517	\$1,185,517	\$1,185,517	\$1,185,517	\$1,185,517	\$1,185,517	\$1,185,517	\$1,185,517	\$1,185,517	\$10,669,653
6 Current University Debt Service	\$19,433,298	\$18,937,099	\$19,067,206	\$18,546,727	\$18,207,431	\$16,850,146	\$14,775,975	\$14,755,625	\$14,762,628	\$14,742,955	\$170,079,088	
7 Total Projected Debt Service after 2018A	\$19,433,298	\$20,122,616	\$20,252,723	\$19,732,244	\$19,392,948	\$18,035,663	\$15,961,492	\$15,941,142	\$15,948,145	\$15,928,472	\$180,748,742	
8 Operating Budget (excludes direct lending)	\$370,556,858	\$363,414,564	\$356,422,623	\$349,577,804	\$342,876,944	\$336,316,953	\$329,894,808	\$323,607,553	\$317,452,296	\$311,426,210		
9 Current Debt Service as a % of Operating Budget (6/8)	5.24%	5.21%	5.35%	5.31%	5.31%	5.01%	4.48%	4.56%	4.65%	4.73%	5.00%	
10 Future Debt Service as a % of Operating Budget (7/8)	5.24%	5.54%	5.68%	5.64%	5.66%	5.36%	4.84%	4.93%	5.02%	5.11%	5.31%	
8% is the University's planned limit												

Assumptions:

11 Student Revenue	1. 98% of 2018 budget, then (-2%) annual growth from student fees, no new SFF
12 General Fund	2. 2018 budget is achieved then decreased by 2% each year after
13 Donations, Sales	3. 98% of 2018 budget Gifts and Aux revs, then reduced 2% each yearafter
14 Federal Grants	4. 97% of 2018 budget, then (-3%) decrease each yearafter
15 Future debt	5. Assuming 4.0% interest over 30 years, first payment October 1, 2018 in FY19

THIS PAGE INTENTIONALLY LEFT BLANK

New Issue—Book Entry Only

MOODY'S RATING: _____

S&P RATING: _____

See "RATINGS" herein

In the opinion of Hawley Troxell Ennis & Hawley LLP, Bond Counsel, assuming continuous compliance with certain covenants described herein: (i) interest on the 2018A Bonds is excluded from gross income under federal income tax laws pursuant to Section 103 of the Internal Revenue Code of 1986, as amended to the date of delivery of the 2018A Bonds (the "Tax Code"); (ii) interest on the 2018A Bonds is excluded from alternative minimum taxable income as defined in Section 55(b)(2) of the Tax Code except that such interest is required to be included in calculating the "adjusted current earnings" adjustment applicable to corporations for purposes of computing the alternative minimum taxable income of corporations; and (iii) interest on the 2018A Bonds is excluded from gross income for purposes of income taxation by the State of Idaho. See "TAX MATTERS-- 2018A Bonds."



\$ _____ *
BOISE STATE UNIVERSITY
GENERAL REVENUE PROJECT BONDS,
SERIES 2018A

Dated: Date of Delivery

Due: April 1, as shown on the inside cover

The above captioned Boise State University General Revenue Project Bonds, Series 2018A in the aggregate principal amount of \$ _____* (the "2018A Bonds"), will be issued by Boise State University (the "University") pursuant to a Master Resolution adopted by the Board of Trustees of the University on September 17, 1992, as supplemented and amended, including a Supplemental Resolution adopted on December 20, 2017.

The proceeds of the 2018A Bonds will be used (i) to acquire the Alumni and Friends Center from the Boise State University Foundation, Inc. (the "Foundation"), for the University's use of Alumni and Friends Center, (ii) to finance a portion of the costs of construction of a building to house the University's center for materials science research (the "Materials Science Research Building") ((i) and (ii) collectively the "Series 2018A Project"), and (iii) to pay costs of issuing the 2018A Bonds. The 2018A Bonds are initially issuable in book-entry form only through The Depository Trust Company, New York, New York ("DTC"), which will act as securities depository for the 2018A Bonds. Interest on the 2018A Bonds is payable on each October 1 and April 1, commencing _____, 2018. The 2018A Bonds are subject to optional and mandatory sinking fund redemption as described herein. The 2018A Bonds are payable solely from and secured solely by the Pledged Revenues, which include certain student fees, enterprise revenues and interest earnings on University funds and accounts. See "SECURITY FOR THE 2018A BONDS" herein.

THE 2018A BONDS SHALL BE EXCLUSIVELY OBLIGATIONS OF THE UNIVERSITY, PAYABLE ONLY IN ACCORDANCE WITH THE TERMS THEREOF, AND SHALL NOT BE OBLIGATIONS, GENERAL, SPECIAL OR OTHERWISE, OF THE STATE OF IDAHO. THE 2018A BONDS SHALL NOT CONSTITUTE A DEBT—LEGAL, MORAL OR OTHERWISE—OF THE STATE OF IDAHO, AND SHALL NOT BE ENFORCEABLE AGAINST THE STATE, NOR SHALL PAYMENT THEREOF BE ENFORCEABLE OUT OF ANY FUNDS OF THE UNIVERSITY OTHER THAN THE INCOME AND REVENUES PLEDGED AND ASSIGNED TO, OR IN TRUST FOR THE BENEFIT OF, THE HOLDERS OF THE 2018A BONDS. THE UNIVERSITY IS NOT AUTHORIZED TO LEVY OR COLLECT ANY TAXES OR ASSESSMENTS, OTHER THAN THE PLEDGED REVENUES DESCRIBED HEREIN, TO PAY THE 2018A BONDS. THE UNIVERSITY HAS NO TAXING POWER.

See Inside Cover for Maturity Schedule

The 2018A Bonds are offered when, as and if issued and received by the Underwriter (hereinafter defined), subject to the approval of legality by Hawley Troxell Ennis & Hawley LLP, bond counsel, and certain other conditions. Certain matters will be passed on for the University by its Office of General Counsel, and for the Underwriter by its legal counsel, Foster Pepper PLLC, and by Hawley Troxell Ennis & Hawley LLP, in its capacity as disclosure counsel to the University. It is expected that the 2018A Bonds will be available for delivery through the facilities of DTC on or about _____, 2018*.



BOISE STATE UNIVERSITY

\$ _____ *

GENERAL REVENUE PROJECT BONDS,

SERIES 2018A

DUE	PRINCIPAL AMOUNT	INTEREST RATE	YIELD	CUSIP No.**
	\$	%	%	
4/1/2019				
4/1/2020				
4/1/2021				
4/1/2022				
4/1/2023				
4/1/2024				
4/1/2025				
4/1/2026				
4/1/2027				
4/1/2028				
4/1/2029				
4/1/2030				
4/1/2031				
4/1/2032				
4/1/2033				
4/1/2034				
4/1/2035				
4/1/2036				
4/1/2037				
4/1/2038				
4/1/2039				
4/1/2040				
4/1/2041				
4/1/2042				
4/1/2043				
4/1/2044				
4/1/2045				
4/1/2046				
4/1/2047				

* Preliminary; subject to change.

** CUSIP data contained herein is provided by Standard & Poor's, CUSIP Service Bureau, a division of The McGraw Hill Companies, Inc. CUSIP numbers have been assigned by an independent company not affiliated with the University or the Underwriter, and are included solely for the convenience of the holders of the 2018A Bonds. Neither the University nor the Underwriter is responsible for the selection or uses of these CUSIP numbers, and no representation is made as to their correctness on the 2018A Bonds or as indicated above.

THE IDAHO STATE BOARD OF EDUCATION**AND BOARD OF TRUSTEES OF BOISE STATE UNIVERSITY**

Linda Clark, President

Debbie Critchfield, Vice President

David Hill, Secretary

Emma Atchley

Don Soltman

Andrew Scoggin

Sherri Ybarra

Richard Westerberg

Matt Freeman—Executive Director

UNIVERSITY OFFICIALS

Robert W. Kustra, Ph.D.—President

Martin E. Schimpf, Ph.D.—Provost
and Vice President for Academic AffairsKevin D. Satterlee, J.D.— Chief
Operating Officer, Vice President and
Special CounselMark J. Heil, CPA – Vice President and
Chief Financial OfficerLeslie J. Webb, Ph.D.— Vice President
for
Student AffairsMark Rudin, Ph.D.—Vice President for
Research and Economic DevelopmentLaura C. Simic —Vice
President for University Advancement

Matt Wilde, General Counsel

UNDERWRITERBarclays Capital Inc.
701 Fifth Avenue, Suite 7101
Seattle, Washington 98104-7016
Phone: (206) 344-5838
Fax: (212) 520-0837**BOND AND DISCLOSURE COUNSEL**Hawley Troxell Ennis & Hawley LLP
877 Main Street, Suite 1000
Boise, Idaho 83701-1617
Phone: (208) 344-6000
Fax: (208) 954-5285**TRUSTEE, PAYING AND ESCROW AGENT**The Bank of New York Mellon Trust
Company, N.A.
100 Pine Street, Suite 3150
San Francisco, CA 94111
(303) 513-3448**MUNICIPAL ADVISOR**Piper Jaffray & Co.
101 S. Capital Blvd.
Boise, ID 83702
(208) 344-8561

TABLE OF CONTENTS

	Page
INTRODUCTION	1
General	1
Boise State University	1
Authorization For And Purpose Of The 2018A Bonds	1
Security For The 2018A Bonds	2
Additional Bonds	2
Tax Matters	2
THE 2018A BONDS	3
Description Of The 2018A Bonds	3
Book-Entry System	3
Redemption and Open Market Purchase	3
SECURITY FOR THE 2018A BONDS	5
General	5
Pledged Revenues	5
Historical Revenues Available For Debt Service	8
Flow Of Funds	9
Rate Covenant	9
Additional Bonds	9
No Debt Service Reserve	10
SERIES 2018A PROJECT	10
Materials Science Research Building	10
Alumni and Friends Center	10
SOURCES AND USES OF FUNDS	11
DEBT SERVICE REQUIREMENTS	12
THE UNIVERSITY	13
University Governance And Administration	13
Certain University Facilities	16
Student Body	19
Employees	19
Employee Retirement Benefits [HTEH to update when CAFR released in December]	20
Insurance	22
FINANCIAL INFORMATION REGARDING THE UNIVERSITY	22
State Appropriations	22
Grants And Contracts	23
Budget Process	24
Investment Policy	25
No Interest Rate Swaps	25
Boise State University Foundation, Inc.	25
Future Capital Projects	25
Outstanding Debt	26
Financial Statements	26

TAX MATTERS	27
2018A Bonds	27
UNDERWRITING	29
RATINGS	30
LITIGATION	30
APPROVAL OF LEGAL MATTERS.....	30
CONTINUING DISCLOSURE	30

APPENDIX A – Audited Financial Statements of the University for the Fiscal Years Ended
June 30, 2017 and 2016

APPENDIX B – Estimated Schedule of Student Fees

APPENDIX C – Glossary of Terms Used in the Resolution and Official Statement

APPENDIX D – Summary of Certain Provisions of the Resolution

APPENDIX E – Proposed Form of Continuing Disclosure Undertaking

APPENDIX F – Proposed Form of Opinion of Bond Counsel

APPENDIX G – Book Entry Only System

GENERAL INFORMATION

No dealer, broker, salesperson or other person has been authorized by the Board (as hereafter defined), the University or Barclays Capital, Inc. (the “Underwriter”) to give any information or to make any representations with respect to the 2018A Bonds, other than as contained in this Official Statement, and if given or made, such other information or representations must not be relied upon as having been authorized by the Board, the University or the Underwriter. This Official Statement does not constitute an offer to sell or the solicitation of an offer to buy the 2018A Bonds, nor shall there be any sale of the 2018A Bonds by any person, in any jurisdiction in which it is unlawful for such persons to make such offer, solicitation or sale.

The information set forth herein has been furnished by the University, the Board, DTC and certain other sources that the University believes to be reliable, but is not guaranteed as to accuracy or completeness by, and is not to be construed as a representation by, the Underwriter. The information and expressions of opinion contained herein are subject to change without notice, and neither the delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the University or any other person or entity discussed herein since the date hereof.

In connection with this offering, the Underwriter may over-allot or effect transactions that stabilize or maintain the market price of the 2018A Bonds at levels above that which might otherwise prevail in the open market. Such stabilization, if commenced, may be discontinued at any time.

The Underwriter has provided the following sentence for inclusion in this Official Statement: The Underwriter has reviewed the information in this Official Statement in accordance with, and as part of, its responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information.

THE SECURITIES OFFERED HEREBY HAVE NOT BEEN APPROVED OR DISAPPROVED BY THE SECURITIES AND EXCHANGE COMMISSION OR ANY STATE SECURITIES COMMISSION, NOR HAS THE SECURITIES AND EXCHANGE COMMISSION OR ANY STATE SECURITIES COMMISSION PASSED UPON THE ACCURACY OR ADEQUACY OF THIS OFFICIAL STATEMENT. ANY REPRESENTATION TO THE CONTRARY MAY BE A CRIMINAL OFFENSE.

This Official Statement contains “forward-looking statements” that are based upon the University’s current expectations and its projections about future events. When used in this Official Statement, the words “project,” “estimate,” “intend,” “expect,” “scheduled,” “pro forma” and similar words identify forward-looking statements. Forward-looking statements are subject to known and unknown risks, uncertainties and factors that are outside of the control of the University. Actual results could differ materially from those contemplated by the forward-looking statements. Readers are cautioned not to place undue reliance on these forward-looking statements, which speak only as of the date hereof. The University has no plans to issue any updates or revise these forward-looking statements based on future events.

The Preliminary Official Statement has been “deemed final” by the University, pursuant to Rule 15c2-12 promulgated by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as amended, except for information which is permitted to be excluded from this Preliminary Official Statement under said Rule 15c2-12.

PRELIMINARY OFFICIAL STATEMENT

BOISE STATE UNIVERSITY

\$ _____ *

**GENERAL REVENUE PROJECT BONDS,
SERIES 2018A**

INTRODUCTION

GENERAL

This Official Statement, including the cover page, the inside cover page and the information contained in the Appendices hereto, is furnished in connection with the offering of the \$ _____ * Boise State University General Revenue Project Bonds, Series 2018A (the “2018A Bonds”).

The descriptions and summaries of various documents hereinafter set forth do not purport to be comprehensive or definitive, and reference should be made to each document for the complete details of all terms and conditions. All statements herein are qualified in their entirety by reference to each document. The attached Appendices are integral parts of this Official Statement and should be read in their entirety.

Capitalized terms used but not defined herein shall have the meanings assigned to such terms in “APPENDIX C– GLOSSARY OF TERMS USED IN THE RESOLUTION AND OFFICIAL STATEMENT.”

BOISE STATE UNIVERSITY

Boise State University (the “*University*”) is a publicly supported, multi-disciplinary institution of higher education located in Boise, Idaho. The University has the largest student enrollment of any university in the State of Idaho (the “*State*”), with an official Fall 2017 enrollment of 24,154 students (based on headcount, with full-time-equivalent enrollment of 16,317) as of the October 15, 2017 census date. The State Board of Education serves as the Board of Trustees (the “*Board*”), the governing body of the University. In January 2016, the Carnegie Classification of Institutions of Higher Education designated Boise State University a Doctoral Research University.

AUTHORIZATION FOR AND PURPOSE OF THE 2018A BONDS

The 2018A Bonds are being issued pursuant to and in compliance with Title 33, Chapter 38, Idaho Code, as amended, and Title 57, Chapter 5, Idaho Code, as amended, and a resolution adopted by the Board on September 17, 1992, as previously supplemented and amended (the “*Master Resolution*”), and as further supplemented by a resolution adopted by the Board on December 20, 2017 authorizing the issuance of the 2018A Bonds (collectively with the Master Resolution, the “*Resolution*”).

Pursuant to the Master Resolution, the Board has previously authorized the issuance of various series of General Revenue Bonds (the “*Outstanding Bonds*”), which as of January 1, 2018, were outstanding in the principal amount of \$221,310,000.00. The 2018A Bonds, the Outstanding Bonds, and any Additional Bonds hereafter issued under the Resolution are referred to herein as the “*Bonds*” or the “*General Revenue Bonds*.” See “DEBT SERVICE REQUIREMENTS” and “FINANCIAL INFORMATION REGARDING THE UNIVERSITY—Outstanding Debt.”

The proceeds of the 2018A Bonds will be used (i) to acquire the Alumni and Friends Center from the Foundation for the University’s use of the Alumni and Friends Center, (ii) to finance a portion of the costs of construction of the Center for Materials Science Research Building ((i) and (ii) collectively the “*Series 2018A Project*”) and (iii) to pay costs of issuing the 2018A Bonds. See “SOURCES AND USES OF FUNDS” herein.

SECURITY FOR THE 2018A BONDS

The 2018A Bonds are secured by Pledged Revenues on parity with the other Bonds. Pledged Revenues include (i) Student Fees; (ii) Sales and Service Revenues; (iii) revenues received by the University as reimbursement for facility and administrative costs in conjunction with grants and contracts for research activities conducted by the University (the “*F&A Recovery Revenues*”); (iv) various revenues generated from miscellaneous sources, including non-auxiliary advertising, vending in non-auxiliary buildings, postage and printing (the “*Other Operating Revenues*”); (v) unrestricted income generated on investments of moneys in all funds and accounts of the University (the “*Investment Income*”), and (vi) other revenues the Board shall designate as Pledged Revenues, but excluding State appropriations and Restricted Fund Revenues. “Revenues Available for Debt Service” means (a) revenues described in clauses (i), (iii), (iv), (v), and (vi) above and (b) revenues described in clause (ii) above less Operation and Maintenance Expenses of the Auxiliary Enterprises.

Under the Resolution, the University has covenanted to establish and maintain Pledged Revenues sufficient, together with other Pledged Revenues available or to be available in the Debt Service Account to pay Debt Service for the Fiscal Year, to produce Revenues Available for Debt Service in each Fiscal Year equal to not less than 110% of Debt Service on the Bonds Outstanding for each such Fiscal Year. See “SECURITY FOR THE 2018A BONDS—Rate Covenant.”

ADDITIONAL BONDS

The University has reserved the right in the Resolution to issue Additional Bonds payable from and secured by the Pledged Revenues on parity with the 2018A Bonds, and its other parity Outstanding Bonds, subject to the satisfaction of certain conditions contained in the Resolution. See “SECURITY FOR THE 2018A BONDS—Additional Bonds.”

TAX MATTERS

In the opinion of Bond Counsel, assuming continuous compliance with certain covenants described herein: (i) interest on the 2018A Bonds is excluded from gross income under federal income tax laws pursuant to Section 103 of the Internal Revenue Code of 1986, as amended to the date of delivery of the 2018A Bonds (the “*Tax Code*”); (ii) interest on the 2018A Bonds is excluded from alternative minimum taxable income as defined in Section 55(b)(2) of the Tax Code except that such interest is required to be included in calculating the “adjusted current

earnings” adjustment applicable to corporations for purposes of computing the alternative minimum taxable income of corporations; and (iii) interest on the 2018A Bonds is excluded from gross income for purposes of income taxation by the State of Idaho. See “TAX MATTERS–2018A Bonds.”

THE 2018A BONDS

DESCRIPTION OF THE 2018A BONDS

The 2018A Bonds will be dated their date of original issuance and delivery and will mature on April 1 of the years and in the amounts as set forth on the inside cover page of this Official Statement.

The 2018A Bonds shall bear interest from their date at the rates set forth on the inside cover page of this Official Statement. Interest on the 2018A Bonds is payable on April 1 and October 1 of each year, beginning _____ 1, 2018. Interest on the 2018A Bonds shall be computed on the basis of a 360-day year of twelve 30-day months. The Bank of New York Mellon Trust Company, N.A., is the trustee and paying agent for the 2018A Bonds (the “Trustee”).

The 2018A Bonds will be issued as fully-registered bonds, initially in book-entry form only, in denominations of \$5,000 or any integral multiple thereof.

BOOK-ENTRY SYSTEM

The Depository Trust Company, New York, New York (“DTC”), will act as initial securities depository for the 2018A Bonds. The ownership of one fully registered 2017A Bond for each maturity as set forth on the inside cover page of this Official Statement, each in the aggregate principal amount of such maturity, will be registered in the name of Cede and Co., as nominee for DTC. For so long as the 2018A Bonds remain in a “book-entry only” transfer system, the Trustee will make payments of principal and interest only to DTC, which in turn is obligated to remit such payments to its participants for subsequent disbursement to Beneficial Owners of the 2018A Bonds. *See Appendix G for additional information. As indicated therein, certain information in Appendix G has been provided by DTC. The University makes no representation as to the accuracy or completeness of the information in Appendix G provided by DTC. Purchasers of the 2018A Bonds should confirm this information with DTC or its participants.*

REDEMPTION AND OPEN MARKET PURCHASE

Optional Redemption. The 2018A Bonds maturing on or after April 1, _____ are subject to redemption at the election of the University at any time on or after _____, in whole or in part, from such maturities as may be selected by the University. Such optional redemption of the 2018A Bonds shall be at a price of 100% of the principal amount of the 2018A Bonds to be so redeemed, plus accrued interest to the date fixed for redemption.

Mandatory Sinking Fund Redemption. The 2018A Bonds maturing on April 1, _____ are subject to mandatory sinking fund redemption prior to their stated maturity, at a price of

100% of the principal amount of the 2018A Bonds to be so redeemed, plus accrued interest to the date fixed for redemption, on April 1 of the years, and in the amounts, shown below:

APRIL 1
OF THE YEAR

MANDATORY
REDEMPTION AMOUNT

\$

*

* Stated Maturity.

Notice of Redemption. The Resolution requires the Trustee to give notice of any redemption of the 2018A Bonds not less than 35 days nor more than 60 days prior to the redemption date, by first class mail, postage prepaid, addressed to the registered owners of such 2018A Bonds to be redeemed at the addresses appearing on the registry books kept by the Trustee. With respect to any notice of optional redemption of 2018A Bonds, unless upon the giving of such notice such 2018A Bonds shall be deemed to have been paid within the meaning of the Resolution, such notice may state that the redemption is conditioned upon the receipt by the Trustee on or prior to the date fixed for such redemption of money sufficient to pay the redemption price of and interest on the 2018A Bonds to be redeemed, and that if such money shall not have been so received, the notice shall be of no force and effect and the University shall not be required to redeem such 2018A Bonds. In the event that such notice of redemption contains such a condition and such money is not so received, the redemption will not be made and the Trustee will promptly thereafter give notice, in the manner in which the notice of redemption was given, that such money was not so received and that such redemption was not made.

Selection for Redemption. If less than all 2018A Bonds are to be redeemed, the particular maturities of such 2018A Bonds to be redeemed and the principal amounts of such maturities to be redeemed shall be selected by the University. If less than all of any maturity of the 2018A Bonds is to be redeemed, the 2018A Bonds to be redeemed will be selected by lot. If less than all of a 2018A Bond that is subject to mandatory sinking fund redemption is to be redeemed, the redemption price shall be applied to such mandatory sinking fund installments as the University shall direct.

Effect of Redemption. When called for redemption as described above, the 2018A Bonds will cease to accrue interest on the specified redemption date, provided funds for redemption are on deposit at the place of payment at that time, and such 2018A Bonds will not be deemed to be Outstanding as of such redemption date.

Open Market Purchase. The University has reserved the right to purchase the 2018A Bonds on the open market at a price equal to or less than par. In the event the University purchases the 2018A Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, the 2018A Bonds so purchased are to be credited at the par amount thereof

against the Debt Service requirement next becoming due. In the event the University purchases term 2018A Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, the term 2018A Bonds so purchases are to be credited against the Mandatory Redemption Amounts next becoming due. All 2018A Bonds so purchased are to be cancelled.

SECURITY FOR THE 2018A BONDS

GENERAL

The 2018A Bonds are secured by Pledged Revenues on parity with all Bonds previously issued and all Additional Bonds that may be issued under the Resolution. Pledged Revenues include:

- (i) Student Fees;
- (ii) Sales and Services Revenues;
- (iii) F&A Recovery Revenues;
- (iv) Other Operating Revenues;
- (v) Investment Income; and
- (vi) Such other revenues as the Board shall designate as Pledged Revenues.

For a description of the sources and components of the Pledged Revenues, see “PLEDGED REVENUES” below. For the amounts of Pledged Revenues in recent years, see “HISTORICAL REVENUES AVAILABLE FOR DEBT SERVICE” below.

Pledged Revenues do not include State appropriations, which by law cannot be pledged. Pledged Revenues also exclude Restricted Fund Revenues, including restricted gift and grant revenues. See “FINANCIAL INFORMATION REGARDING THE UNIVERSITY” AND “APPENDIX A—AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016.”

PLEDGED REVENUES

Student Fees. The University assesses and collects a variety of fees from students enrolled at the University. Board approval for most of these student fees is required, but the Board has delegated approval of certain student fees to the University President. The Board may assess fees at any time during the year, and has authority to establish the fees unilaterally, without review or approval by the students, the State, or any other governmental or regulatory body. In practice, however, the Board sets Board-approved student fees annually. Prior to the Board meeting at which fees are set, public hearings concerning the fees are held and student participation is actively solicited. Board-approved “Student Fees” include (i) the Tuition Fee; (ii) Facility, Technology and Activity Fees; and (iii) General Education Fees, as further described below. For the academic year 2017-2018, total Board-approved Student Fees per full-time undergraduate student per semester were \$3,663 for Idaho residents and \$11,321 for non-

resident students. For the 2016-2017 academic year, such Student Fees were, respectively, \$3,540 and \$10,765 per semester.

Tuition Fee. The Tuition Fee supports instruction, student services, institutional support and maintenance and operation of the physical plant. The revenues derived from the Tuition Fee for the Fiscal Year ended June 30, 2016 (“Fiscal Year 2016”) and Fiscal Year ended June 30, 2017 (“Fiscal Year 2017”) were \$70,637,017 and \$74,137,331, respectively.

Facility, Technology and Activity Fees. The University charges a wide variety of fees to students to support various infrastructure and activities. Currently, these fees fall into three categories: (i) Facility Fees, which include the Student Building Fee, the Student Union and Housing Fee, the Capital Expenditure Reserve Fee, the Recreation Facility Fee, the Health and Wellness Center Fee, and the Strategic Facility Fee; (ii) Technology Fees, which include the Technology Fee and the Student Support System Fee; and (iii) Activity Fees, which include 15 fees assessed to support various programs and activities. The revenues derived from the Facility, Technology, and Activity Fees for Fiscal Year 2016 and Fiscal Year 2017 were \$32,215,265 and \$34,086,616, respectively.

General Education Fees. The University’s General Education Fees include the Graduate/Professional Fee, non-resident Tuition, the Western Undergraduate Exchange Fee, the In Service Fee, the Faculty Staff Fee, the Senior Citizen Fee, and Self-Supporting Program Fees. The revenues derived from the General Education Fees for Fiscal Year 2016 and Fiscal Year 2017 were \$38,774,533 and \$40,145,383, respectively.

Tuition and Student Fee Increases. It is Board policy to limit total tuition and facility, technology and activity fee increases in any single Fiscal Year to a maximum of 10% unless the Board grants special approval for an increase greater than 10%. The Board increased fees by 3.5% at the April 2017 meeting, which became effective for Fiscal Year 2018. Similar increases of 3.7% and 3.6% were made for Fiscal Year 2017 and Fiscal Year 2016, respectively. Tuition and student fees for the following Fiscal Year are set in April. The Board will consider the request for Fiscal Year 2019 at its April 2018 meeting.

Student Fees also include a variety of other charges for services and course fees for which the authority to approve has been delegated by the Board to the University President. Fees for services include admission, orientation and testing fees, as well as late fees. Course fees include fees for field trips, fees for supplies for specific classes and labs, and special workshop fees. Revenues generated from these other charges for Fiscal Year 2016 and Fiscal Year 2017 \$8,370,962 and \$10,371,309, respectively.

See “APPENDIX B— SCHEDULE OF STUDENT FEES” for a list of Student Fees assessed for Fiscal Year 2018.

Sales and Services Revenues. Sales and Services Revenues include revenues generated through operations of auxiliary enterprises. The majority of these revenues are generated through housing and student union operations; bookstore sales; ticket and event sales from the Taco Bell

Arena, Albertsons Stadium, and Morrison Center; parking charges; and recreation center activity charges. Sales and Services Revenues also include revenues generated incidentally to the conduct of instruction, research and public service activities, including unrestricted revenues generated by the University's public radio station, testing services provided by University labs, and sales of scientific and literary publications, and revenues from miscellaneous operations. See "THE UNIVERSITY—Certain University Facilities" for a description of the University's major facilities from which Sales and Services Revenues are derived.

Sales and Services Revenues for Fiscal Year 2016 and Fiscal Year 2017 were \$61,641,877 and \$63,836,124, respectively. See "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016."

Facilities and Administrative Recovery Revenues. A portion of funds received each year for University activity sponsored by the private sector, the State or the federal government ("Sponsored Activity") is provided to pay the direct costs of the Sponsored Activity, such as salaries for scientists and material and labor used to perform research projects. F&A Recovery Revenues make up the balance granted and are used to pay facilities administrative costs, which encompass spending by the University on items such as facilities maintenance and renewal, heating and cooling, libraries, the salaries of departmental and central office staff, and other general administration costs associated with sponsored project activity. Unlike the revenues for direct costs of Sponsored Activity, F&A Recovery Revenues are not restricted and are available as Pledged Revenues. F&A Recovery Revenues were \$5,208,537 and \$6,903,073.72 for Fiscal Year 2016 and Fiscal Year 2017, respectively.

The University has focused on expanding Sponsored Activity. In Fiscal Year 2016 and Fiscal Year 2017, the University had federally funded grants and contracts expenditures of \$28,815,430 and \$31,612,679, respectively, which is an increase of \$2,797,249. Non-federally funded grants and contracts for Fiscal Year 2016 and Fiscal Year 2017 were \$7,531,040 and \$7,689,457, respectively.

Other Operating Revenues. The University receives other miscellaneous revenues in the course of its operations. Examples of Other Operating Revenues include revenues generated through certain non-auxiliary advertising, vending machines in non-auxiliary facilities, and postage and printing services. In Fiscal Year 2016 and Fiscal Year 2017, the University generated Other Operating Revenues of \$3,418,923 and \$5,393,728, respectively. See "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016" and "FINANCIAL INFORMATION REGARDING THE UNIVERSITY."

Investment Income. Investment Income included in Pledged Revenues includes all unrestricted investment income. For Fiscal Year 2016 and Fiscal Year 2017, Investment Income included in Pledged Revenues was \$822,078 and \$1,311,540, respectively. See "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016."

HISTORICAL REVENUES AVAILABLE FOR DEBT SERVICE

The following table shows the Pledged Revenues and the Revenues Available for Debt Service for Fiscal Years 2013 through 2017. As described under “DEBT SERVICE REQUIREMENTS,” the University estimates that the maximum annual debt service on the Bonds upon the issuance of the 2018A Bonds will be approximately \$19 million*.

	2013	2014	2015	2016	2017
Student Fees	\$128,688,459	\$132,216,608	\$142,445,827	\$149,997,777	\$158,654,927
Sales and Services Revenues	62,331,015	61,529,742	65,566,466 ¹	61,641,877	63,836,123
F&A Recovery Revenues	4,515,382	4,462,863	4,308,512	5,208,537	6,903,073
Other Operating Revenues	1,577,618	2,177,360	2,374,609	3,418,923	5,393,728
Investment Income	<u>460,150</u>	<u>308,146</u>	<u>396,947</u>	<u>822,078²</u>	<u>1,286,146</u>
TOTAL	<u>\$197,572,624</u>	<u>\$200,694,719</u>	<u>\$215,896,400</u>	<u>\$221,089,192</u>	<u>\$ 236,073,999</u>
Less Operation and Maintenance Expenses of Auxiliary Enterprises	(69,900,697)	(69,339,102)	(66,212,266)	(68,802,556)	(65,109,847)
Revenues Available for Debt Service (Pledged Revenues less Operation and Maintenance Expenses of Auxiliary Enterprises)	<u>\$127,671,927</u>	<u>\$131,355,617</u>	<u>\$149,684,134</u>	<u>\$152,286,636</u>	<u>\$170,964,152</u>

¹ Change relates to the Fiesta Bowl and Mountain West Conference Championship in 2015 generating one-time football-related revenues of approximately \$3.7 million.

² Large increase due to a change in weighted average maturity selections.

* Preliminary, subject to change.

(Remainder of page intentionally left blank.)

FLOW OF FUNDS

The Resolution creates the Revenue Fund, which is held by the University. All Pledged Revenues are required to be deposited in the Revenue Fund. At least five days before each payment date, money in the Revenue Fund is required to be transferred to the Debt Service Account held by the Trustee, for payment of interest, principal, and redemption premium, if any, coming due on the Bonds.

Amounts remaining in the Revenue Fund may be applied, free and clear of the lien of the Resolution, for any lawful purpose of the University, as provided in the Resolution. The University has historically used and intends to continue to use any excess moneys in the Revenue Fund primarily to pay for operation and maintenance expenses and capital improvements.

RATE COVENANT

Under the Resolution, the University has covenanted to establish and maintain Pledged Revenues sufficient, together with other Pledged Revenues available or to be available in the Debt Service Account to pay Debt Service for the Fiscal Year, to produce Revenues Available for Debt Service in each Fiscal Year equal to not less than 110% of Debt Service on the Bonds Outstanding for each such Fiscal Year.

ADDITIONAL BONDS

Additional Bonds, Generally. The amount of Additional Bonds that may be issued under the Resolution is not limited by law or by the Resolution, provided the requirements below are satisfied. In order to issue Additional Bonds for the purpose of financing Projects, the University must receive Board approval and must also satisfy certain conditions, including the filing with the Trustee of:

(i) A Written Certificate of the University to the effect that, upon the delivery of the Additional Bonds, the University will not be in default in the performance of any of the covenants, conditions, agreements, terms, or provisions of the Resolution or any supplemental resolution with respect to any Bonds; and

(ii) A Written Certificate of the University to the effect that Estimated Revenues Available for Debt Service equal at least 110% of the Maximum Annual Debt Service on all Bonds to be outstanding upon the issuance of the Additional Bonds for (a) each of the Fiscal Years of the University during which any Bonds will be outstanding following the estimated completion date of the Project being financed by the Additional Bonds, if interest during construction of the Project being financed by the Additional Bonds is capitalized, or (b) the University's current Fiscal Year and any succeeding Fiscal Year during which any Bonds will be outstanding, if interest during construction of the Project being financed by the Additional Bonds is not capitalized (a "*Coverage Certificate*"). See "APPENDIX D- SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION-Additional Bonds."

Refunding Bonds. The University may issue Additional Bonds to refund Bonds issued under the Resolution by providing certificates similar to those described above in (i) and (ii). Alternatively, Additional Bonds may be issued to refund Bonds issued under the Resolution

without compliance with the requirements described above if the Additional Bonds do not increase debt service by more than \$25,000 per year.

The University may issue Additional Bonds for the purpose of refunding any of its obligations that were not issued under the Resolution if it files with the Trustee (i) a copy of the Supplemental Resolution authorizing the issuance of the Additional Bonds and providing that any revenues securing such refunded obligations shall become part of the Pledged Revenues securing the Bonds issued under the Resolution, (ii) the Coverage Certificate described above, and (iii) a Written Certificate of the University to the effect that, upon the delivery of the Additional Bonds, the University will not be in default in the performance of any of the covenants, conditions, agreements, terms, or provisions of the Resolution.

NO DEBT SERVICE RESERVE

There is no debt service reserve requirement with respect to the 2018A Bonds or the Outstanding Bonds.

SERIES 2018A PROJECT

MATERIALS SCIENCE RESEARCH BUILDING

A portion of the proceeds of the 2018A Bonds, together with other funds of the University, will be used to pay costs of constructing the new Center for Materials Science Research Building to be located on the University's main campus in Boise, Idaho. The Materials Science program is the leading program in the northwest and the PhD program has the largest enrollment of any doctoral level engineering program in Idaho. Recent faculty initiatives have accelerated growth in research activities, but because existing laboratory space is currently fully allocated future growth is limited. A new state-of-the-art science research building will support the growing program and will allow for additional growth. This facility will be approximately 97,000 gross square feet and will house research and teaching laboratories, lecture hall, classrooms, departmental and faculty offices, graduate student and post-doctoral spaces, informal learning areas, and associated support spaces.

The Materials Science Research Building is expected to cost approximately \$52,000,000. With State support, private donations, and University reserves contributing approximately \$35,500,000, the remaining balance of approximately \$16,500,000 will be financed by a portion of the proceeds of the 2018A Bonds.

ALUMNI AND FRIENDS CENTER

The Alumni and Friends Center opened in 2016 as a joint venture between the University and the Foundation. This facility provides 40,000 square feet of office and event spaces to engage with University alumni and donors. The Foundation incurred approximately \$4,000,000 in debt (the "Foundation Debt"), in addition to approximately \$12,000,000 in private donations, to fund the Alumni and Friends Center.

The Foundation Debt was supported by the University's lease of office space from the Foundation through April 2025, at which time the Foundation Debt would mature and the

building would transfer to University ownership for an amount of Ten Dollars (\$10.00) (the “Alumni Agreement”). The University has decided to exercise its option to purchase and prepay its lease payments under the Alumni Agreement with a portion of the proceeds of the 2018A Bonds.

SOURCES AND USES OF FUNDS

The sources and uses of funds with respect to the 2018A Bonds are estimated to be as follows:

SOURCES:

Aggregate Principal Amount of 2018A Bonds	\$ _____
University Contribution	_____
Original Issue Premium	_____
TOTAL	\$ <u> </u>

USES:

Series 2018A Project	\$ _____
Costs of Issuance*	_____
TOTAL	\$ <u> </u>

* Includes legal, rating agency, trustee, paying agent, and municipal advisor fees and Underwriter’s discount.

DEBT SERVICE REQUIREMENTS

The following table shows the debt service requirements for the 2018A Bonds.

FISCAL YEAR END	OUTSTANDING BONDS	2018A BONDS		<u>TOTAL</u>
		<u>PRINCIPAL</u> *	<u>INTEREST</u>	
<u>6/30</u>				
2018	\$18,871,298	\$--		
2019	18,937,099	580,000		
2020	19,067,206	685,000		
2021	18,546,727	715,000		
2022	18,207,431	750,000		
2023	16,850,146	785,000		
2024	14,775,975	825,000		
2025	14,755,625	865,000		
2026	14,762,628	280,000		
2027	14,742,955	290,000		
2028	14,726,937	305,000		
2029	14,719,758	320,000		
2030	14,730,922	340,000		
2031	14,737,279	355,000		
2032	14,703,339	370,000		
2033	14,695,337	390,000		
2034	14,730,983	410,000		
2035	14,749,752	430,000		
2036	14,740,225	455,000		
2037	14,725,895	475,000		
2038	5,444,092	500,000		
2039	5,424,261	525,000		
2040	3,632,594	550,000		
2041	2,783,900	580,000		
2042	2,786,731	605,000		
2043	1,805,500	635,000		
2044	1,804,750	670,000		
2045	1,805,500	700,000		
2046	1,802,500	735,000		
2047	1,800,750	775,000		
2048	--	810,000		
TOTAL	<u>\$345,868,094</u>	<u>\$16,710,000</u>	\$_____	\$_____

* Preliminary, subject to change.

THE UNIVERSITY

The main campus is located in Boise, Idaho, with convenient access to the governmental institutions and commercial and cultural amenities located in the capital city. The Boise City-Nampa metropolitan area has an estimated population of 676,000. Approximately 4,896 faculty and staff (including 1,366 student employees) were employed as of June 30, 2017.

The University administers baccalaureate, masters, and doctoral programs through seven academic colleges - Arts and Sciences, Business and Economics, Education, Engineering, Graduate Studies, Health Sciences, and Innovation and Design. More than 4,000 students graduated from Boise State University in academic year 2016-2017, including a record 23 doctoral candidates.

The University was officially classified a doctoral research institution by the Carnegie Classification of Institutions of Higher Education in 2016. The University is home to 28 research centers and institutes, including the Center for Health Policy, the Public Policy Research Center, the Raptor Research Center, and the Center for Multicultural Educational Opportunities.

Student athletes compete in NCAA intercollegiate athletics at the Division I-A level on 18 men's and women's teams in 13 sports. The University also hosts National Public Radio, Public Radio International, and American Public Radio on the Boise State Radio Network, which broadcasts in southern Idaho, western Oregon and northern Nevada on a network of 18 stations and translators.

Full accreditation has been awarded by the Northwest Commission on Colleges and Universities through 2018, and a number of the University's academic programs have also obtained specialized accreditation.

UNIVERSITY GOVERNANCE AND ADMINISTRATION

The responsibility for overall management and determination of University policy and standards is vested with the Board, which also serves as the Idaho State Board of Education, the Regents of the University of Idaho in Moscow, the Board of Trustees for Idaho State University in Pocatello, the Board of Trustees for Lewis Clark State College in Lewiston, and the State Board for Professional Technical Education and Vocational Rehabilitation. The Board also oversees aspects of the College of Western Idaho in Boise and North Idaho College in Coeur d'Alene, in concert with the respective Boards of these two institutions. The Governor appoints seven of the members to the Board for five year terms. The membership, terms and occupations of the current board members are listed below. The elected State Superintendent of Public Instruction serves *ex officio* as the eighth member of the Board for a four-year term.

(Remainder of page intentionally left blank.)

**BOARD OF TRUSTEES OF BOISE STATE UNIVERSITY
AND STATE BOARD OF EDUCATION**

NAME	RESIDENCE	OCCUPATION	TERM EXPIRES
Linda Clark (President)	Meridian	Retired Superintendent	2020
Debbie Critchfield (Vice President)	Oakley	Community Education Leader	2020
David Hill (Secretary)	Boise	Retired Deputy Director at ID National Laboratory	2018
Emma Atchley	Ashton	Community Leader	2020
Andrew Scoggin	Boise	Executive VP for Albertsons Companies	2021
Don Soltman	Twin Lakes	Retired Hospital Executive	2019
Richard Westerberg	Preston	Retired Officer of PacifiCorp	2019
Sherri Ybarra *	Mountain Home	Superintendent of Public Instruction	Elected

* Serves *ex officio* on the State Board of Education in her capacity as State Superintendent of Public Instruction.

The State Board of Education has an approximately 27 member, full time professional staff headed by Matt Freeman, Executive Director. His appointment became effective in 2015.

University Officers. The President of the University and his staff are responsible for the operation of the University and the fulfillment of its academic mission. The President is selected by and serves at the pleasure of the Board. Members of the President's management team are appointed by the President and serve at his pleasure. The President and his principal staff are listed below, with brief biographical information concerning each.

Robert W. Kustra, Ph.D. – President. Dr. Kustra became the University's sixth president on July 1, 2003. Immediately prior to joining the University, Dr. Kustra served as president of the Midwestern Higher Education Commission, an organization of 10 Midwestern states that focus on advancing higher education through interstate cooperation and resource sharing. Prior to his time at the Midwestern Higher Education Commission, Dr. Kustra served as a senior fellow for the Council of State Governments, and from 1998 to 2001 served as president of Eastern Kentucky University. Prior to his time at Eastern Kentucky University, Dr. Kustra served as the lieutenant governor for the State of Illinois from 1990 to 1998, during a portion of which time he also served as the chair of the Illinois Board of Higher Education. Prior to acting as lieutenant governor, Dr. Kustra served in the Illinois state senate from 1982 to 1990 and in the Illinois House of Representatives from 1980 to 1982.

Dr. Kustra has also held faculty positions at the University of Illinois at Springfield, Roosevelt University, the University of Illinois Chicago, Northwestern University, Loyola University and Lincoln Land Community College. While at Loyola he also served as director of the Center for Research in Urban Government.

Dr. Kustra was educated at Benedictine College in Atchison, Kansas (BA), Southern Illinois University (MA) and the University of Illinois (Ph.D.). All of his degrees are in political science. Throughout his professional life, Dr. Kustra has served on a number of education oriented boards, including the National Collegiate Athletic Association Board of Directors, the Advisory Council for the National Center for Public Policy and Higher Education, the Policies and Purposes Committee of the American Association of State Colleges and Universities, the

Ohio Valley Conference Board of Presidents, the DePaul University Board of Trustees and the Education Commission of the States. Dr. Kustra recently announced his retirement effective June 30, 2018.

Martin E. Schimpf, Ph.D. – Provost and Vice President for Academic Affairs. Dr. Schimpf has served as the University's Provost and Vice President of Academic Affairs since 2010. His career at the University began in 1990 as a professor in the Department of Chemistry, and he served as that department's Chair from 1998 to 2001. He served as Associate Dean of the College of Arts and Sciences from 2001 to 2006. In 2006, Dr. Schimpf was appointed Dean of the College of Arts and Sciences and held that position until his appointment as Provost and Vice President of Academic Affairs. Dr. Schimpf earned an undergraduate degree in chemistry from the University of Washington and a Ph.D. in chemistry from the University of Utah. His interdisciplinary research has led to more than 80 publications, and he has served on numerous international scientific committees.

Mark J. Heil, CPA – Vice President and Chief Financial Officer. Mr. Heil was named the Vice President for Finance and Chief Financial Officer for the University in 2017. Prior to joining the University, Mr. Heil served as Vice President and Corporate Controller for Micron Technology, Inc.. Mr. Heil served as the Micron's Corporate Controller for 15 years and worked in the Boise, Idaho office of PricewaterhouseCoopers in the business assurance group for over six years prior to joining Micron. Earlier in his career, Mr. Heil worked in Branch Operations for a regional financial institution in southern Idaho. Mr. Heil is a graduate of Boise State University with a BBA degree and majors in Accounting and Computer Information Systems. He holds a CPA license in the state of Idaho.

Kevin D. Satterlee, J.D. – Chief Operating Officer, Vice President and Special Counsel. Mr. Satterlee was named Chief Operating Officer, Vice President and Special Counsel in 2015. He previously served as the Vice President for Campus Operations and General Counsel from 2012-2015, as well as Vice President and General Counsel from 2011 to 2012, Associate Vice President and General Counsel from 2005 to 2011, and as Associate Vice President of Planning, prior to that. Before joining the University, Mr. Satterlee served as Chief Legal Officer for the State Board of Education, Deputy Attorney General for the State representing numerous state agencies including the Office of the Governor, and worked in private practice. Mr. Satterlee received his undergraduate degree in political science magna cum laude from the University and his Juris Doctor from the University of Idaho, also magna cum laude.

Mark Rudin, Ph.D. – Vice President for Research and Economic Development. Dr. Rudin joined the University in January 2009 as Vice President for Research. Dr. Rudin received his Ph.D. in Medicinal Chemistry/Health Physics from Purdue University. Prior to his appointment at the University, Dr. Rudin served in a number of teaching and administrative positions at University of Nevada Las Vegas since 1993, including Senior Associate Vice President for Research Services and Chair of the Department of Health Physics. Before joining UNLV, Dr. Rudin was a technical/administrative assistant with the U.S. Department of Energy Headquarters, Office of Environmental Restoration and Waste Management, and from 1989 to 1993, he was a senior program specialist/project engineer with EG&G Idaho at the Idaho National Laboratory in Idaho Falls.

Leslie J. Webb, Ph.D. – Vice President for Student Affairs. Dr. Webb was named Vice President of Student Affairs and Enrollment Management in February of 2016. Prior to this position, she served from 2009 to 2016 as both the Assistant and Associate Vice President for Student Affairs for the University. Before joining the University, Dr. Webb served as the Assistant Vice President for Strategic Planning and Assessment at Central Washington University. Dr. Webb earned her undergraduate degree in theatre arts from Central Washington University, her masters of science in college student personnel from Western Illinois University and her doctorate of philosophy in education from Colorado State University.

Laura C. Simic – Vice President for University Advancement. Ms. Simic joined the University as Vice President for University Advancement in November 2012. Most recently, she served four years at Creighton University in Omaha, Nebraska as the interim vice president for university relations and senior associate vice president of development and campaign director. Ms. Simic also worked eight years as the associate vice chancellor for development at the University of North Carolina and ten years in various development roles at the University of Tennessee. Ms. Simic earned her Bachelor of Arts degree from the University of Oregon in journalism and public relations and her Master of Science degree from the University of Tennessee in education/leadership studies. She is a Certified Fund Raising Executive.

Matt Wilde – General Counsel. Mr. Wilde was named General Counsel in October of 2015. Prior to holding such position, Mr. Wilde served as Deputy General Counsel for the Office of General Counsel, managing the day to day operations of the Office of General Counsel and the legal affairs of the University. Prior to joining the University in January of 2013, Mr. Wilde served as Assistant City Attorney and Division Manager for the Boise City Council and Mayor's Office, the Department of Aviation and Public Transportation, including the Boise Airport, and the City's Department of Public Works. Mr. Wilde received his undergraduate degree in business administration from Pacific Lutheran University and his Juris Doctor from the University of Idaho.

CERTAIN UNIVERSITY FACILITIES

General. The University's Boise campus includes approximately 5.5 million gross square feet of facilities, with approximately 207 buildings. The Boise campus is approximately 220 acres including some parcels owned by university affiliate organizations such as the Boise State University Foundation, Inc. (the "Foundation").

Facilities

Under Construction. The University is constructing a Fine Arts Building to be located on the University's main campus in Boise, Idaho. This facility will be approximately 97,400 gross square feet and will house the art disciplines, studios, faculty and departmental offices, classrooms and critique areas, as well as the Arts and Humanities Institute, Visual Arts Center and the World Museum. The Fine Arts Building cost approximately \$42,000,000. With State support, private donations and University reserves contributing approximately \$10,000,000, the remaining balance of approximately \$32,000,000 was financed by a portion of the proceeds of the University's General Revenue Project and Refunding Bonds, Series 2017A.

Facilities Generating Sales and Service Revenue. The following is a description of the University's major facilities from which Sales and Services Revenues are derived, including housing facilities, the Student Union Building, spectator and recreation facilities, and parking facilities.

Public Private Partnership Housing Facilities. The University opened the Honors College and Sawtooth Hall, a new 642 bed residential honors hall and additional first year housing. In addition to housing, the facility also includes offices, classrooms, and food service. Fall 2017 occupancy is 99%.

The facility is a partnership with EDR Boise, LLC, a subsidiary of Educational Realty Trust ("EdR"). The University and EdR entered into a 50 year ground lease to finance, construct, and operate the facility. The project was financed with 100% equity from EdR and no current or future debt may be issued against the project or EdR's leasehold interest. The food service component is owned and operated by the University, through its food service provider. EdR owns the residential portion of the project, subject to the ground lease, pursuant to which EdR pays ground rent to the University. The ground rent includes a guaranteed fixed amount, plus a percentage of gross revenue. The fixed amount will escalate with the consumer price index.

University Owned Housing Facilities. The housing facilities owned by the University currently consist of (i) six residence hall complexes, excluding the Towers as defined below, and two suite-style buildings where each unit has a kitchen, (ii) one townhome development, (iii) four apartment complexes and (iv) two suite-style apartment buildings that house students from a fraternity and a sorority, respectively.

University Residence Halls and Townhomes. The University's owned residence halls, suites, and townhomes can accommodate approximately 1,810 students and offer a variety of amenities, including computer labs and in room high-speed internet connections; recreational and lounge space; laundry facilities; kitchen areas; and academic/study space. For Fiscal Years 2015, 2016, and 2017 the average fall semester occupancy rates for these complexes were, 91%, 99%, and 105%, respectively.

In conjunction with the opening of the Honors College and Sawtooth Hall, the University converted the John B. Barnes Towers (the "Towers"), a 300-bed residence hall complex, to use only for overflow housing for academic year 2017-2018. For Fall 2017 the Towers is housing 231 students. The Towers is not included in the University's available inventory. For future years, depending on housing demand, the Towers will be reevaluated as overflow housing, or be repurposed into office space or another use.

University Apartments. The University apartment complexes are available for students, including those with families, and provide over 200 apartments ranging in size from one bedroom to three bedrooms. For Fiscal Years 2015, 2016, and 2017 the average fall semester occupancy rates for the University's apartments were 98%, 100%, 93%, respectively.

Student Union Building. Initially constructed in 1967 and expanded in 1988 and 2008, the Student Union Building provides extensive conference and meeting spaces, a 430 seat

performance theater, a retail food court, a central production kitchen, a resident student and visitor dining facility, a University Bookstore and Bronco Shop, a convenience store, a games area, and offices for admissions, student government and student activities. The facilities infrastructure includes high speed LAN and video data capabilities and public lounges with wireless network capabilities. The building totals approximately 252,000 square feet.

Spectator and Recreation Facilities. The University's spectator and recreation facilities include Albertsons Stadium, the Taco Bell Arena, the Recreation Center and the Morrison Center. The following is a brief description of these facilities.

Albertsons Stadium. Originally constructed in 1970, and expanded in 1997, 2008, 2009 and 2012 to its current total capacity of 37,000 seats, Albertsons Stadium is Idaho's largest spectator facility. It is used for all of the University's intercollegiate home football games. The facility includes the press box, stadium suites, banquet facilities, a commercial kitchen, an additional Bronco Shop, office space, and concessions facilities. The Gene Bleymaier Football Complex, which opened in 2013, is a stand-alone addition to the Albertsons Stadium facilities, consisting of football offices and training facilities. This facility added 70,000 square feet of space.

Taco Bell Arena. Taco Bell Arena was constructed in 1982 and serves as the University's indoor sports and entertainment complex. In its basketball configuration, the arena accommodates approximately 12,400 spectators. In addition to varsity sports contests, including the NCAA Basketball Tournament, it has been used for concerts, commencement ceremonies and other entertainment and community events, intramural activities and sports camps. The arena was remodeled during 2012 adding 36 upgraded restrooms.

The Recreation Center. The Student Recreation Center was completed in 2001. It is approximately 98,700 square feet, and includes more than 25,000 square feet of open recreational space for three regulation size basketball courts and a multipurpose gymnasium; a large aerobics/cardiovascular multipurpose workout space; five racquetball/handball/squash courts; a running track with banked turns; a climbing wall; a first aid and athletic training area; classroom and activity spaces; indoor/outdoor meeting space; and an aquatic center added to the facility after 2001.

The Morrison Center. The Velma V. Morrison Center, which opened in 1984, is an 183,885 square foot center for performing arts that includes a ten story stage-house and seating for 2,000. The Morrison Center brings a wide range of artistic performances to the Boise community and provides academic instruction space at the University. The Morrison Center has been regularly ranked in the Top Five University Theatres in the Pacific Northwest by Venues Magazine; in 2016, it was ranked #2 in the nation.

Parking Facilities. The University operates and maintains 64 surface parking lots of varying sizes and two parking garage facilities with a total of approximately 2,691 spaces, for a total of approximately 7,251 parking spaces. The University has a comprehensive parking plan to ensure that the parking system is financially self-supporting.

STUDENT BODY

The University enrolls more students than any other institution in Idaho. In addition to having students from every Idaho county, students from all 50 states and over 65 countries attend the University. The University enrolls large numbers of both traditional age students and working adults. The University's official Fall 2017 enrollment was 24,154 students (based on headcount, with full-time equivalent enrollment of 16,317) as of the October 15, 2017 census date and the University's official Fall 2016 enrollment was 23,886 students (based on headcount, with full-time equivalent enrollment of 15,976) as of the October 15, 2016 census date. Fall 2017 enrollment reflects an increase from Fall 2016 of 268 students based on headcount, and 341 students based on full-time equivalent enrollment. Enrollment at the University is at an all-time high.

ENROLLMENT AND GRADUATION STATISTICS
(Fall Semester)

	2015	2016	2017
ENROLLMENT			
Headcount	22,113	23,886	24,154
Full Time Equivalents	15,451	15,973	16,317
UNDERGRADUATE STUDENTS			
Full Time	12,034	12,375	12,477
Part Time	7,088	7,834	8,290
GRADUATE STUDENTS			
Full Time	903	936	1,068
Part Time	2,088	2,741	2,319
STUDENTS FROM IDAHO	71%	76%	73.6%
FIRST YEAR UNDERGRADUATES/TRANSFERS			
Applied	10,838	11,193	11,651
Admitted	8,668	9,141	9,781
Enrolled	3,502	3,941	4,106
ACT Mean Score	23.26	23.00	24
	2014-2015	2015-2016	2016-2017
DEGREES CONFERRED			
Associate	168	145	116
Bachelor	3,154	3,174	3,317
Master	703	670	776
Doctorate	14	18	36
Certificate*	301	305	420

* Includes undergraduate graduate certificates and post-undergraduate certificates.

EMPLOYEES

As of September 30, 2017, the University had approximately 6,072 employees. Faculty and staff include approximately 1,344 professional staff, 1,377 faculty and other academic appointments, and 994 classified employees. The University also employed approximately 2,357

students. The University is not a party to any collective bargaining agreement, although there are employee associations that bring salary issues and other concerns to the attention of the University. The University considers relations with its employees to be good.

EMPLOYEE RETIREMENT BENEFITS [HTEH TO UPDATE WHEN CAFR RELEASED IN DECEMBER]

All benefit eligible employees, which consist of employees who work 20 or more hours per week for five consecutive months, must enroll in one of two retirement plans—the State’s Public Employees’ Retirement System of Idaho (“*PERSI*”) or the Optional Retirement Program (“*ORP*”), which is a plan offered to faculty and non-classified staff effective 1990 and thereafter.

PERSI. The University’s classified employees, including its faculty hired prior to July 1, 1990, are covered under *PERSI*. Additionally, new faculty and professional staff who are vested in *PERSI* have the option of remaining in or returning to *PERSI* with written affirmation of this decision within 60 days of employment. *PERSI* is the administrator of a multiple-employer cost-sharing defined benefit public employee retirement system. A retirement board (the “*PERSI Board*”), appointed by the governor and confirmed by the State Senate, manages the system, including selecting investment managers to direct the investment, exchange and liquidation of assets in the managed accounts and establishing policy for asset allocation and other investment guidelines. The *PERSI* Board is charged with the fiduciary responsibility of administering the system.

PERSI is the administrator of seven fiduciary funds, including three defined benefit retirement plans, the Public Employee Retirement Fund Base Plan (“*PERSI Base Plan*”), the Firefighters’ Retirement Fund (“*FRF*”), and the Judges’ Retirement Fund (“*JRF*”), of which, *PERSI* assumed administration effective July 1, 2014; two defined contribution plans, the Public Employee Retirement Fund Choice Plans 414(k) and 401(k); and two Sick Leave Insurance Reserve Trust Funds, one for State employers and one for school district employers.

PERSI membership is mandatory for eligible employees of participating employers. Employees must be: (i) working 20 hours per week or more; (ii) teachers working a half-time contract or greater; or (iii) persons who are elected or appointed officials. Membership is mandatory for State agency and local school district employees, and membership by contract is permitted for participating political subdivisions such as cities and counties. During Fiscal Year 2016, *PERSI* grew to 68,517 active members, 31,862 inactive members (of whom 12,251 are entitled to vested benefits), and 44,181 annuitants. As of July 1, 2016, there were 775 participating employers in the *PERSI* Base Plan. Total membership in *PERSI* was 144,560.

Annual actuarial valuations for *PERSI* are provided by the private actuarial firm of Milliman, which has provided the actuarial valuations for *PERSI* since *PERSI*’s inception. The net position for all pension and other funds administered by *PERSI* decreased \$40.6 million during Fiscal Year 2016 compared to an increase of \$262 million during the Fiscal Year 2015. The decrease in the defined benefit plans reflects the total of contributions received and an investment return less than benefits paid and administrative expenses. Net investment income for all of the funds administered by *PERSI* for the Fiscal Years ended June 30, 2016 and 2015 was \$228 million and \$417 million, respectively.

As of June 30, 2016 the funding ratio (actuarial value of assets divided by actuarial accrued liability) for the PERSI Base Plan was 86.3%, which is a decrease from the funding ratio of 90.4% as of June 30, 2015. The higher the funding ratio, the better the plan is funded. The amortization period (estimated time to payoff unfunded liability) for PERSI's Base Plan as of June 30, 2016 increased from the previous Fiscal Year's 17.4 years to 36.6 years, which is in excess of the 25 year maximum allowed by statute. The actuarial funding ratio for the PERSI Base Plan decreased from 2015 primarily because investment performance was less than the actuarial expected rate. The amortization period increased for the same reason.

As a result of the statutory requirement that the amortization period for the unfunded actuarial liability be 25 years or less, the PERSI Board, at its October 18, 2016 meeting, approved a total contribution rate increase of 1% scheduled to take effect July 1, 2018. The contribution rates for the year ended June 30, 2016 follow:

Contribution Rates

	<u>Member</u>		<u>Employer</u>	
	<u>General/ Teacher</u>	<u>Fire/ Police</u>	<u>General/ Teacher</u>	<u>Fire/ Police</u>
Contribution Rates:	6.79%	8.36%	11.32%	11.66%

Source: Financial Statements June 30, 2016 Public Employee Retirement System of Idaho

The next major PERSI experience study, to be completed in 2018, will cover the period July 1, 2013 through June 30, 2017.

The University's required and paid contributions to PERSI for Fiscal Years 2015 and 2016 were \$3,045,994 and \$3,138,685, respectively. Contribution requirements of PERSI and its members are established by the PERSI Board within limitations, as defined by state law.

Beginning in Fiscal Year 2015, the University became required to record a liability and expense equal to its proportionate share of the collective net pension liability and expense of PERSI due to the implementation of GASB 68. The University recorded a net pension liability as of June 30, 2016 of \$12,652,677 representing its proportionate share of liability under PERSI.

PERSI issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained at, www.persi.idaho.gov (which website is provided purely for convenience and is not incorporated or made a part of this Official Statement by this reference). Much of the information in this section comes from the PERSI Financial Statements, June 30, 2016, and therefore the information is from a source not within the University's control.

ORP. Faculty and non-classified staff hired on or after July 1, 1990 have been enrolled in ORP, and faculty and staff hired before that date were offered a one time opportunity in 1990 to withdraw from PERSI and join ORP. ORP is a portable, multiple-employer, defined contribution retirement plan with options offered by Teachers' Insurance and Annuity Association/College Retirement Equities Fund and Variable Annuity Life Insurance Company.

Contribution requirements for ORP are based on a percentage of total payroll. The University's contribution rate for Fiscal Years 2016 and 2017 was ____%.

For Fiscal Years 2015, 2016 and 2017, the University's required and paid contributions to ORP were \$9,957,020, \$10,480,089, and \$_____ respectively. The employee contribution rate for Fiscal Years 2015 through 2017 is ____% of covered payroll. These employer and employee contributions, in addition to earnings from investments, fund ORP benefits. The University has no additional obligation to fund ORP benefits once it makes the required contributions at the applicable rate. The University has made all contributions that it is required to make to ORP to date.

For additional information concerning the University's pension benefits, see Note 10 of "Appendix A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016."

OPEB. The University participates in other multiple-employer defined benefit post-employment benefit plans relating to health and disability for retired or disabled employees that are administered by the State of Idaho, as agent, as well as a single-employer defined benefit life insurance plan. Idaho Code establishes the benefits and contribution obligations relating to these plans. The most recent actuarial valuation of these plans is as of July 1, 2015. The University funds these benefits on a pay-as-you-go basis, which the University has continued to make on a timely basis: the University has not set aside any assets to pay future benefits under such plans. As of July 1, 2015, the University's proportionate share of the combined unfunded accrued actuarial liability for such plans equaled approximately \$10.5 million. For additional information concerning post-retirement benefits other than pensions, see Note 11 of "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016."

INSURANCE

The University has liability coverage under commercial insurance policies and self-insurance through the State of Idaho Retained Risk Fund. University buildings are covered by all risk property insurance on a replacement cost basis.

FINANCIAL INFORMATION REGARDING THE UNIVERSITY

The principal sources of University revenues are direct appropriation of State revenues by the State legislature (the "*Legislature*"), Student Fees, federal government appropriations, grants and contracts, gifts to the University, F&A Recovery Revenues, Investment Income, Sales and Services Revenues, and Other Operating Revenues. Of these revenue sources, Student Fees, Investment Income, Sales and Services Revenues, F&A Recovery Revenues, and Other Operating Revenues are included in Pledged Revenues. The following describes revenue sources that are not included in Pledged Revenues, as well as certain Pledged Revenues. See "SECURITY FOR THE 2018A BONDS."

STATE APPROPRIATIONS

Legislatively-approved State appropriations represent approximately 19% of the University's total annual revenues for Fiscal Year 2018. Such revenues are not included as

Pledged Revenues. The Legislature meets beginning in January of each calendar year and sets budgets and appropriations for all agencies and departments of State government for the fiscal year beginning the following July 1. The Legislature may also make adjustments to budgets and appropriations for the fiscal year during which the Legislature is meeting.

If, in the course of a fiscal year, the Governor determines that the expenditures authorized by the Legislature for the current fiscal year exceed anticipated revenues expected to be available to meet those expenditures, the Governor, by executive order, may reduce (“*Holdback*”) the spending authority on file in the office of the Division of Financial Management for any department, agency or institution of the State, or request a reversion (“*Reversion*”) of appropriations back to the State to balance the State budget. There have been no Holdbacks or Reversions since Fiscal Year 2010; the University does not anticipate a Holdback or Reversion during Fiscal Year 2018. Although State appropriations are not included in Pledged Revenues, Holdbacks, Reversions or reductions in the amount appropriated to the University could adversely affect the University’s financial and operating position.

The table below sets forth the Legislative appropriations from the State General Fund for all higher education institutions and for the University for the Fiscal Years shown. Legislative appropriations reached a pre-recession high in 2009 of approximately \$285 million for all higher education, but declined sharply during the recession to an approximate low of \$209 million in 2012. Since the 2012 low, State appropriations have steadily climbed to approximately \$287 million in 2018.

STATE GENERAL FUND APPROPRIATIONS

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
All Higher Education ⁽¹⁾	\$251,223,200	\$258,776,400	\$279,546,500	\$287,053,200
Boise State University ⁽²⁾	\$79,981,000	\$85,579,900	\$92,968,100	\$96,212,300
Percentage Increase (Decrease) over prior year for the University	7.5%	3.4%	8.8%	1.4%

⁽¹⁾ Source: Sine Die Report for the respective legislative years.

⁽²⁾ Source: Legislative appropriations bills for the respective legislative years: 2014 Legislature Senate Bill No. 1417, 2015 Legislature Senate Bill No. 1176, 2016 Legislature House Bill No. 637, 2017 Legislature Senate Bill No. 1152

GRANTS AND CONTRACTS

Through various grant and contract programs, the United States government and various other public and private sponsoring agencies, provide a substantial percentage of the University’s current revenues. The use of such funds is usually restricted to specific projects and is not included in the appropriated budget for the University. Such revenues include grants and contracts for research, public service, instruction and training programs, fellowships, scholarships, endowment scholarship programs, student aid programs, and grants for construction projects. The University believes it has complied with all material conditions and requirements of these grants and contracts. For Fiscal Year 2017, total grants and contracts totaled \$39,302,136, which amount includes the \$6,903,074 of F&A Recovery Revenues

included in Pledged Revenues. The University also received \$22,615,664 in federal Pell Grants for the 2016-2017 academic year. The following table displays federally funded expenditures, which include Pell Grants and direct loan programs, for each the last four Fiscal Years:

GRANTS AND CONTRACTS EXPENDITURES
(in 000s)*

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
Federal	\$25,993	\$25,988	\$28,815	\$31,613
Non Federal	8,282	7,415	7,531	7,689
Total	\$34,275	\$33,403	\$36,346	\$39,302

*Excludes Federal financial aid.

Pledged Revenues do not include Restricted Fund Revenues, which consist of revenues that the University is obligated to spend in accordance with restrictions imposed by external third parties, such as revenues from grants, contracts, gifts and scholarships. However, Pledged Revenues do include F&A Recovery Revenues, which consist of revenues received by the University as reimbursement for facility and administrative costs in conjunction with grants and contracts for research activities conducted by the University. See “SECURITY FOR THE 2018A BONDS–Pledged Revenues–Facilities and Administrative Recovery Revenues” and “Historical Revenues Available for Debt Service” above.

Direct financial aid to students, primarily in the form of student loans, scholarships, grants, student employment, awards, and deferred payments, totaled approximately \$147 million for Fiscal Year 2017. Of such amount, approximately \$56 million was in the form of direct student loans. Due to uncertainty with respect to the amount of federal grants, donations, and other sources the University expects to receive for the purpose of providing financial aid, the University cannot determine the amount of financial aid that will be available in future years.

BUDGET PROCESS

The University operates on an annual budget system. Its Fiscal Year begins July 1 of each year. The budget process, as well as the administration of the expenditures authorized through the process, is administered through the offices of the President and the Vice President for Finance and Administration, in collaboration with the departmental faculty and administrative officers. The internal budget process concludes with a general budget proposal for the following Fiscal Year being submitted in consolidated form by the University Administration to the Board in August of each year.

The University’s operating budget is approved by the Board prior to the commencement of the Fiscal Year, usually at its June meeting. At that meeting, the Board, serving also as the governing boards of the State’s other institutions of higher education, approves the annual budgets for those institutions as well.

INVESTMENT POLICY

Board policy establishes permitted investment categories for the University. The University's investment policy establishes, in order of priority, safety of principal preservation, ensuring necessary liquidity, and achieving a maximum return, as the objectives of its investment portfolio. See Note 2 of "APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016." Moneys in Funds and Accounts established under the Resolution are required to be invested in Investment Securities, as described in "APPENDIX D– SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION–PLEDGE OF REVENUES; ESTABLISHMENT OF FUNDS AND ACCOUNTS – Establishment of Funds; Revenue Fund; Bond Fund; Flow of Funds; Investment of Funds." The University has not experienced any significant investment losses or unexpected limitations on the liquidity of its short-term investments. See "APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016" for further information.

NO INTEREST RATE SWAPS

The University has not entered into any interest rate swaps or other derivative products.

BOISE STATE UNIVERSITY FOUNDATION, INC.

The Boise State University Foundation, Inc. is a nonprofit corporation organized under State law in 1967. Its purpose is to receive, manage and otherwise deal in property and apply the income, principal and proceeds of such property for the benefit of the University. An approximately 41 member board of directors manages the Foundation. Royanne Minskoff currently serves as Chairman of the board of directors of the Foundation.

Financial statements for the Foundation are contained in Note 13 to the University's financial statements. See "APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016." Net assets of the Foundation at June 30, 2017 were \$181,383,995.

University Advancement, a division within the University, handles donor cultivation and giving campaigns. In 2017, the University concluded a 4-year campaign for scholarships that resulted in \$52 million in new scholarship dollars, doubling the campaign's original goal. Current strategic initiatives for which University Advancement is leading fundraising efforts include scholarships, multiple college-based programs, the Micron Center for Materials Research and a new School of Public Service building. All gifts cultivated by University Advancement are invested and managed by the Foundation.

FUTURE CAPITAL PROJECTS

To address the educational needs of the region and the facilities needs of the growing student body, the University implemented a Strategic Facility Fee in 2006, which the University merged with other facility fees in 2016 as part of the combined Capital Projects and Facilities Fee. The Capital Projects and Facilities Fee is a component of Student Fees which are included in Pledged Revenues. Revenues from the Capital Projects and Facilities Fee are intended to be used together with donations, State of Idaho Permanent Building Fund monies provided by the

State, capital grants and University reserves to provide funds for construction of buildings pursuant to the University's Campus Master Plan.

The University may not undertake any capital project or long-term financing without prior Board approval.

The University is currently evaluating future facility needs. Under discussion is additional parking facilities and a potential new building for the School of Public Service.

OUTSTANDING DEBT

The University has the following debt outstanding as of January 1, 2018:

Outstanding Bonds	Original Issue Amount	Amount Outstanding
<i>General Revenue Bonds</i>		
General Revenue and Refunding Bonds, Series 2009A	\$42,595,000	\$1,565,000
Taxable General Revenue Bonds, Series 2010B (Build America Bonds-Issuer Subsidy)	12,895,000	12,235,000
General Revenue Project and Refunding Bonds, Series 2012A	33,330,000	25,070,000
General Revenue Project and Refunding Bonds, Series 2013A	14,195,000	11,675,000
General Revenue Project and Refunding Bonds, Series 2013B	11,760,000	7,380,000
General Revenue Project and Refunding Bonds, Series 2015A	31,210,000	29,380,000
General Revenue Refunding Bonds, Series 2016A	66,145,000	66,145,000
General Revenue Project and Refunding Bonds, Series 2017A	67,860,000	67,860,000
Total:	\$279,990,000	\$221,310,000
<i>Other Obligations</i>		
Capital Leases for Building and Equipment Alumni and Friends Center ⁽¹⁾	5,000,000	
Total:	\$5,000,000	

⁽¹⁾ To be paid off with proceeds of Series 2018A Bonds

For additional information regarding the University's outstanding debt, see Notes 7, 8 and 9 of "APPENDIX A- AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016."

FINANCIAL STATEMENTS

The financial statements of the University as of and for the Fiscal Years ended June 30, 2017 and 2016, which are included as APPENDIX A to this Official Statement, have been audited by Moss Adams LLP, independent auditors, as stated in their report appearing therein. Moss Adams has not been engaged to perform and has not performed, since the date of such report, any procedures on the financial statements addressed in the report. Moss Adams has not

performed any procedures relating to this Official Statement, and has not consented to the use of the financial statements of the University in this Official Statement.

TAX MATTERS

2018A BONDS

In the opinion of Bond Counsel, assuming continuous compliance with certain covenants described below: (i) interest on the 2018A Bonds is excluded from gross income pursuant to Section 103 of the Tax Code; (ii) interest on the 2018A Bonds is excluded from alternative minimum taxable income as defined in Section 55(b)(2) of the Tax Code except that such interest is required to be included in calculating the “adjusted current earnings” adjustment applicable to corporations for purposes of computing the alternative minimum taxable income of corporations as described below; and (iii) interest on the 2018A Bonds is excluded from gross income for purposes of income taxation by the State of Idaho.

The Tax Code imposes several requirements which must be met with respect to the 2018A Bonds in order for the interest thereon to be excluded from gross income and alternative minimum taxable income (except to the extent of the aforementioned adjustment applicable to corporations). Certain of these requirements must be met on a continuous basis throughout the term of the 2018A Bonds. These requirements include: (a) limitations as to the use of proceeds of the 2018A Bonds; (b) limitations on the extent to which proceeds of the 2018A Bonds may be invested in higher yielding investments; and (c) a provision, subject to certain limited exceptions, that requires all investment earnings on the proceeds of the 2018A Bonds above the yield on the 2018A Bonds to be paid to the United States Treasury. The exclusion of interest on the 2018A Bonds from gross income for Idaho income tax purposes is dependent on the interest on the 2018A Bonds being excluded from gross income for federal income tax purposes. The University will covenant and represent that it will take all steps to comply with the requirements of the Tax Code to the extent necessary to maintain the exclusion of interest on the 2018A Bonds from gross income and alternative minimum taxable income (except to the extent of the aforementioned adjustment applicable to corporations) under such federal income tax laws in effect when the 2018A Bonds are delivered. Bond Counsel’s opinion as to the exclusion of interest on the 2018A Bonds from gross income (for federal and Idaho income tax purposes) and alternative minimum taxable income (to the extent described above) is rendered in reliance on these covenants, and assumes continuous compliance therewith. The failure or inability of the University to comply with these requirements could cause the interest on the 2018A Bonds to be included in gross income (for federal and Idaho income tax purposes), alternative minimum taxable income or both from the date of issuance. Bond Counsel’s opinion also is rendered in reliance upon certifications of the University and other certifications furnished to Bond Counsel. Bond Counsel has not undertaken to verify such certifications by independent investigation.

Section 55 of the Tax Code contains a 20% alternative minimum tax on the alternative minimum taxable income of corporations. Under the Tax Code, 75% of the excess of a corporation’s “adjusted current earnings” over the corporation’s alternative minimum taxable income (determined without regard to this adjustment and the alternative minimum tax net operating loss deduction) is included in the corporation’s alternative minimum taxable income for purposes of the alternative minimum tax applicable to the corporation. “Adjusted current earnings” includes interest on the 2018A Bonds.

The Tax Code contains numerous provisions which may affect an investor's decision to purchase the 2018A Bonds. Owners of the 2018A Bonds should be aware that the ownership of tax-exempt obligations by particular persons and entities, including, without limitation, financial institutions, insurance companies, recipients of Social Security or Railroad Retirement benefits, taxpayers who may be deemed to have incurred or continued indebtedness to purchase or carry tax-exempt obligations, foreign corporations doing business in the United States and certain "subchapter S" corporations may result in adverse federal and state tax consequences. Under Section 3406 of the Tax Code, backup withholding may be imposed on payments on the 2018A Bonds made to any owner who fails to provide certain required information, including an accurate taxpayer identification number, to certain persons required to collect such information pursuant to the Tax Code. Backup withholding may also be applied if the owner underreports "reportable payments" (including interest and dividends) as defined in Section 3406, or fails to provide a certificate that the owner is not subject to backup withholding in circumstances where such a certificate is required by the Tax Code. With respect to any of the 2018A Bonds sold at a premium, representing a difference between the original offering price of those 2018A Bonds and the principal amount thereof payable at maturity, under certain circumstances, an initial owner of such bonds (if any) may realize a taxable gain upon their disposition, even though such bonds are sold or redeemed for an amount equal to the owner's acquisition cost. Bond Counsel's opinion relates only to the exclusion of interest on the 2018A Bonds from gross income (for federal and Idaho income tax purposes) and alternative minimum taxable income as described above and will state that no opinion is expressed regarding other federal or state tax consequences arising from the receipt or accrual of interest on or ownership of the 2018A Bonds. Owners of the 2018A Bonds should consult their own tax advisors as to the applicability of these consequences.

The opinions expressed by Bond Counsel are based on existing law as of the delivery date of the 2018A Bonds. No opinion is expressed as of any subsequent date nor is any opinion expressed with respect to pending or proposed legislation. Amendments to the federal or state tax laws may be pending now or could be proposed in the future that, if enacted into law, could adversely affect the value of the 2018A Bonds, the exclusion of interest on the 2018A Bonds from gross income (for federal and Idaho income tax purposes) or alternative minimum taxable income or both from the date of issuance of the 2018A Bonds or any other date, the tax value of that exclusion for different classes of taxpayers from time to time, or that could result in other adverse tax consequences. In addition, future court actions or regulatory decisions could affect the tax treatment or market value of the 2018A Bonds. Owners of the 2018A Bonds are advised to consult with their own tax advisors with respect to such matters.

The Internal Revenue Service (the "Service") has an ongoing program of auditing tax-exempt obligations to determine whether, in the view of the Service, interest on such tax-exempt obligations is includable in the gross income of the owners thereof for federal income tax purposes. No assurances can be given as to whether or not the Service will commence an audit of the 2018A Bonds. If an audit is commenced, the market value of the 2018A Bonds may be adversely affected. Under current audit procedures the Service will treat the University as the taxpayer and the 2018A Bond owners may have no right to participate in such procedures. The University has covenanted not to take any action that would cause the interest on the 2018A Bonds to lose its exclusion from gross income for federal income tax purposes or lose its exclusion from alternative minimum taxable income except to the extent described above for the owners thereof for federal income tax purposes. None of the University, the Underwriter, or

Bond Counsel is responsible for paying or reimbursing any 2018A Bond holder with respect to any audit or litigation costs relating to the 2018A Bonds.

[Premium Bonds. The initial public offering price of certain maturities of the 2018A Bonds (the “Premium Bonds”), as shown on the inside cover page, are issued at original offering prices in excess of their original principal amount. The difference between the amount of the Premium Bonds at the original offering price and the principal amount payable at maturity represents “bond premium” under the Tax Code. As a result of requirements of the Tax Code relating to the amortization of bond premium, under certain circumstances an initial owner of a Premium Bond may realize a taxable gain upon disposition of such a bond, even though such bond is sold or redeemed for an amount equal to the original owner’s cost of acquiring such bond. All owners of 2018A Bonds are advised that they should consult with their own tax advisors with respect to the tax consequences of owning and disposing of 2018A Bonds, whether the disposition is pursuant to a sale of the 2018A Bonds or other transfer, or redemption.

Original Issue Discount. The initial public offering price of certain maturities of the 2018A Bonds (the “Discount Bonds”), as shown on the inside cover page hereof, is less than the amount payable on such 2018A Bonds at maturity. The difference between the amount of the Discount Bonds payable at maturity and the initial public offering price of the Discount Bonds will be treated as “original issue discount” for federal income tax purposes. The original issue discount on the Discount Bonds is treated as accruing over the respective terms of such Discount Bonds on the basis of a constant interest rate compounded at the end of each six-month period (or shorter period from the date of original issue) ending on April 1 and October 1 with straight line interpolation between compounding dates. In the case of a purchaser who acquires the Discount Bonds in this offering, the amount of original issue discount accruing each period (calculated as described in the preceding sentence) constitutes interest which is excluded from gross income, alternative minimum taxable income and Idaho taxable income under the conditions and subject to the exceptions described in the preceding paragraphs and will be added to the owner’s basis in the Discount Bonds. Such adjusted basis will be used to determine taxable gain or loss upon disposition of the Discount Bonds (including sale or payment at maturity).

Beneficial Owners who purchase Discount Bonds in the initial offering at a price other than the original offering price shown on the inside cover page hereof and owners who purchase Discount Bonds after the initial offering should consult their own tax advisors with respect to the tax consequences of the ownership of the Discount Bonds. Beneficial Owners who are subject to state or local income taxation (other than Idaho state income taxation) should consult their tax advisor with respect to the state and local income tax consequences of ownership of the Discount Bonds. It is possible that, under the applicable provisions governing determination of state and local taxes, accrued original issue discount on the Discount Bonds may be deemed to be received in the year of accrual even though there will not be a corresponding cash payment.]

UNDERWRITING

The 2018A Bonds are being purchased by the Underwriter. The purchase contract provides that the Underwriter will purchase all of the 2018A Bonds, if any are purchased, at a price of \$_____, representing the principal amount of the 2018A Bonds, plus original issuance premium of \$_____, and less an Underwriter’s discount of \$_____.

The Underwriter may offer and sell the 2018A Bonds to certain dealers (including dealers depositing the 2018A Bonds in investment trusts) and others at prices lower than the initial offering prices (or prices corresponding to the yields) stated on the inside cover page hereof.

RATINGS

Moody's Investors Service has assigned its municipal rating of "____" to the 2018A Bonds. S&P Global Ratings has assigned its municipal rating of "____" to the 2018A Bonds.

The ratings reflect only the views of the rating agencies. An explanation of the significance of the ratings may be obtained from the rating agencies. There is no assurance that such ratings will continue for any given period of time or that the ratings may not be revised or withdrawn entirely if, in the judgment of the rating agencies, circumstances so warrant. Any downward revision or withdrawal of such ratings will be likely to have an adverse effect on the market price or marketability of the 2018A Bonds.

LITIGATION

The University has reported that, as of the date hereof, there is no litigation pending or threatened that, if decided adversely to the interests of the University, would have a materially adverse effect on the operations or financial position of the University. There is no litigation of any nature now pending or threatened restraining or enjoining the issuance or sale of the 2018A Bonds or in any way contesting or affecting the validity of, or having a material adverse effect on, the 2018A Bonds, the pledge and application of Pledged Revenues, or the existence or powers of the University.

APPROVAL OF LEGAL MATTERS

All legal matters incident to the authorization and issuance of the 2018A Bonds are subject to the approval of Hawley Troxell Ennis & Hawley LLP, Bond Counsel to the University. Bond Counsel's approving opinion in the form of Appendix F hereto will be delivered with the 2018A Bonds. Certain legal matters will be passed upon for the University by the Office of General Counsel. Certain matters will be passed upon for the Underwriter by its counsel, Foster Pepper PLLC, and by Hawley Troxell Ennis & Hawley LLP, in its role as disclosure counsel to the University. Any opinion delivered by Foster Pepper PLLC will be limited in scope, addressed only to the Underwriter and cannot be relied upon by investors.

CONTINUING DISCLOSURE

The University will enter into a Continuing Disclosure Undertaking (the "*Undertaking*") for the benefit of the Beneficial Owners of the 2018A Bonds. Pursuant to the Undertaking, the University will agree to send certain information annually and to provide notice of certain events to the Municipal Securities Rulemaking Board pursuant to the requirements of Section (b)(5) of Rule 15c2-12 (the "*Rule*") adopted by the Securities and Exchange Commission. The information to be provided on an annual basis, the events which will be noticed on an occurrence basis, and a summary of other terms of the Undertaking, including termination, amendment, and remedies, are set forth in the Undertaking, the proposed form of which is attached as APPENDIX E to this Official Statement.

The University has materially complied with its continuing disclosure undertakings, although its filing was 17 days late for Fiscal Year 2013. The University filed a secondary market information notice regarding the late filing in 2013 on January 5, 2017. The University has taken steps to ensure timely future compliance. See “APPENDIX E– PROPOSED FORM OF CONTINUING DISCLOSURE UNDERTAKING– Consequences of Failure of the University to Provide Information.” A failure by the University to comply with the Undertaking must be reported in accordance with the Rule and must be considered by any broker, dealer or municipal securities dealer before recommending the purchase or sale of the 2018A Bonds in the secondary market. Consequently, such a failure may adversely affect the transferability and liquidity of the 2018A Bonds and their market price.

BOISE STATE UNIVERSITY

By _____
Vice President and Chief Finance Officer

APPENDIX A
AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY
FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016

**APPENDIX B
SCHEDULE OF STUDENT FEES**

The following table sets forth the Student Fees of the University at the rates in effect for Fiscal Year 2017. The amounts shown as Annual Estimated Revenue reflect the University's estimates based on actual collections for Fall 2017 and estimated of collections for Spring 2018 and Summer 2018.

The University's estimates include certain assumptions concerning refunds, late fees and other variables with respect to individual fees, such that the annual estimated revenues of each fee are not the numerical product of the fee rates times a constant number for students paying such fees, but nonetheless represent the University's best estimate of fee revenues. The number of students used to calculate Estimated Annual Revenue is less than the total number of full time equivalent students as a result of the University's policy to provide fee waivers or discounts to certain scholarship recipients and to certain employees and spouses of certain employees. Full-time undergraduate students are defined as students taking 12 credit hours or more and full-time graduate students are defined as students taking nine credit hours or more per semester.

[Attached Subject to Change.]

**APPENDIX C
GLOSSARY OF TERMS USED
IN THE RESOLUTION AND OFFICIAL STATEMENT**

APPENDIX D
SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION

APPENDIX E
PROPOSED FORM OF CONTINUING DISCLOSURE UNDERTAKING

APPENDIX F
PROPOSED FORM OF OPINION OF BOND COUNSEL

APPENDIX G
BOOK ENTRY ONLY SYSTEM

T H E D E P O S I T O R Y T R U S T C O M P A N Y

SAMPLE OFFERING DOCUMENT LANGUAGE
DESCRIBING BOOK-ENTRY-ONLY ISSUANCE

(Prepared by DTC--bracketed material may apply only to certain issues)

1. The Depository Trust Company ("DTC"), New York, NY, will act as securities depository for the securities (the "Securities"). The Securities will be issued as fully-registered securities registered in the name of Cede & Co. (DTC's partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully-registered Security certificate will be issued for [each issue of] the Securities, [each] in the aggregate principal amount of such issue, and will be deposited with DTC. [If, however, the aggregate principal amount of [any] issue exceeds \$500 million, one certificate will be issued with respect to each \$500 million of principal amount, and an additional certificate will be issued with respect to any remaining principal amount of such issue.]

2. DTC, the world's largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a "banking organization" within the meaning of the New York Banking Law, a member of the Federal Reserve System, a "clearing corporation" within the meaning of the New York Uniform Commercial Code, and a "clearing agency" registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.6 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments (from over 100 countries) that DTC's participants ("Direct Participants") deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants' accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation ("DTCC"). DTCC is the holding company for DTC, National Securities Clearing Corporation and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly ("Indirect Participants"). DTC has a Standard & Poor's rating of: AA+. The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at www.dtcc.com.

3. Purchases of Securities under the DTC system must be made by or through Direct Participants, which will receive a credit for the Securities on DTC's records. The ownership interest of each actual purchaser of each Security ("Beneficial Owner") is in turn to be recorded on the Direct and Indirect Participants' records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Securities are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive certificates representing their ownership interests

in Securities, except in the event that use of the book-entry system for the Securities is discontinued.

4. To facilitate subsequent transfers, all Securities deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Securities with DTC and their registration in the name of Cede & Co. or such other DTC nominee do not affect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Securities; DTC's records reflect only the identity of the Direct Participants to whose accounts such Securities are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

5. Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. [Beneficial Owners of Securities may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Securities, such as redemptions, tenders, defaults, and proposed amendments to the Security documents. For example, Beneficial Owners of Securities may wish to ascertain that the nominee holding the Securities for their benefit has agreed to obtain and transmit notices to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the registrar and request that copies of notices be provided directly to them.]

[6. Redemption notices shall be sent to DTC. If less than all of the Securities within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.]

7. Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to Securities unless authorized by a Direct Participant in accordance with DTC's MMI Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to Issuer as soon as possible after the record date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts Securities are credited on the record date (identified in a listing attached to the Omnibus Proxy).

8. Redemption proceeds, distributions, and dividend payments on the Securities will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from Issuer or Agent, on payable date in accordance with their respective holdings shown on DTC's records. Payments by Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, Agent, or Issuer, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds, distributions, and dividend payments to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of Issuer or Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

[9. A Beneficial Owner shall give notice to elect to have its Securities purchased or tendered, through its Participant, to [Tender/Remarketing] Agent, and shall effect delivery of such Securities by causing the Direct Participant to transfer the Participant's interest in the Securities, on DTC's records, to [Tender/Remarketing] Agent. The requirement for physical delivery of Securities in connection with an optional tender or a mandatory purchase will be deemed satisfied when the ownership **rights** in the Securities are transferred by Direct Participants on DTC's records and followed by a book-entry credit of tendered Securities to [Tender/Remarketing] Agent's DTC account.]

10. DTC may discontinue providing its services as depository with respect to the Securities at any time by giving reasonable notice to Issuer or Agent. Under such circumstances, in the event that a successor depository is not obtained, Security certificates are required to be printed and delivered.

11. Issuer may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Security certificates will be printed and delivered to DTC.

12. The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that Issuer believes to be reliable, but Issuer takes no responsibility for the accuracy thereof.

THIS PAGE INTENTIONALLY LEFT BLANK

**AGREEMENT FOR THE DEVELOPMENT, OCCUPANCY, OWNERSHIP AND USE
OF THE ALUMNI AND FRIENDS CENTER**

THIS AGREEMENT is made and entered into this _____ day of _____, 2014 (“Effective Date”), by, among, and between BOISE STATE UNIVERSITY, an agency and institution of higher education of the State of Idaho (the “University”) and BOISE STATE UNIVERSITY FOUNDATION, INC., an Idaho nonprofit corporation separate and independent from Boise State University but existing solely to engage in activities designed to support and benefit University (the “Foundation”), and the BOISE STATE UNIVERSITY ALUMNI ASSOCIATION, INC., an Idaho nonprofit corporation (the “Alumni Association”).

RECITALS

WHEREAS, consistent with its purpose to engage in activities designed to support and benefit University, University, Foundation, and Alumni Association have completed a Real Property Exchange and Charitable Contribution Agreement (“Exchange Agreement”) to exchange properties which resulted in the Foundation’s ownership of certain parcels of real property formerly owned by University and Alumni Association, and described more fully on Exhibit A hereto (the “Foundation Property”); and

WHEREAS, the three parties are mutually interested in the development of the Foundation Property by virtue of construction by the Foundation of a new “Alumni and Friends Center” building or alternatively named building and other improvements (the “Building”) on the Foundation Property as contemplated by State Board of Education formal action on February 21, 2013 at its regular meeting; and

WHEREAS, upon Foundation’s completion of the Building and upon the occurrence of the Foundation incurring debt to cover a portion of the construction costs, the parties have agreed that a portion of the Building’s office or other space will be leased from the Foundation to University; and

WHEREAS, at a point in the future, the University, Foundation, and Alumni Association have further agreed that the Foundation will deed the Foundation Property (to the real property and improvements including the Building) back to the University, and that University will likewise lease a portion of the Building back to the Foundation; and

WHEREAS, the parties have agreed that the Alumni Association shall have certain rights to use the Building; and

WHEREAS, these Recitals shall be limited by and construed to be in accordance with the terms and conditions contained in the body of the Agreement set forth below.

AGREEMENT

NOW THEREFORE, in consideration of the mutual covenants, conditions, agreements and obligations contained herein, University, Foundation and Alumni Association agree as follows:

1. Design and Construction Costs.

The Building will be designed and constructed by the Foundation upon the Foundation Property at an estimated total project cost of \$12,000,000 (“Project Cost”). Approximately \$7,000,000 has, as of the date of execution, been received by the Foundation from generous donors and is being held and reserved, and shall be applied to the total construction cost of the Building and other improvements (collectively, the “Project”). The remaining balance of approximately \$5,000,000 is anticipated to be raised either by continued donations or through the use of a loan or other debt instrument.

2. Aid and Assistance; Design Collaboration; Compliance with University Design Standards.

- a. University agrees to cooperate with and assist the Foundation during the City of Boise permitting process for design and construction of the Building. Notwithstanding University’s agreement to cooperate with and assist Foundation, Foundation acknowledges and agrees that University is not responsible for the outcome of such permitting process, and all final decisions regarding design and construction, and permitting responsibility, rest with the Foundation.
- b. Preliminary design plans for the Building are attached as Exhibit B. Foundation will collaborate with University and Alumni Association in the continued development of the design of the Building, including but not limited to Building exterior design (including, without limitation, Building elevation, materials, color, canopy sections and other pertinent details), Building density, and Building height. The final design and construction of the new Building will meet the design and guideline standards established by University Architectural & Engineering Services.

3. Construction Costs and Financing; University Guaranty

In the event Foundation receives a loan or otherwise incurs debt to fund the remaining unmet construction costs of approximately \$5,000,000, Foundation will make reasonable efforts to finance the debt on the most favorable terms available, and the debt may be structured in any manner, including but not limited to traditional or balloon financing or tax-exempt bond financing. The University shall guaranty the loan, upon the request of the Foundation if required by the lender or if such guaranty would result in more favorable financing terms. Execution by the University of any of guaranty documents required by this Section shall not create any obligations that are a priority to any secured creditors of the University. Foundation will apply all future donations to the Building which are not otherwise restricted, less any gift or administration fees or related costs, to the repayment of the principal until such time as the debt is repaid, and University shall pay all other amounts due to

principal and interest due and owing during the term of the loan and upon maturity of the loan in consideration for the University's lease of the University Office Space, as further set forth in Section 5 below.

4. Construction

Foundation will begin construction of the Building to have approximately 39,000 square feet within one (1) year following the Effective Date of this Agreement, unless it is necessary in the Foundation's reasonable discretion to extend the construction commencement date.

5. Lease of a Portion of Building to University if Foundation Incurs Debt.

In the event Foundation incurs debt to fund the remaining unmet construction costs (the "Debt Obligation"), Foundation shall lease the "University Office Space," defined as all of the Building except the Foundation Office Space (defined below) and provide the University with the quiet enjoyment of the University Office Space pursuant to the terms set forth herein (the "University Lease"). The Foundation shall retain office space within the Building that is adequate to accommodate its staff (the "Foundation Office Space") in an amount generally consistent with the Foundation's historical usage of space per staff member, and any dispute concerning such allocation shall be resolved in accordance with Section 11 of this Agreement. The Lease shall contain the following terms and conditions:

- a. In consideration for the leased University Office Space, University shall pay lease payments (the "Lease Payments") which shall be sufficient to pay the amount of principal, if any, including any mandatory prepayment or redemption, and interest on the Foundation's Debt Obligation coming due on the next applicable payment date.
- b. In addition, the University shall pay as additional rent, within a reasonable timeframe after receipt of an invoice therefor from the Foundation: (i) any loan fees or other costs, fees and expenses associated with the financing of the Foundation's design and construction of the Building, and (ii) any and all expenses incurred by the Foundation in excess of the Project Costs in connection with the Building's construction ("Additional Expenses"), including, without limitation, any insurance costs paid by the Foundation, closing costs associated with the purchase of the Property, and any property tax(es) against the Property assessed, incurred and/or becoming due and payable, provided that the Foundation will incur no such Additional Expenses without the prior consent of the University, and such consent will not be unreasonably withheld and shall be provided as timely as possible.
- c. The University's obligations under the Lease, including the Lease Payments and Additional Rent, shall be subordinate to the University's existing and future secured obligations, including but not limited to general obligation bonds or student fee revenue bonds issued by the University.
- d. University will take immediate possession of the University Office Space upon completion of the Building and issuance of a certificate of occupancy. The University

will remain in continuous, uninterrupted possession and control of the University Office Space until the Debt Obligation is fully paid and discharged. The University shall not assign the Lease or sublet the University Office Space, except as follows: University may assign or sublet portions of the University Office Space during the term of this Agreement to entities it partners with on projects related to a University purpose, so long as (i) any use of the University Office Space by any third party is in compliance with the terms of this Agreement, including without limitation subsection (c) below with regard to Permitted Use, and (ii) the Foundation provides prior consent to the lease or sublease of the University Office Space, which consent will not be unreasonably withheld.

- e. The University acknowledges and agrees that the Building may be used only for the purposes set forth herein, which are primarily for University Advancement and alumni-related purposes (the “Permitted Use”), and such incidental uses related to the Permitted Use including (without limitation) (i) faculty meetings, (ii) community informational meetings, and (iii) general office use in direct support of the educational and University Advancement endeavors. Additionally, during the term of the lease, University’s use of the Building and University Office Space shall at all times be in compliance with all law applicable to the University and the Foundation, and any applicable donor agreements.
- f. The Foundation shall secure property and premise liability insurance for the Foundation Property, and the University shall, as part of the Additional Expenses, reimburse the Foundation all costs paid for such insurance. To the extent any loss on or of the Foundation Property is not covered by the Foundation’s insurance, University shall bear all risk of loss of the improvements on the Foundation Property. If the Building or any other improvements are destroyed or rendered unusable by an event covered by the Foundation’s insurance, the proceeds of such insurance shall belong to the Foundation.
- g. To the extent permitted by applicable law and subject to the limitations of Idaho Code Sections 6-901-6-929, the Idaho Tort Claims Act, University does hereby agree to indemnify and defend the Foundation from and against any and all claims in any way related to the Property or its use by the University or any person or entity. This indemnification is intended to be construed as broadly as possible, and shall relate to any claims whatsoever involving the Foundation Property and its use, extending, without limitation, to claims that result from the University’s breach of any provision in this Agreement as well as claims that do not result from the University’s breach of any provision herein. Nothing in this Agreement shall be construed as to obligate the University beyond the limits of the Idaho Tort Claims Act or waive the University’s sovereign immunity.
- h. University shall be responsible for all maintenance, janitorial, utility, repair and operational expenses of the Foundation Property and Building. The University shall use its sole discretion in what maintenance or repair is required and shall perform the same at its own expense; provided, however, that the University shall keep the Foundation

Property and Building in good operating condition at all times, and agrees to promptly repair and restore Foundation Property and Building to a condition as good as received by the University from the Foundation or as thereafter improved, reasonable wear and tear excepted. All costs, utilities, assessments or any other obligation associated with the use and occupation of the Foundation Property and Building shall be borne by the University.

- i. The University shall maintain and operate the Foundation Property and Building in accordance with all applicable laws, rules, codes and regulations of any applicable governmental entity(ies), including without limitation the Americans With Disabilities Act of 1990, as amended from time to time (the “ADA”). The University shall not enter into any change of use of the Foundation Property and Building, whether approved by the Foundation or not, if such change in use would result in increased liability of the Foundation under the ADA or any shifting of liability between the University and the Foundation as a result of any such change of use. University shall indemnify and hold the Foundation harmless from and against any and all claims arising from non-compliance or alleged non-compliance with the provisions of the ADA in effect during the term of the lease, including any extensions and renewals, due to the University’s changes or alterations to the Foundation Property and Building and/or the passageways, pedestrian walkways, sidewalks or parking, and from and against all costs, attorney fees, expenses and liabilities incurred in or from any such claim.
- j. University may make such changes or improvements to the Foundation Property and Building only with the written consent of the Foundation.
- k. University shall have the right to provide exterior signage upon the Foundation Property and the Building in its reasonable discretion, so long as the signage is in accordance with all applicable laws and regulations and in accordance with any naming rights granted by the University to any donors in recognition of charitable gifts.
- l. Foundation shall have no duty whatsoever as landlord for the condition of the University Office Space and all such duties or responsibilities are hereby assumed by the University. The Foundation’s sole duties are those specifically set forth herein.

6. Term of University Lease

In the event the Foundation incurs debt for any unmet construction costs, the term of University tenancy shall begin on the date such debt is incurred, and will terminate upon payment in full of the Debt Obligation in accordance with the provisions of this Agreement. In the event no debt is incurred, the Foundation Property and Building will be deeded in fee simple to University upon completion of the construction of the Building in accordance with the terms below.

7. Deed to Property and Improvements – Foundation Tenancy

In the event that (i) the Foundation determines that no debt financing is necessary to complete the Building due to receipt of adequate donations, or (ii) the Foundation incurs debt for any unmet construction costs and the principal and interest on the loan or debt is paid in full by the Foundation and/or University, then, in either case, the Foundation will immediately deed the Foundation Property

and Building in fee simple to the University for an amount of ten dollars in accordance with the following terms and conditions:

- a. Foundation shall prepare and record all legal documents University may require to evidence ownership and conveyance of the Foundation Property, the Building, and any other improvements upon the Foundation Property.
- b. Ownership will be conveyed without lien(s), deed(s) of trust, loan(s), or any other form of lien or other encumbrance. Foundation's personal property will not be considered improvements and will not be conveyed.
- c. Upon conveyance to the University, University shall be solely responsible for any and all costs associated with the Foundation Property and Building, including without limitation, all operational, janitorial, insurance, property taxes, maintenance, utility, and repair costs.
- d. Following the date of the recordation of ownership by University, Foundation may remain in and occupy the Foundation Office Space as a tenant of University, subject to the terms and conditions herein, and University decisions related to the use of the Building. Sole discretion shall be afforded to the University in determining the length of the tenancy and any additional terms of the tenancy if the University decides, in its discretion to repurpose the Building or a portion thereof, and subject to subsection (f) below.
- e. The lease and use of the Foundation Office Space and parking will be in compliance with all law applicable to the University or the Foundation and in accordance with that certain Memorandum of Understanding between Boise State University Foundation and Boise State University dated February 14, 2012 and that Support Agreement between the Foundation and the University dated July 1, 2010.
- f. The term of the lease of the Foundation Office Space shall be until (i) University provides 180 days written notice terminating Foundation's tenancy in the event that University decides, in its reasonable discretion to repurpose the Building or a portion thereof, provided, however, that any repurposing shall be made in accordance with the stated and acknowledged goal of keeping the Foundation, Alumni Association, and University Advancement in the same facility; or (ii) Foundation provides 180 days written notice to University that it is terminating its tenancy. In the event the Building is sold, repurposed, or destroyed during its ownership, University shall make good faith efforts to provide similar use rights and privileges to the Foundation in reasonably comparable space to aid and benefit the Foundation in its mission to "engage in activities designed to support and benefit Boise State University."
- g. Foundation shall have reasonable use of any event or large meeting space and kitchen within the Building at no cost, following normal request and notification procedures established by the University, subject to the terms and conditions stated herein, including but not limited to those established in Section 8 below.
- h. University may make such changes or improvements to the Foundation Property and Building as it sees fit, provided, however, that if such changes or improvements alter the

Foundation Office Space occupied during its tenancy term, the University shall first obtain the written consent of the Foundation.

- i. University shall continue to have the right to provide signage upon the Foundation Property and the Building in its sole discretion, so long as the signage is in accordance with all applicable laws and regulations and in accordance with any naming rights granted by the University to any donors in recognition of charitable gifts, so long as such naming is in compliance with University and Idaho State Board of Education policies.
 - j. Foundation may, during its tenancy, provide reasonable advance notice not less than 60 days in advance, to request expansion of its leased space to reasonably accommodate and provide adequate office space for its staff in an amount generally consistent with the Foundation's historical usage of space per staff member. Any dispute concerning such allocation or expansion request shall be resolved in accordance with Section 11 of this Agreement. Foundation shall be solely responsible for any build-out costs of the additional space.
8. **Use of Building by Alumni Association.** During the Foundation and University ownership and tenancy, the Foundation and University agree to locate all University Alumni Relations employees within the Building in an effort to centrally locate and co-locate University Advancement, Foundation, and Alumni Relations personnel. The Alumni Association will also enjoy, at no cost, priority use of first floor event space, large meeting spaces, conference room space, the kitchen, and the common area surrounding the Building following normal request and notification procedures established by the University. "Priority use," as that phrase is used herein, means that Alumni Association events, gatherings and functions shall have priority over and shall displace all other prior planned events, gatherings and functions in the first floor spaces identified above where there is no detriment (other than the inconvenience of its function's displacement) to the other reserving party. If there is a detriment to the other reserving party, and the use conflict cannot be resolved at the staff level, then the Foundation Chief Operating Officer, an Alumni Association Executive Committee representative, and the Vice President for Advancement will jointly determine which event takes place in the space on the conflict date. In the event the Building is sold, repurposed, or destroyed during its ownership, University shall make good faith efforts to provide similar use rights and privileges to the Alumni Association in reasonably comparable space to aid and benefit the Alumni Association in its mission to "connect, celebrate, and engage alumni and friends of the University to build lifelong relationships that support the future of the University."
9. **Parking.**
- a. Alumni Association, in entering into the Exchange Agreement referenced herein, has deeded ownership of property to the Foundation, which property includes a total of 30 parking spaces (29 plus 1 ADA accessible space) immediately in front of the existing Alumni Association building. In order to reasonably protect the parking revenues and privileges associated with those spaces after the construction of the Alumni and Friends Center, during the Foundation's ownership and the University's tenancy of the Building, the Foundation and the University agree and

- acknowledge herein that revenues derived from operation, rental and use of 30 spaces within the Building parking lot during limited periods of use - football home games, basketball home games, special events, and Alumni Association gatherings and functions ("Game and Event Parking") - will be and remain with the Alumni Association. Thereafter, during the University's ownership of the Building, use and/or revenues derived from the operation, rental, and use of such 30 spaces for Game and Event Parking will be provided by the University to the Alumni Association subject to an annually revocable Parking Agreement with the University. Nothing herein shall restrict the Foundation's use and University's use and revenue collection related to these same parking spaces during regular business hours and any other time which does not conflict with a scheduled use of the Game and Event Parking spaces by the Alumni Association in accordance with any Parking Agreement in effect.
- b. During the Foundation's ownership of the Building, the University and Foundation agree and acknowledge herein that Game and Event Parking revenues derived from operation, rental and use of an additional 30 spaces within the Building parking lot shall inure to the benefit of the Foundation, to the extent they do not conflict with the Alumni Association's rights under subsection (a) above. The Alumni Association shall rent and collect revenues for the Foundation's 30 spaces, and shall remit such revenue to the Foundation (net any related expenses). Thereafter, during the University's ownership of the Building, use and/or revenues derived from the operation, rental, and use of such 30 spaces for Game and Event Parking will be provided to the Foundation, subject to an annually revocable Parking Agreement with the University, and during the term of the Parking Agreement, the Alumni Association shall continue to rent and collect revenues for the Foundation's 30 spaces, and shall remit such revenue to the Foundation (net any related expenses). Nothing herein shall restrict the Foundation and University's use of these same parking spaces and all parking spaces on the property during regular business hours and any other time which does not conflict with a scheduled use of the spaces by the Alumni Association pursuant to subsection (a) above.
- c. During the Foundation and the University's ownership and tenancy, during normal business hours, all parking surrounding the Building shall be used by the University in accordance with its normal parking procedures, provided that (i) Foundation and BSU employees working in the Building shall be given priority to park in the spaces surrounding the Building (as opposed to parking elsewhere on campus), and (ii) not less than 5 parking spaces will be sought to be designated for visitor use.

10. Notices.

Any notice to be given hereunder shall be given by personal delivery or by depositing such notice in the United States Mail first class postage prepaid, and addressed to the respective party at the following address:

a. University:

Kevin Satterlee, Vice President, Campus Operations & General Counsel
Boise State University
Administration Building, Ste. 214
1910 University Dr.
Boise, Idaho 83725

Laura Simic, Vice President, Advancement
Boise State University
1910 University Dr.
Boise, Idaho 83725

With a copy to:

Matt Wilde, Deputy General Counsel
Boise State University – MS 1002
1910 University Dr.
Boise, Idaho 83725

b. Foundation:

Chris Anton, Chief Operating Officer
Boise State University Foundation, Inc.
2225 University Drive
Boise, Idaho 83706

c. Alumni Association

Estevan Andrade, Executive Director
Boise State University Alumni Association, Inc.
1910 University Dr.
Boise, ID 83725-1035

Each party shall give notice to the other parties of any change of their address for the purpose of this section by giving written notice of such change to the other in the manner herein provided.

- 11. Default, Cure, and Litigation.** The parties agree that litigation between the parties arising from the terms of this Agreement would be a waste of resources. As such, the parties agree that any disputes or defaults that arise from this Agreement will be resolved in the following manner. Resolution of any dispute will be sought to be resolved in good faith by the appropriate staff of each of the parties. However, if any party shall default in any way upon its respective obligations to another party or parties under this Agreement, the defaulting party shall have a period of 60 days from the date of written notice from the non-defaulting party within which to cure any default. Upon an uncured default of this Agreement by the defaulting party, the matter will be

referred to the Chief Operating Officer of the Foundation, the Executive Director of the Alumni Association, and the Vice President for University Advancement to resolve the dispute. If these parties cannot resolve the dispute or default, then it will be referred to the Chair of the Foundation, the President of the Alumni Association, and the President of the University. If they are unable to resolve the dispute or default, the parties shall hire a mutually acceptable mediator to help resolve it. If and only if all the above steps are followed in sequence and the dispute or default remains unresolved or uncured, either party shall have the right to initiate litigation.

12. **Time Is Of The Essence:** The parties hereto acknowledge and agree that time is strictly of the essence with respect to each and every term, condition and provision hereof, and that the failure to timely perform any of the obligations hereunder shall constitute a breach of and a default under this Agreement by the party so failing to perform.
13. **Binding Upon Successors:** This Agreement shall be binding upon and inure to the benefit of the parties' respective successors, assigns and personal representatives. This Agreement shall run with the Foundation Property.
14. **Effective Date.** This Agreement shall be effective upon the date fully executed.
15. **Invalid Provisions.** If any provision of this Agreement is held not valid, such provision shall be deemed to be excised there from and the invalidity thereof shall not affect any of the other provisions contained herein.
16. **No Agency.** University acknowledges that Foundation and Alumni Association are acting as principals in all the transactions contemplated by this Agreement and in no way shall either be deemed an agent of University. Neither the Foundation nor Alumni Association shall have any obligations to University as an agent of University, nor shall University have any obligations to Foundation or Alumni Association as a principal of Foundation or Alumni Association.
17. **Attorney Fees.** Should suit be brought to enforce or interpret any part of this Agreement, the prevailing party shall be entitled to recover as an element of its costs and not as damages, reasonable attorney fees to be fixed by the court.
18. **Governing Law.** This Agreement shall be interpreted under and governed by the laws of the State of Idaho.
19. **State Board Approval.** This Agreement's provisions and terms, and the validity and enforceability of the same, including but not limited to the provisions contained in Sections 3 and 5. a. herein, are expressly conditioned and contingent upon formal approval by the State Board of Education. In the event that this Agreement's provisions and terms are not expressly approved by the State Board of Education as required, then the parties hereto shall be fully released and

discharged from any obligation contained within this Agreement, and this Agreement shall be of no further force or effect.

THE REMAINDER OF THIS PAGE IS LEFT INTENTIONALLY BLANK

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first above written.

For FOUNDATION:

DATE:_____

DATE:_____

Chris Anton, Chief Operating Officer

Joy Kealey, Chair

For University:

DATE:_____

Dr. Robert Kustra
President, Boise State University

For Alumni Association:

DATE:_____

DATE:_____

Greg Chavez, President

Jesse Harris, Secretary

EXHIBIT A
Foundation Property

EXHIBIT B
Preliminary Design Plans

6965646_1

IDAHO STATE UNIVERSITY

SUBJECT

Endowment of one-time NCAA money

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E.2.b.v.

BACKGROUND/DISCUSSION

The Board of Governors of the National Collegiate Athletic Association (NCAA) and the NCAA Division I Board of Directors approved a \$200 million one-time distribution to Division I institutions as the result of the liquidation of an NCAA quasi-endowment. The money is intended to assist Division I schools in their efforts to provide support to student-athletes in four different areas: 1) academics, 2) life-skills and career programs, 3) diversity and inclusion, and 4) health and well-being.

Idaho State University (ISU) submitted its Spending Plan Questionnaire to the NCAA, which was approved on August 21, 2017. ISU received a distribution in the amount of \$549,267.00.

ISU's approved plan includes the investment of its one-time money into a permanent endowment through the ISU Foundation. The money that will be spent each year represents five percent (5%) of the anticipated investment income, which is estimated to be \$27,463.35.

The principal amount will not be used to pay any fee by the Foundation as all money must be used for the benefit of student-athletes. However, the Foundation endowment management fee of one and a half percent (1½%) per annum will be paid from investment earnings on the endowment. Detailed records will be kept regarding the investment rate, spending, and uses of the funds as the NCAA will conduct random audits.

Boise State University and the University of Idaho chose to spend the money over time pursuant to their submitted and approved spending plans. Each institution placed its money into a university account, earmarked for the purposes stated in the plans. ISU chose to endow its funds to be able to support our student-athletes in perpetuity in the four areas identified by the NCAA, as ISU has never before had the funding to be able to do so.

IMPACT

Approval will allow ISU to transfer the NCAA distributed funds to the ISU Foundation to be used as set out in Attachment 1.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017

ATTACHMENTS

Attachment 1 – Proposed endowment agreement with ISU Foundation Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy V.E.2.b.v., Board approval is required for the transfer of institutional funds to one of its affiliated foundations, unless one of the specific exceptions listed in the policy applies. In this instance, the exceptions do not apply, and Board approval is required. Following transfer of ISU's funds, the resulting Foundation endowment will benefit the university's student-athletes and programs.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to transfer \$549,267.00 of one-time money to an endowed fund within the Idaho State University Foundation, to be used as set forth in the NCAA-approved spending plan as described in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



The Athletic Academic Enhancement Endowment Fund

Fund Agreement

This agreement is made and entered into this ____ day of _____, 2017, between the Department of Athletics, (hereinafter called the "Department") and the Idaho State University

Foundation, a not-for-profit corporation in the State of Idaho (hereinafter called the Foundation).

A. Terms: The fund is established with funds from the National Collegiate Athletic Association (hereinafter called the "NCAA") as a part of the One-Time \$200 Million Revenue Distribution of 2017, with the sum of \$549,267.00 to be permanently endowed according to the terms herein. The principal gift amount of \$549,267.00 shall not be used to pay gift assessment fees to the Foundation.

B. Acknowledgment / Name of the Fund: The Foundation, in acknowledgment of the distribution and purpose(s) described herein, agrees to hold, administer, and distribute the Fund according to the terms set forth in this fund agreement. The Fund shall be designated on the Books and records of the Foundation as the Athletic Academic Enhancement Endowment Fund (hereinafter called the "Fund").

C. Investments. The Foundation is authorized to invest the Fund in accordance with its approved Investment Policy and shall provide annual reports of the performance and use of the Fund to the University's Chief Financial Officer.

D. Income from Fund. The principal of the Fund shall be held as an endowment and the net income there-from shall be defined and distributed in accordance with established Foundation policies and procedures. Net-income shall be used for the purposes specifically set

forth in the “NCAA Special One-Time \$200 Million Revenue Distribution Spending Plan Questionnaire”, (Attachment A), according to the following terms and conditions:

1. The fund will be used to provide support for student athletes as outlined in a 2017 proposal to the NCAA for use of the funds as outlined in subsections D.1.a. through d. herein.

a. Academic support: academic advisory resources; tutoring resources; computers, desktops, laptops and tablets for use in academic advising or tutoring; and, educational materials for use in academic advising or tutoring.

b. Life skills and career success programs: financial literacy programs; career coaching and job placement services; adversity training; anger management programs; etiquette training; leadership development speakers or materials; and, other life skills programming.

c. Student diversity and inclusion initiatives: creative presentations to raise awareness of equity or inclusion issues; events to encourage women and ethnic minorities to pursue careers in athletics; and, guest speaker(s) on equity or inclusion topics.

d. Students’ health and well-being: nutritional needs; fueling stations; mental health programs; alcohol abuse prevention programs and/or speakers; concussions education (e.g., Impact Program); healthy relationships/sexual health and abuse education; nutritional/diet information materials; access to nutritionist or nutrition education; portable AED units; rest/recovery education; session for staff or students on identifying signs or symptoms of depression; treatment by sports psychologist for stress management, anxiety, burnout and life balance; and, medical equipment for rehabilitation and/or recovery (department only).

2. A committee as outlined in the 2017 proposal to the NCAA for use of the funds, and in accordance with the rules and policies of the Office of Financial Affairs, shall

coordinate expenditures from the Fund and distribute the Fund in a manner consistent with the purpose set forth herein. Committee members will include: Head Strength and Conditioning Coach; Assistant Athletic Director for Academics; Assistant Athletic Director for Student Success; Idaho State University Athletic Department Dietician; Assistant Athletic Director for Major Gifts; and, the Associate Athletic Director for Compliance and Student Support. Should the organizational structure of the Department of Athletics change, this endowment will fall under the purview of the senior administrator of the Department of Athletics and the guidelines set forth in the 2017 proposal to the NCAA for use of the funds.

3. In administering the Fund, the Foundation may pay over to Idaho State University all or part of the net income upon the certification by Idaho State University that said net income shall be applied by it in accordance with the purposes and restrictions designated herein.

E. Alternate Application of Income. The Fund is subject to a random audit by the NCAA national office internal audit department. All expenditures shall be accurately accounted and align with the approved spending plan (Attachment A). If circumstances require modifications to the approved spending plan, spending should be within one of the pre-approved uses noted in the “Suggested Potential Uses” specified in the SPECIAL ONE-TIME DIVISION I DISTRIBUTION Q&A (Attachment B). While a change in the spending plan will not require additional approval from the NCAA national office staff, the institution should document the who, what, why, when and how the plan was modified. National office finance and accounting staff is available for interpretations and should be consulted in this event.

F. This Agreement shall be binding upon and inure to the benefit of the parties hereto, their heirs, executors, administrators, legal representatives, successors, and assignees. It is understood that the Foundation and its officers are not legal, financial or tax advisors.

IN WITNESS HEREOF, the parties have authorized this Agreement to be executed the
day and year hereinabove written.

FOR IDAHO STATE UNIVERSITY

By: _____
Arthur C. Vailas
President
Idaho State University
Date _____

By: _____
Jeff Tingey
Director of Athletics
Idaho State University
Date _____

FOR THE IDAHO STATE UNIVERSITY FOUNDATION

By: _____
Shauna Croft
Director of Finance
Idaho State University Foundation
Date _____

By: _____
Valerie Hoybjerg
President
Idaho State University Foundation Board of Directors
Date _____

ATTACHMENT A

**NCAA SPECIAL ONE-TIME \$200 MILLION REVENUE DISTRIBUTION
SPENDING PLAN QUESTIONNAIRE**

NCAA Special One-Time \$200 Million Revenue Distribution

Spending Plan Questionnaire

Instructions:

1. Place a check mark within the box next to the program that best describes the spending of the funds (new program or enhanced program). Choose all that apply.
2. Enter the amount of estimated spend by year for the life of the program. If the institution plans to establish an endowment or quasi-endowment with some or all of the funds provided, enter the value of funds to be placed in endowment within the 2016-17 fiscal year.
3. Please provide clear, concise language when descriptions are required. Typically 2-3 sentences are sufficient.
4. Ensure the "Total Estimated Spend for All Programming" is greater than or equal to "Total Funding from Special One-time Division I Distribution".
5. Schools are encouraged to spend the funds by June 30, 2022. The deadline for expenditure is June 30, 2027.
6. Attach any institutional documents or support that may provide additional information about the planned initiative(s).

Q1 What type of programs will you be funding? (Check all that apply)

- ✓ *Academic support*
- ✓ *Life skills and career success programs*
- ✓ *Student diversity and inclusion initiatives*
- ✓ *Students health and well-being*

Q2 What is the total amount of the one-time Division I distribution you received?

\$549,267

Q3 Will these funds be invested in an endowment or quasi-endowment?

Yes

Answer If Q3, Yes Is Selected

Q4 Describe your institution's spending policy for the endowment, including spending rate, calculation of funds available for use in operations, and the party responsible for approving/changing the spending policy.

The one time distribution gift of \$549,267 will be invested into an endowment for yearly use in the areas checked above. The following chart will show the projected growth and yearly spending amounts of the fund. Spending will be based on 5% of the initial funds and the growth is based on the average growth of endowments over the last 10 years (2006-2016).

Year	Beginning Principal	Rate of Return (Average rate per the previous 10 years)	Principal After Return	Spending (5%)	Ending Principal
2018	\$549,267	6.67%	\$585,903	\$27,463.35	\$558,440
2019	\$558,440	6.67%	\$595,688	\$27,463.35	\$568,224
2020	\$568,224	6.67%	\$606,125	\$27,463.35	\$578,662
2021	\$578,662	6.67%	\$617,258	\$27,463.35	\$589,795
2022	\$589,795	6.67%	\$629,134	\$27,463.35	\$601,671
2023	\$601,671	6.67%	\$641,802	\$27,463.35	\$614,339
2024	\$614,339	6.67%	\$655,315	\$27,463.35	\$627,852
2025	\$627,852	6.67%	\$669,730	\$27,463.35	\$642,266

2026	\$642,266	6.67%	\$685,106	\$27,463.35	\$657,642
2027	\$657,642	6.67%	\$701,507	\$27,463.35	\$674,044
2028	\$674,044				

The needs of our students seem to shift on a yearly basis and thus, our programming shifts on a yearly basis. As it is hard to predict where the needs will lie each year, the yearly spending will fluctuate as need dictates in the four areas highlighted above and that need will be decided by a committee made up of the below individuals at Idaho State University. We do know that we have a yearly need of approximately \$6,000 for tutoring and \$4,000 for nutrition and fueling stations. So we would like to utilize these amounts yearly and then distribute the remaining amount of the yearly endowment funds in the areas most in need during each particular year. Our plan is to utilize the entire yearly payout from the endowment for enhancement of our student's welfare and experience.

Committee for Endowment Spending:

- 1. Head Strength and conditioning coach – for the area of Student health and well-being*
- 2. Assistant Athletic Director for Academics – for the areas of Academic Support and Life Skill and Career Success*
- 3. Assistant Athletic Director for Student Success - for the areas of Life Skill and Career Success and Student Diversity and Inclusion*
- 4. Idaho State Athletic Department Dietitian – for the area of Student health and well-being.*
- 5. Assistant Athletic Director for Major Gifts – for oversight of the spending of the endowment in all areas.*
- 6. Associate Athletic Director for Compliance and Student Support*

Academic Support Answer If Q1, Academic support is selected (\$11,000)

Q5 Please provide details of your academic support plan using the form below. (Mark 'Not Applicable' for programs your institution will not fund through the distribution) New Program Enhanced Program Not Applicable

Salaries and benefits for academic advisors
N/A

Academic advisory resources.

Enhancing the resources needed by our academic advisors. This could include recruiting materials, educational materials such as catalogs and advising forms, study hall enhancement materials and professional development.

Tutoring resources.

Average tutoring expenditures over the past 7 years has been \$6,295.14 per academic year. This has been enhanced through grants from the SSF and AASP funds over the past 5 years. The endowment money in this area would be used to pay for the athletic tutor department needs and expanding the utilization of this program.

Computers: desktops, laptops and tablets for use in academic advising or tutoring.

SSF and AASP funding has been utilized to keep our Student Athlete Study Center up to date with technology. This includes computer updates, smartboards, televisions and check out laptops for students to travel with. This endowment would be used to continue to update and enhance the existing needs.

Educational materials for use in academic advising or tutoring.

Expansion of the educational materials used currently such as catalogs and advising forms.

Other

N/A

Q6 Does your academic support spending plan include funding after 2020-21?

Yes. This endowment would be used to support academic support enhancement for the life of the endowment.

Q7 Please provide details of the fund allocations of your academic support plan using the form below.

2016-17 2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 2023-24 2024-25 2025-26 2026-27

Salaries and benefits for academic advisors.

N/A

Academic advisory resources.

A yearly assessment will be done and endowment funds will be utilized as needed.

Tutoring resources.

Per our average tutoring needs over the past 7 years, we will earmark \$6000 per academic year to be utilized for this needed resource.

Computers: desktops, laptops and tablets for use in academic advising or tutoring.

A yearly assessment will be done and endowment funds will be utilized as needed.

Educational materials for use in academic advising or tutoring.

A yearly assessment will be done and endowment funds will be utilized as needed.

Other (specify in detail below).

N/A

Q9 Provide detailed goals and outcomes of how the institution plans to use dollars for academic support, if applicable. (Typically 2-3 line items are sufficient.)

Goals for academic support and success:

1. Calculate the number of our first semester students at a 2.5 ISU GPA or higher in their first full time semester on campus. The success of this initiative is based on 80% of our freshman achieving this benchmark as we feel this leads to higher retention rates and higher graduation rates.

2. Calculate the retention and eligibility rates in the APR database. We believe that this data will continue to back up the notion that overall academic success helps to increase retention and eligibility rates. Our goals are to achieve 960 in both retention and eligibility for the Idaho State University Athletic department.

3. Calculate yearly graduation rates for our students that exhaust eligibility. The goal is to continue to have a 90% graduation rate for those students who have exhausted their eligibility at Idaho State University.

4. Numbers of students (%) using tutoring and average GPA's for those students will be calculated as a measure of success. The goal is to have an 80% pass rate for courses in which students are getting tutored.

Q10 If advisors or tutors will be used, is there a goal to provide an estimated number of hours of training or programming for students?

There is no specific goal as this fluctuates each year depending on the student needs for that particular year. The committee will oversee this need and allocate accordingly.

Q11 If advisors or tutors will be used, what is the estimated number of students with access to the programming?

All 300 (average number of student athletes at Idaho State University each year) will have access to the tutoring and advising resources.

Q12 If advisors or tutors will be used, how many full-time equivalents (FTEs, combining full-time and/or part-time) will be used to provide academic support programming? (Enter as a number, e.g., 1.5)

Currently we utilize 5 full time employees for academic support in the athletic department. This number will be maintained. Number of tutors is only limited to the number of students that need them.

Q13 If computer equipment was selected above, indicate the approximate number of devices to be purchased.

Our current number of computers that are utilized in our study area is 26 and our current number of check out laptops is 10. Our plan is to replace these resources on a 5 to 7 year basis.

Q14 If Other was selected above, describe in the space provided.

N/A

Life Skills and Career Support Answer If Q1, Life skills and career success programs Is Selected (\$3500)

Q15 Please provide details of your life skills and career support plan using the form below. (Mark 'Not Applicable' for programs your institution will not fund through the distribution) New Program Enhanced Program Not Applicable

Financial literacy programs.

Yearly we do some financial literacy programming but would like to expand this program. We plan to continue these programs and will utilize this fund to enhance the programs.

Career coaching and job placement services.

In the past we have utilized programming for career readiness such as a 'Dress for Success' fashion show, a mock interview program with businesses in the community and seminars for resume and cover letter writing. We plan to continue these programs and will utilize this fund to enhance the programs.

Adversity training.

In the past we have utilized programming for adversity in joining a new community, adversity in academics and adversity in personal and social affairs. We plan to continue these programs based on the needs of our students and will utilize this fund to enhance the programs.

Anger management programs.

Based on the needs of our students in any particular year we may provide programming for this issue and will utilize these funds accordingly.

Etiquette training.

Annually we do some etiquette (communication and writing in regards to professors and supervisors) programming but would like to expand this program. We plan to continue these programs and will utilize this fund to enhance the programs.

Leadership development speakers or materials.

In the past we have utilized programming for leadership development. We plan to continue these programs based on the needs of our students and will utilize this fund to enhance the programs.

Life skills programming.

In the past we have utilized programming for Life skills programming. We plan to continue these programs based on the needs of our students and will utilize this fund to enhance the programs.

Other (specify in detail below).

N/A

Q16 Does your life skills and career support spending plan include funding after 2020-21?

Yes. This endowment would be used to enhance life skills and career support for the life of the endowment.

Q17 Please provide details of the fund allocations of your life skills and career support plan using the form below. 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 2023-24 2024-25 2025-26 2026-27

Salaries and benefits for guidance counselors.

N/A

Financial literacy programs.

A yearly assessment will be done and endowment funds will be utilized as needed.

Career coaching and job placement services.

A yearly assessment will be done and endowment funds will be utilized as needed.

Adversity training.

A yearly assessment will be done and endowment funds will be utilized as needed.

Anger management programs.

A yearly assessment will be done and endowment funds will be utilized as needed.

Etiquette training.

A yearly assessment will be done and endowment funds will be utilized as needed.

Leadership development speakers or materials.

A yearly assessment will be done and endowment funds will be utilized as needed.

Life skills programming.

A yearly assessment will be done and endowment funds will be utilized as needed.

Other (specify in detail below).

N/A

Q18 Provide detailed goals and outcomes of how the institution plans to use dollars for life skills and career success programs, if applicable. (Typically 2-3 line items are sufficient.)

The goals of the life skills and career success programs will be to retain our students, enhance our student success and help students graduate and move

into careers. The measurement of these goals will be looked at in the following ways:

- 1. Calculate the number of our first semester students at a 2.5 ISU GPA or higher in their first full time semester on campus. The success of this initiative is based on 80% of our freshman achieving this benchmark as we feel this leads to higher retention rates and higher graduation rates.*
- 2. Calculate the retention and eligibility rates in the APR database. We believe that this data will continue to back up the notion that overall academic success helps to increase retention and eligibility rates. Our goals are to achieve 960 in both retention and eligibility for the Idaho State University Athletic department.*
- 3. Calculate yearly graduation rates for our students that exhaust eligibility. The goal is to continue to have a 90% graduation rate for those students who have exhausted their eligibility at Idaho State University.*
- 4. Utilize student feedback on programs and presentations in regards to thoroughness and effectiveness. Goals are to have 80% of our students rate the presentations as average or better.*

Q19 If facilitators or trainers will be used, is there a goal to provide an estimated number of hours of training or programming for students?

Over the past 7 years we have averaged 7 programs per year in all of the different areas of concern. Each session is about an hour in length. Our plan is to do at least 7 per year in the areas of concern and possible expand with all campus for some other workshops that would benefit the entire student body. The goal would be to reach 9 per year.

Q20 If facilitators or trainers will be used, what is the estimated number of students with access to the programming?

All 300 (average number of student athletes at Idaho State University each year) will have access to the Life Skills and Career success resources.

Q21 If facilitators or trainers will be used, how many full-time equivalents (FTEs, combining full-time and/or part-time) will be used to provide life skills and career success programming? (Enter as a number, e.g., 1.5)

This will be determined based on the program and the needs for each particular year.

Q22 If Other was selected above, describe in the space provided.

N/A

Student Diversity and Inclusion Answer If Q1, Student diversity and inclusion initiatives is Selected (\$3,500)

Q23 Please provide details of your diversity and inclusion initiative using the form below. (Mark 'Not Applicable' for programs your institution will not fund through the distribution) New Program Enhanced Program Not Applicable

Student attendance at equity or inclusion focused education or professional development event.
N/A

Campus equity or inclusion workshops for students.
N/A

Creative presentations to raise awareness of equity or inclusion issues.
The Idaho State University Diversity Resource Center completes 2 presentations per academic year for all students on campus. We would like to enhance these programs using the endowment funds.

Cultural competency coaching.

N/A

Events to encourage women and ethnic minorities to pursue careers in athletics.

Idaho State University puts on a Women in Sports week here on campus annually. We would like to enhance these programs using the endowment funds.

Guest speaker(s) on equity or inclusion topics.

Idaho State University has had speakers come to campus to present on topics in this area. We would like to enhance these programs using the endowment funds.

Internship programs for female or ethnic minority students.

N/A

Service or mentoring activities with a focus on equity or inclusion awareness.

N/A

Student retreat focusing on equity and inclusion issues.

N/A

Other (specify in detail below).

N/A

Q24 Does your diversity and inclusion spending plan include funding after 2020-21?

Yes. This endowment would be used to enhance diversity and inclusion for the life of the endowment.

Q25 Please provide details of the fund allocations of your diversity and inclusion initiative using the form below. 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 2023-24 2024-25 2025-26 2026-27

Student attendance at equity or inclusion focused education or professional development event.

N/A

Campus equity or inclusion workshops for students.

N/A

Creative presentations to raise awareness of equity or inclusion issues.

A yearly assessment will be done and endowment funds will be utilized as needed.

Cultural competency coaching.

N/A

Events to encourage women and ethnic minorities to pursue careers in athletics.

A yearly assessment will be done and endowment funds will be utilized as needed.

Guest speaker(s) on equity or inclusion topics.

A yearly assessment will be done and endowment funds will be utilized as needed.

Internship programs for female or ethnic minority students.

N/A

Service or mentoring activities with a focus on equity or inclusion awareness.

N/A

Student retreat focusing on equity and inclusion issues.

N/A

Other (specify in detail below).

N/A

Q26 Provide detailed goals and outcomes of how the institution plans to use dollars for diversity and inclusion initiatives, if applicable. (Typically 2-3 line items are sufficient.)

1. Calculate the retention and eligibility rates in the APR database. We believe that this data will continue to back up the notion that overall academic success helps to increase retention and eligibility rates. Our goals are to achieve 960 in both retention and eligibility for the Idaho State University Athletic department.

2. Calculate yearly graduation rates for our students that exhaust eligibility. The goal is to continue to have a 90% graduation rate for those students who have exhausted their eligibility at Idaho State University.

3. Utilize student feedback on programs and presentations in regards to thoroughness and effectiveness. Goals are to have 80% of our students rate the presentations as average or better.

Q27 If facilitators or trainers will be used, is there a goal to provide an estimated number of hours of training or programming for students?

This will be determined based on the program and the needs for each particular year.

Q28 If facilitators or trainers will be used, what is the estimated number of students with access to the programming?

All 300 (average number of student athletes at Idaho State University each year) will have access to the diversity and inclusion resources. Additionally, we would like to create programs that allow for the entire student body to have access.

Q29 If facilitators or trainers will be used, how many full-time equivalents (FTEs, combining full-time and/or part-time) will be used to provide diversity and inclusion programming? (Enter as a number, e.g., 1.5)

This will be determined based on the program and the needs for each particular year.

Q30 How long will the internship be and within what department of athletics?

N/A

Q31 If Other was selected above, describe in the space provided.

N/A

Health and Well-Being Answer If Q1, Students health and well-being is Selected (\$9,000)

Q32 Please provide details of your health and well-being initiative using the form below. (Mark 'Not Applicable' for programs your institution will not fund through the distribution) New Program

Enhanced Program Not Applicable

Medical, dental or vision insurance premiums for students.

N/A

Medical, dental or vision expenses for students (not covered by another insurance program for students).

N/A

Other expenses related to attendance (up to full cost of attendance).

N/A

Nutritional needs.

Currently the Idaho State University athletic department has a \$2000 yearly budget for nutritional needs of our students. Additionally, business in the community help to support the nutritional program with donations. Our goals is to enhance this budget to at least \$4000 per year depending on the needs of our students.

Fueling stations.

Currently the Idaho State University athletic department has a \$2000 yearly budget for nutritional needs of our students. Additionally, business in the community help to support the nutritional program with donations. Our goals is to enhance this budget to at least \$4000 per year depending on the needs of our students.

Mental health programs.

The Idaho State University department of Athletics conducts a yearly training for athletic department staff that address mental health issues. We would like to enhance this program with the endowment funds. Additionally, our SAAC has run a few programs that address these types of issues. We would also like to expand these programs and offer speakers to the entire student body with the endowment funds. We understand that this particular topic is underreported but we know there is a benefit to exposing students to strategies for coping with mental health issues. We would like to team up with the campus counseling center to have presentations in this area.

Salaries and benefits for mental health counselors.

N/A

Alcohol abuse prevention programs and/or speakers.

We understand that this particular topic is underreported but we know there is a benefit to exposing students to strategies for coping with drug and alcohol issues. We would like to team up with the campus counseling center and the health department in town to have presentations in this area.

Concussions education (e.g., Impact Program).

Our new Faculty Athletic Representative is a leading researcher in the area of concussions. We would like to utilize her expertise and start to present education in this area. We will use the endowment funds as necessary.

Health and safety educational materials.

N/A

Healthy relationships/sexual health and abuse education.

In the past we have utilized programming for healthy relationships. We plan to continue these programs based on the needs of our students and will utilize this fund to enhance the programs.

Nutritional/diet information materials.

Currently the Idaho State University athletic department has a \$2000 yearly budget for nutritional needs of our students. Additionally, business in the community help to support the nutritional program with donations. Our goals is to enhance this budget to at least \$4000 per year depending on the needs of our students.

Access to nutritionist or nutrition education.

Currently the Idaho State University athletic department has a \$2000 yearly budget for nutritional needs of our students and a part time dietician. Additionally, business in the community help to support the nutritional program with donations. Our goals is to enhance this budget to at least \$4000 per year depending on the needs of our students.

Portable AED units.

Currently the ISU Athletic department has 1 unit at Davis Field, 1 unit at Holt Arena and 3 units at Reed gym. The athletic training staff would like to add one to the softball complex and one to the Osborn tennis complex. Additionally, getting one or two to be able to travel with would also benefit the athletic department.

Additionally, there is a yearly or biyearly cost to changing batteries and pads that we feel we would like to help out with this endowment fund.

Rest/recovery education.

Currently the Idaho State University athletic department has a \$2000 yearly budget for nutritional needs of our students and a part time dietician. Additionally, business in the community help to support the nutritional program with donations. Our goals is to enhance this budget to at least \$4000 per year depending on the needs of our students.

Session for staff or students: identify signs or symptoms of depression.

In the past we have utilized programming for depression for both our students and our staff. We plan to continue these programs based on the needs of our students and staff and will utilize this fund to enhance the programs.

Treatment by sports psychologist for stress management, anxiety, burnout and life balance.

In the past we have utilized programming in the different areas of sports psychology for both students and staff. We have utilized presentations that deal with life balance, anxiety and disappointment with students at times when they are feeling excessive amounts of these issues (Midterms, finals, start to season, etc.). We plan to continue these programs based on the needs of our students and will utilize this fund to enhance the programs.

Medical equipment for rehabilitation and/or recovery (department only).

Normatic recovery machines – for pain reduction, increased range of motion, reduces inflammation, and accelerates and enhances recovery of leg injuries.

Team recovery bags which include: Bands, foam rollers, etc to make team kits for recovery

SwimEx Underwater portable treadmills for injury recovery including range of motion, gait training at low impact, biomechanics of land based movements, improved cardiovascular stamina, healing and strengthening of injured tissue, reduction of joint stiffness, reduction of blood pressure levels and increased plyometric.

Other as necessary.

Other (specify in detail below).

N/A

Q33 Does your health and well-being spending plan include funding after 2020-21?

Yes. This endowment would be used to enhance health and well-being for the life of the endowment.

Q34 Please provide details of the fund allocations of your health and well-being initiative using the form below. 2016-17 2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 2023-24 2024-25 2025-26 2026-27

Medical, dental or vision insurance premiums for students.

N/A

Medical, dental or vision expenses for students (not covered by another insurance program for students).

N/A

Other expenses related to attendance (up to full cost of attendance).

N/A

Nutritional needs.

We would like to double the Nutritional budget of \$2,000 and set aside at least \$4,000 each year with the endowment funds for the nutritional needs of our students.

Fueling stations.

We would like to double the Nutritional budget of \$2,000 and set aside at least \$4,000 each year with the endowment funds for the nutritional needs of our students.

Mental health programs.

A yearly assessment will be done and endowment funds will be utilized as needed.

Salaries and benefits for mental health counselors.

N/A

Alcohol abuse prevention programs and/or speakers.

A yearly assessment will be done and endowment funds will be utilized as needed.

Concussions education (e.g., Impact Program).

A yearly assessment will be done and endowment funds will be utilized as needed.

Health and safety educational materials.

A yearly assessment will be done and endowment funds will be utilized as needed.

Healthy relationships/sexual health and abuse education.

A yearly assessment will be done and endowment funds will be utilized as needed.

Nutritional/diet information materials.

We would like to double the Nutritional budget of \$2,000 and set aside at least \$4,000 each year with the endowment funds for the nutritional needs of our students.

Access to nutritionist or nutrition education.

We would like to double the Nutritional budget of \$2,000 and set aside at least \$4,000 each year with the endowment funds for the nutritional needs of our students.

Portable AED units.

Currently the ISU Athletic department has 1 unit at Davis Field, 1 unit at Holt Arena and 3 units at Reed gym. The athletic training staff would like to add one to the softball complex and one to the Osborn tennis complex. Additionally, getting one or two to be able to travel with would also benefit the athletic department. The cost per unit is approximately \$1,245 per unit.

Additionally, there is a yearly or biyearly cost to changing batteries and pads that we feel we would like to help out with this endowment fund. This cost is estimated to be around \$500 per year and this would help us upkeep 2 units each year.

Rest/recovery education.

We would like to double the Nutritional budget of \$2,000 and set aside at least \$4,000 each year with the endowment funds for the nutritional needs of our students which includes rest and recovery education.

Session for staff or students: identify signs or symptoms of depression.

A yearly assessment will be done and endowment funds will be utilized as needed.

Treatment by sports psychologist for stress management, anxiety, burnout and life balance.

A yearly assessment will be done and endowment funds will be utilized as needed.

Medical equipment for rehabilitation and/or recovery (department only).

SwimEx Underwater Portable Treadmill – cost per unit: \$2,310.00

Team Recovery Bags cost per bag: \$125 which include the following:

Trigger Point GRID foam roller at a cost of \$ 39.99

Trigger Point GRID STK foam roller at a cost of \$ 34.99

Trigger Point MB5 massage ball at a cost of \$ 24.99

Trigger point TP massage ball at a cost of \$ 19.99

Stretch straps X 2-4 at a cost of \$ 3.00

Normatec recovery systems at a cost of \$ 1,895

Other (specify in detail below).

N/A

Q35 Provide detailed goals and outcomes of how the institution plans to use dollars for student health and well-being, if applicable. (Typically 2-3 line items are sufficient.)

Q36 If facilitators or trainers will be used, is there a goal to provide an estimated number of hours of training or programming for students?

This will be determined based on the program and the needs for each particular year.

Q37 If facilitators or trainers will be used, what is the estimated number of students with access to the programming?

All 300 (average number of student athletes at Idaho State University each year) will have access to the student health and well-being resources. Additionally, we would like to create programs that allow for the entire student body to have access.

Q38 If facilitators or trainers will be used, how many full-time equivalents (FTEs, combining full-time and/or part-time) will be used to provide health and well-being programming? (Enter as a number, e.g., 1.5)

This will be determined based on the program and the needs for each particular year.

Q39 If cost of attendance, indicate the number of students receiving this type aid.

N/A

Q40 If AED units, indicate the approximate number of devices to be purchased.

Between 2 and 4 over the next 5 years. Also, replacement of pads and batteries to keep current machines up to date.

Q41 If the equipment listed above was purchased to assist in the rehabilitation and/or recovery of injured students indicate the approximate number of items and description of each.

Normatic recovery machines at a cost of around \$1,800 each. We would like to get about 5 more of these machines over the next 5 years.

Bands, foam rollers, etc to make team kits for recovery. The cost is to be determined based on need.

Hydro works underwater portable treadmills for injury recovery

Other as necessary.

Q42 If Other was selected above, describe in the space provided.

N/A

Q43 This is the total estimated spending you have entered: [Automatically calculated in the survey]

\$27,463.35

Q44 Will your accounting system be able to segregate and track the spending in these categories for audit purposes?

Yes

Q45 If funding positions, how will you track the time and effort of individuals performing this work?

N/A

Q46 What controls will you have in place to ensure the funds are used in accordance with the plan presented above?

A committee made up of the following individuals at Idaho State University will oversee the distribution of the endowment funds in the following areas. Complete oversight of the fund will fall to the Assistant Athletic Director for Major Gifts.

- 1. Head Strength and conditioning coach – for the area of Student health and well-being*
- 2. Assistant Athletic Director for Academics – for the areas of Academic Support and Life Skill and Career Success*
- 3. Assistant Athletic Director for Student Success - for the areas of Life Skill and Career Success and Student Diversity and Inclusion*
- 4. Idaho State Athletic Department Dietitian – for the area of Student health and well-being.*
- 5. Assistant Athletic Director for Major Gifts – for oversight of the spending of the endowment in all areas.*
- 6. Associate Athletic Director for Compliance and Student Support – for oversight of the spending of the endowment in all areas.*

Q47 For auditing purposes, what controls will you have in place to ensure the proper storage of invoices or supporting documentation? (note: documents should be retained for a 10 year period for auditing purposes which may exceed your institution's current document retention policy.)

All documents with regards to distribution and spending of the endowment funds will be kept in the cloud based file sharing storage system called Box. This is the system that the university uses to safely store documents. The documents will be stored for 10 years in Box with access going only to the individuals in need.

Q48 How will the institution measure the success of the program?

- 1. Continued success in the retention and eligibility rates of our student athletes in the APR calculation. Continuing to achieve a 960 in both areas.*
- 2. 80% of first semester freshman achieving a 2.5 or higher in their first semester at Idaho State University.*
- 3. 90% of students that exhaust athletic eligibility graduating from Idaho State University*
- 4. ???????*

ATTACHMENT B

SPECIAL ONE-TIME DIVISION I DISTRIBUTION Q&A

(Document prepared and distributed via website by NCAA National Office)

Special One-Time Division I Distribution Q&A

Revised: September 15, 2017

1. Who approved this \$200 million one-time Division I distribution?

Answer: The [Board of Governors](#) (formerly the Executive Committee) approved the distribution, as well as the NCAA Division I Board of Directors. A working group of Division I presidents developed guidelines for appropriate use of the funds.

2. How is the \$200 million distribution being funded?

Answer: The \$200 million is being funded from a liquidation of NCAA Quasi-Endowment.

3. What is the rationale for allocating the \$200 million across the Division I membership?

Answer: For the direct benefit of the student-athlete and their academic success, life skills, career success, health and safety and student-athlete focused diversity and inclusion initiatives. Schools have discretion in using funds among these areas.

4. Is the fund for student-athletes only?

Answer: The distribution is intended to help Division I schools provide greater support to student-athletes. However, as student-athletes are included as eligible recipients of a given service or benefit, enhancements to programs that benefit the entire student body are acceptable (e.g., academic advisory services).

5. Can I spend the dollars as soon as they are received?

Answer: Prior to spending the distribution, each member school must submit a plan for the intended use to the national office. The plan must be submitted within three months of receiving the funds. The plan document will be reviewed by the national office. Once schools receive approval from the national office, the funds may be spent. Please note additional detail may be requested prior to approval.

6. Is there a required plan document format or template?

Answer: Yes, the national office will provide a template at the time of distribution.

7. Can we invest the dollars until our plan is approved?

Answer: Dollars may be invested in a vehicle that provides interest while preserving the principal of the distribution until the plan is approved. (Note: If the school elects to establish a quasi-endowment with the distribution proceeds, this caveat will not apply after approval is received from the national office on the school's spending plan.)

8. Will schools be required to report on the expenditures for these funds?

Answer: No. However, all schools are subject to a random audit by the national office internal audit department. Therefore, all expenditures should be accurately accounted and align with a

school's approved plan. In addition, if an institution elects to modify its approved plan, spending should be within one of the pre-approved uses noted in the "Suggested Potential Uses" below. While a change in the spending plan will not require additional approval from the NCAA national office staff, the institution should document the who, what, why, when and how the plan was modified. National office finance and accounting staff is available for interpretations of new spending.

9. Will the NCAA have another distribution of this type in the future?

Answer: No. We encourage schools not to budget this money as you do your normal NCAA distributions. This disbursement should be treated as one-time cash that has a finite life.

10. Will schools that do not offer athletic scholarships (i.e. Ivy League, military academies) be eligible for the distribution?

Answer: Yes, member schools that do not offer athletics scholarships (including the Ivy League members and military academies) will receive the average amount distributed to Football Championship Subdivision schools.

11. Can all or a portion of the funds be placed into an endowment?

Answer: Yes, however the funds related to this distribution must remain identifiable and a spending policy must be in place documenting the spending rate, calculation of funds available for use in operations, and the party responsible for approving/changing policy. Additionally, all draws from the endowment must be spent on approved uses based on the guidelines below.

12. How do we indicate that the funds will be placed into an endowment within the spending plan questionnaire?

Answer: If the institution plans to establish an endowment or quasi-endowment with some or all of the funds provided, enter the value of funds to be placed in endowment within the 2016-17 fiscal year.

13. After an endowment has been established, can it be liquidated?

Answer: Yes, but all draws from the endowment must be spent on approved uses based on the guidelines below.

14. If funds are placed into an endowment, do they have to be spent prior to 2027?

Answer: No, the principal may remain in the endowment in perpetuity.

15. If the endowment does not perform well and loses value, how does that affect the spending of the entire amount?

Answer: If the endowment value becomes worth less than the original principal the institution should follow the current underwater endowment policy in place for the institution.

16. Should this distribution be included as revenue in the annual submission of the Membership Financial Reporting System?

Answer: Yes, it should be included in the NCAA Distribution category.

Calculation and payment:

17. Which member schools are eligible to receive these funds?

Answer: Schools that were active Division I members as of the 2015-16 academic year, the year the one-time distribution was announced.

18. When will the funds be disbursed to the membership and will they go directly to each school?

Answer: The funds will be disbursed April 19, 2017. Each school will receive their portion of the distribution directly via ACH (i.e. direct deposit into the school's bank account on record at the national office). Changes to the bank information cannot be made to accommodate this specific fund.

19. How is the disbursement amount calculated for each school?

Answer: A school's total revenue distribution equivalencies for grants-in-aid submitted to the NCAA in the summer of 2015 for the 2013-14 academic year multiplied by the unit value. Examples below:

Institution:	Calculation (2013-14 academic year):	Amount to be received:
Example A Institution	87.35 equivalencies x \$3,291 unit value	\$287,382
Example B Institution	123.65 equivalencies x \$3,291 unit value	\$406,809
Example C Institution	165.32 equivalencies x \$3,291 unit value	\$543,903

20. What is the unit value for this one-time distribution?

Answer: The unit value is \$3,291. \$200 million divided by total revenue distribution equivalencies for grants-in-aid reported by Division I schools.

21. What is an "equivalency?"

The equivalency value/award is calculated by dividing the athletics grant amount by the school's "full grant amount or total cost for tuition, fees, room and board, and course related books" as reported on the school's squad list. If using the NCAA Compliance Assistant software, this equivalency value should already be calculated on that squad list in the far-right column labeled "Rev. Dist. /Equivalent Award".

22. What academic year is the data based on to calculate the distribution?

Answer: The most recent, complete grants-in-aid equivalency data from the 2013-14 academic year will be used.

23. What is the disbursement for each institution?

Answer: [Payment-information-DI-Special-Onetime-Distribution](#)

24. Will there be an escalating multiplier similar to the normal grants-in-aid distribution based on the level of athletics grants provided by a school?

Answer: No. There will not be tiers that multiply the equivalencies by factors of 1, 2, 10, and 20 as there is in the grants-in-aid distribution.

Spending categories and approved uses:

25. Can the funds be used for existing programming in its current state if the programming falls within the categories listed for these funds?

Answer: No, the funds are to be used for new programming or to enhance existing programming.

26. Can the funds be used for capital improvements?

Answer: Yes, if the funds are used in a manner that supports the four categories of academic success: life skills and career success, health and safety and student-athlete focused diversity and inclusion initiatives. (Please note the examples of plans that will not be approved in the next question and answer.)

27. Examples of plans that will not be approved are as follows:

Coaches' salaries, strength and conditioning equipment, capital improvements or other expenditures designed to improve athletic performance, athletic competition experiences or fan experiences.

28. Are there guidelines for appropriate spend categories?

Answer: Yes, please reference the attached guidelines.

29. For the health and safety of the student-athlete, can funds be used to increase staff in the athletic training room?

Answer: Yes, the funds are intended for the physical and mental well-being of student athletes. Services provided by athletic training personnel to support these initiatives are allowed. However, the funds cannot be used to pay for initiatives primarily meant to improve athletic performance (e.g. strength and conditioning coach).

30. Can other expenses related to attendance (cost of attendance) be paid for with these funds?

Answer: Yes.

31. Can athletically related equivalency awards and full grants-in-aid (tuition, fees, room, board and course related books) for the regular academic year (Fall and Spring terms only) be funded from the one-time distribution?

Answer: No.

32. Can the funds be used towards guaranteed four-year scholarships?

Answer: No. (The original memorandum to membership on March 10, 2016 inadvertently included guaranteed four-year scholarships in the list of allowable uses.)

33. Can funding be used for summer school scholarships that would enable student-athletes to take summer classes?

Answer: Yes, summer school scholarships are an allowable expense.

34. Can scholarship funds be set aside for student-athletes who have become medical non-counters due to an incapacitating injury or illness?

Answer: Yes, a scholarship can be provided to a medical non-counter student-athlete as long as the scholarship is spent by the June 30, 2027 deadline.

35. Can the Special One-time Division I Revenue Distribution be used to fund benefits for international student athletes?

Answer: Yes, international students are eligible to receive funds from the Special One-time Division I Revenue Distribution.

36. Can the programming be specific to non-students?

Answer: No, the target audience should be for students, and specifically student-athletes. Other groups may attend general sessions provided to students. However, individualized sessions for non-students or programming specific for non-students is not permissible.

37. Can the funds be used in a manner that benefit student athletes within a specific sport?

Answer: Yes, as long as the funds are spent according to the plan.

38. Can the funds be used to provide Hurricanes Harvey and Irma disaster relief to student-athletes and/or their families?

Answer: Yes. Institutions are responsible for the administration and appropriate tracking of these funds. Institutions are encouraged to use careful judgment in determining the needs and appropriate allocation of these funds.

Suggested Potential Uses:

The funds are provided for the direct benefit of the student-athlete and their academic success, life skills, career success, health and safety and student-athlete focused diversity and inclusion initiatives. Schools have discretion in allocating funds among these areas.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017

UNIVERSITY OF IDAHO

SUBJECT

Authorization for issuance of General Revenue Bonds, Series 2018A

REFERENCE

October 2007

Regents approval of Series 2007B Bonds.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.F.
Section 33-3804, Idaho Code

BACKGROUND/DISCUSSION

In 2007 the University of Idaho (UI) issued its Series 2007B Bonds in the par amount of \$35,035,000 to finance an Energy Service Company (ESCO) Project for certain electrical equipment upgrades and certain capital maintenance and replacement of UI's utility corridor, central steam plant and central chiller and related improvements. The 2007B Bonds were issued as "variable rate" bonds with a final maturity of April 1, 2041, but with an interest rate set only for the first 10 years. The 2007B Bonds must be refinanced or the interest rate changes to a weekly floating rate after the initial 10 year period. The financing mechanism utilized in 2007 anticipated that UI could elect to repeat a second 10 year fixed rate, and then a third in another 10 years if it chose. This allowed UI to take advantage of the shorter end of the yield curve in 2007, but exposes UI to interest rate risk to the prevailing market conditions at the end of each term. However, due to changes in the bond market and federal regulations this mechanism is effectively no longer available, and continuing with the original plan of 10 year rate periods is no longer an option.

Thus, UI must either issue new bonds prior to April 1, 2018 to defease and redeem the outstanding 2007B Bonds, or remarket the 2007B Bonds as variable rate bonds subject to a weekly interest rate reset. Based on the fact that prevailing interest rates remain in the range of historic lows, UI's municipal advisor, PFM Financial Advisors LLC ("PFM"), has recommended issuing new bonds at fixed rates to provide funds to defease and redeem the 2007B Bonds.

Principal Amount

Total not to exceed \$35,000,000.

Maturities and Amortization Plan

To be determined the day of pricing, currently scheduled for January 22, 2018. The maturity structure will amortize the 2018A Bonds over the same time frame as the 2007B Bonds, with a final maturity of April 1, 2041.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017

Source of Security

General Revenue pledge of UI, excluding appropriated funds, direct grant and contract revenues and restricted gifts.

Ratings

Rating agency surveillance calls were conducted in May and August of 2017. UI's current ratings are Aa3/A+ by Moody's Investors Service (Moody's) and S&P Global Ratings, respectively. UI intends to request a rating only from Moody's for this issue. PFM has advised UI that in the current market underwriters do more in house credit analysis than in years past. With the volume of debt issuance that UI plans to issue, there is less need and less value to continue holding two ratings.

Manner of Sale of Bonds

UI is proposing to sell the 2018A Bonds through a "competitive" bond sale based on the analysis of our municipal advisor, PFM.

UI engaged the services of PFM, a large, national municipal advisory firm, in 2017, and PFM is the municipal advisor for the issuance of the proposed 2018A Bonds. The role of municipal advisor rose to the forefront in 2013 when the Securities and Exchange Commission promulgated extensive rules on the municipal finance industry as part of the Dodd-Frank financial reforms. Significantly, the regulations limited the role of bond underwriting firms (firms that sell bonds to their customers) and required an underwriter to specifically disclose to the public entity whose bonds it was selling that the underwriter does not act in a fiduciary role to the bond issuer. In contrast, a "municipal advisor," which advises the issuer but does not sell bonds, acts with a fiduciary duty to the issuer. UI has elected to adopt this model for its bond issuances so that it has services of a municipal advisor that has a fiduciary duty to UI.

With utilization of PFM as our municipal advisor, many of the tasks historically performed by our underwriter have been assumed by PFM; such as analyzing UI's debt, reviewing documents provided by bond counsel, and orchestrating the rating agency presentations. With the role of the underwriter greatly reduced, PFM believes the most financially advantageous method for selecting an underwriter and selling the bonds is through a "competitive" sale. On the day of the bond sale, UI will receive bids from underwriting firms through an electronic bid platform. Bidders must bid for all the 2018A Bonds and specify the all-in true interest cost. The underwriter whose bid provides the lowest overall interest cost, which is verified by PFM, is the winning bidder, and that underwriting firm then places the bonds with its customers. Attachment 7 contains a memorandum by PFM with respect to a competitive sale and the advantages for UI.

The use of a municipal advisor in this bond transaction results in some minor variations in the documentation trail typically provided to the Board for a competitive sale. For example, note that in Attachment 6—Draft Preliminary

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 21, 2017

Official Statement—there is a form of Notice of Bond Sale. This has replaced the form of Bond Purchase Agreement with the Underwriter, which was historically attached to bond requests to the Board. The Bond Purchase Agreement was the contract with a single underwriter selected in advance. The Notice of Sale (page 83) specifies the criteria under which all underwriters must bid.

IMPACT

UI is not incurring additional debt, but replacing existing debt that was incurred for essential University infrastructure, which has a long useful life. Since this transaction only replaces existing debt, UI does not expect its current debt burden ratio to be materially impacted.

ATTACHMENTS

Attachment 1 – Draft Supplemental Bond Resolution	Page 5
Attachment 2 – Moody’s 2017 Rating Report	Page 59
Attachment 3 – S&P Global Ratings 2017 Rating Report	Page 65
Attachment 4 – Debt Service Projection	Page 73
Attachment 5 – Ten Year Debt Projection	Page 75
Attachment 6 – Draft Prelim. Official Statement (with Notice of Sale)	Page 77
Attachment 7—Memo from PFM on Competitive Sale Methodology	Page 145

STAFF COMMENTS AND RECOMMENDATIONS

The proposed issuance of refunding bonds at fixed interest rates is a prudent strategy to replace the current debt structure which would expose the university to unpredictable and volatile varied interest rates after 2017. The proposed use of competitive bidding to select an underwriter should help the university obtain a favorable interest rate.

Staff recommends approval.

BOARD ACTION

I move to approve a Supplemental Resolution for the Series 2018A Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Board of Regents of the University of Idaho authorizing the issuance of General Revenue Refunding Bonds, delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to \$35,000,000, authorizing the acceptance of the winning bid for sale of the bonds; and providing for other matters relating to the authorization, issuance, sale and payment of the bonds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A roll call vote is required.

THIS PAGE INTENTIONALLY LEFT BLANK

SUPPLEMENTAL RESOLUTION

Authorizing the Issuance and Providing for the Sale of

**REGENTS OF THE UNIVERSITY OF IDAHO
GENERAL REVENUE REFUNDING BONDS, SERIES 2018A**

Adopted December 20, 2017

TABLE OF CONTENTS

	Page
ARTICLE I DEFINITIONS	3
Section 101. Definitions.....	3
Section 102. Authority for Supplemental Resolution.....	5
Section 103. Effective Date	5
ARTICLE II AUTHORIZATION, TERMS AND ISSUANCE OF SERIES 2018A BONDS.....	5
Section 201. Authorization of 2018A Bonds, Principal Amounts, Designation and Series; Confirmation of Pledged Revenues	5
Section 202. Finding and Purpose	5
Section 203. Issue Date.....	5
Section 204. Authorization of Actions Preliminary to Sale of 2018A Bonds	5
Section 205. Sale of 2018A Bonds and Related Documents; Delegation Authority.....	6
Section 206. Form of Series 2018A Bond	8
Section 207. Execution and Delivery of 2018A Bonds	8
Section 208. Redemption of Series 2018A Bonds Prior to Maturity.....	8
Section 209. Book-Entry Only System.....	9
Section 210. Successor Securities Depository	10
ARTICLE III CREATION OF ACCOUNTS; APPLICATION OF BOND PROCEEDS.....	10
Section 301. Creation of Accounts	10
Section 302. Application of Proceeds of Series 2018A Bonds.....	10
ARTICLE IV PLAN OF DEFEASANCE AND REDEMPTION	11
Section 401. Defeasance and Redemption of 2007B Bonds.....	11
Section 402. Investment Securities	12
ARTICLE V MISCELLANEOUS	12
Section 501. Other Actions With Respect to 2018A Bonds	12
Section 502. Governing Law	12
Section 503. Partial Invalidity.....	12
Section 504. Savings Clause	13
Section 505. Conflicting Resolutions	13
Section 506. Restatement of Resolution	13
Schedule 1 – Schedule of 2007B Bonds	
Exhibit A – Form of Series 2018A Bond	
Exhibit B – Form of Continuing Disclosure Undertaking	
Exhibit C – Form of Escrow Agreement	
Exhibit D – Form of Delegation Certificate	

SUPPLEMENTAL RESOLUTION

A SUPPLEMENTAL RESOLUTION of the Regents of the University of Idaho Authorizing the Issuance and Providing for the Sale of General Revenue Refunding Bonds, Series 2018A; Delegating Authority to Approve the Terms and Provisions of the Bonds and the Principal Amount of the Bonds up to \$35,000,000; Authorizing Advertisement for Competitive Sale of the Bonds; and Providing for Other Matters Relating to the Authorization, Issuance, Sale and Payment of the Bonds.

* * * * *

WHEREAS, the University of Idaho (the "University") is a state institution of higher education and body politic and corporate organized and existing under and pursuant to the Constitution and laws of the State of Idaho;

WHEREAS, the Regents of the University of Idaho (the "Regents") are authorized, pursuant to the Educational Institutions Act of 1935, the same being chapter 38, Title 33, Idaho Code, and chapter 5, Title 57, Idaho Code (collectively, the "Act"), and the Constitution of the State of Idaho, to issue bonds to finance or refinance "projects" as defined in said Act;

WHEREAS, on November 22, 1991, the Regents adopted a Resolution, which has been subsequently amended and supplemented (as supplemented, the "Resolution" or "Bond Resolution") relating to the issuance and sale of Facility Revenue Bonds, Series 1992A (the "Series 1992A Bonds"), and providing among other things for the issuance of additional Facility Revenue Bonds for future projects or refunding purposes (the "Additional Bonds"), with payment of the Series 1992A Bonds and any Additional Bonds secured by Pledged Revenues (as defined in the Resolution);

WHEREAS, the University is authorized under the provisions of Article VII of the Resolution to issue, and has issued from time to time, various series of Additional Bonds authorized under Supplemental Resolutions, upon compliance with the requirements of Section 7.2 of the Resolution;

WHEREAS, on October 11, 2007, the Regents adopted a resolution supplementing the Resolution (the "2007 Supplemental Resolution") and providing for the issuance and sale of up to \$70,000,000 Adjustable Rate General Revenue Refunding Bonds, Series 2007A, as Additional Bonds thereunder (the "2007A Bonds"), which Series 2007A Bonds have been refunded, and up to \$40,000,000 Adjustable Rate General Revenue Bonds, Series 2007B, as Additional Bonds thereunder (the "2007B Bonds");

WHEREAS, the 2007B Bonds were issued to finance the acquisition of certain electrical equipment upgrades and capital maintenance on, and replacement of, portions of the University's utility corridor, central steam plant and central chiller and related improvements, as a "project" in accordance with the Act;

WHEREAS, the outstanding 2007B Bonds described on Schedule 1 (the “2007B Bonds”) are subject to mandatory tender for purchase or rate conversion on April 1, 2018, pursuant to the 2007 Supplemental Resolution and the University desires to defease until purchase or redemption of such 2007B Bonds on or near April 1, 2018, which shall be accomplished pursuant to the provisions herein;

WHEREAS, the Regents have determined that the defeasance, purchase or redemption and cancellation of the 2007B Bonds can be completed in accordance with the Act, and to achieve a savings and/or other objectives that the Regents find to be beneficial to the University in accordance with Title 57, chapter 5, Idaho Code;

WHEREAS, the Regents desire to authorize the issuance of its General Revenue Refunding Bonds, Series 2018A (collectively, for purposes of this Supplemental Resolution, the “Series 2018A Bonds” or “2018A Bonds”) to provide funds to defease, purchase or redeem, and cancel the 2007B Bonds and to pay the Costs of Issuance of such 2018A Bonds;

WHEREAS, pursuant to Section 57-235, Idaho Code, the Regents desire to delegate authority, in accordance with the specific instructions and procedures set forth herein, for determination and approval of certain final terms and provisions of the 2018A Bonds and other matters;

WHEREAS, the Regents desire to sell the 2018A Bonds pursuant to competitive bond sale and to appoint PFM Financial Advisors LLC as the University’s municipal advisor to conduct the sale of the 2018A Bonds (the “Municipal Advisor”);

WHEREAS, Section 57-233, Idaho Code, provides that the Regents may, in their discretion, provide for the sale of bonds pursuant to any system of electronic bidding which the Regents, in the exercise of their sound discretion, deem fair to potential bidders which produces the lowest effective interest rate to the University;

WHEREAS, the Regents have received and reviewed certain information about the PARITY® electronic bid submission system to enable the Regents to approve such system in accordance with Section 57-233, Idaho Code;

WHEREAS, the Regents desire to authorize the officials of the University to assist in the preparation and completion of the preliminary official statement related to the offering of the 2018A Bonds (the “POS”), including the official notice of bond sale (the “Notice of Bond Sale”) advertising the public sale of the 2018A Bonds and inviting sealed bids through the PARITY® electronic bid submission system for the purchase of the 2018A Bonds, and authorize the Delegated Officer, as hereinafter defined, to deem final the POS, including the Notice of Bond Sale, in the form presented to the Regents or at such time the POS is final, provided the POS is made available to the Regents for review, and to authorize the use of the POS in connection with the offering of the 2018A Bonds and the submission of the POS to rating agencies for purposes of obtaining a rating for the 2018A Bonds.

NOW, THEREFORE, BE IT RESOLVED BY THE REGENTS OF THE UNIVERSITY OF IDAHO AS FOLLOWS:

ARTICLE I DEFINITIONS

Section 101. Definitions.

(a) Certain terms are defined in the preambles hereto. Except as provided in the preambles and subparagraph (b) of this Section, all capitalized terms contained in this Supplemental Resolution shall have the same meanings as set forth in the Resolution.

(b) As used in this Supplemental Resolution, unless the context shall otherwise require, the following terms shall have the following meanings:

“Bond Register” shall mean the registration records of the University, maintained by the Trustee, on which shall appear the names and addresses of the Registered Owners of the Series 2018A Bonds.

“Book-Entry System” shall mean the book-entry system of registration for the Series 2018A Bonds described in Section 209 of this Supplemental Resolution.

“Cede & Co.” shall mean Cede & Co., as nominee of DTC.

“Code” shall mean the Internal Revenue Code of 1986, as amended and supplemented from time to time, and the regulations promulgated thereunder.

“Continuing Disclosure Undertaking” means the Continuing Disclosure Undertaking with respect to the 2018A Bonds authorized by Section 204 of this Supplemental Resolution, substantially in the form of **Exhibit B** hereto.

“DTC” means The Depository Trust Company, New York, New York.

“DTC Participants” shall mean those financial institutions for whom the Securities Depository effects book-entry transfers and pledges of securities deposited with the Securities Depository, as such listing of participants exists at the time of such reference.

“Delegated Officer” means the Vice President for Finance and Bursar or the President of the University.

“Delegation Certificate” means the Certificate as to Bond Pricing and Related Matters signed and delivered by the Delegated Officer to approve the final terms and provisions of the 2018A Bonds upon the sale thereof, substantially in the form of **Exhibit D** hereto.

“Escrow Account” means the account established under Section 301 hereof into which shall be deposited certain proceeds from the sale of the Series 2018A in accordance with Section 302 hereof.

“Escrow Agent” shall mean Wells Fargo Bank, N.A., or its successor in function, as now or hereafter designated, which shall supervise the Escrow Account and the Investment Securities, as defined in the Escrow Agreement.

“Escrow Agreement” means the agreement between the University and Trustee, as Escrow Agent, authorized by Section 204 hereof, substantially in the form of Exhibit C hereto dated the date of delivery of the Series 2018A Bonds, and providing for the defeasance and redemption of the 2007B Bonds.

“Liquidity Facility” means the standby bond purchase agreement among the Regents, the Trustee and Dexia Credit Local, the liquidity provider, with respect to the 2007B Bonds maturing April 1, 2041.

“Regulations” means the treasury regulations promulgated under the Code and those provisions of the treasury regulations originally promulgated under Section 103 of the Internal Revenue Code of 1954, as amended, which remain in effect under the Code.

“Representations Letter” means the Blanket Letter of Representations dated June 18, 1999, from the University to DTC.

“Resolution” shall mean the Resolution adopted by the Regents on November 22, 1991, as previously amended and supplemented, and as supplemented by this Supplemental Resolution.

“Securities Depository” shall mean DTC, or any successor Securities Depository appointed pursuant to Section 210.

“Supplemental Resolution” means this Supplemental Resolution adopted by the Regents on December 20, 2017, authorizing the issuance and providing for the sale of the 2018A Bonds; delegating authority to approve the terms and provisions of the 2018A Bonds and the principal amount thereof; authorizing advertisement for competitive sale of the 2018A Bonds; and providing for other matters relating to the authorization issuance, sale and payment of the 2018A Bonds.

“Trustee” means Wells Fargo Bank, N.A., and its successors and permitted assigns under the Resolution, as paying agent, trustee, and registrar for the 2018A Bonds.

“2018A Costs of Issuance Account” means the account created pursuant to Section 301 of this Supplemental Resolution, to be established, held and administered by the Escrow Agent from which the Costs of Issuance of the 2018A Bonds shall be paid by the Escrow Agent.

“2007 Insurer” means Financial Security Assurance Inc., a New York insurance company, or successor thereto or assignee thereof, as issuer of the insurance policy guaranteeing the scheduled payment of principal and interest on the 2007B Bonds when due.

Section 102. Authority for Supplemental Resolution. This Supplemental Resolution is adopted pursuant to the provisions of the Act and the Resolution.

Section 103. Effective Date. This Supplemental Resolution contemplates the issuance and sale of the 2018A Bonds through a delegation of authority as provided in Section 205 hereof. Unless the context clearly indicates otherwise -- for example, the provisions of Section 204(a) through Section 204(d) take effect upon adoption of this Supplemental Resolution -- this Supplemental Resolution shall not take effect and no provision thereof shall be binding upon the University unless and until the 2018A Bonds are sold and issued.

ARTICLE II AUTHORIZATION, TERMS AND ISSUANCE OF SERIES 2018A BONDS

Section 201. Authorization of 2018A Bonds, Principal Amounts, Designation and Series; Confirmation of Pledged Revenues. In order to provide sufficient funds for the defeasance and purchase or refunding of the 2007B Bonds, and in accordance with and subject to the terms, conditions and limitations established in the Resolution, as previously amended and as amended by this Supplemental Resolution, a series of Additional Bonds is hereby authorized to be issued in the aggregate principal amount of up to \$35,000,000. Such series of Bonds shall be designated "General Revenue Refunding Bonds, Series 2018A." The 2018A Bonds shall be issued as Additional Bonds under the Resolution in fully-registered form, without coupons, in denominations of \$5,000 each or any integral multiple thereof.

The Series 2018A Bonds are secured by the pledge of the Pledged Revenues under Section 5.1 of the Resolution equally and ratably with Bonds of the University previously issued under the Resolution.

Section 202. Finding and Purpose. The Regents hereby find, determine and declare:

- (a) pursuant to Section 33-3804 and Section 57-504, Idaho Code, the 2007B Bonds can be refunded to the benefit and advantage of the University; and
- (b) the applicable requirements of Article VII of the Resolution relating to issuance of Additional Bonds will have been complied with upon the delivery of the Series 2018A Bonds.

Section 203. Issue Date. The Series 2018A Bonds shall be dated the date of original delivery.

Section 204. Authorization of Actions Preliminary to Sale of 2018A Bonds.

- (a) The Regents desire to sell the 2018A Bonds pursuant to competitive sale pursuant to Idaho Code Section 57-233, and related provisions of the Municipal Bond Law of the State of Idaho, and pursuant to 57-504(2), Idaho Code.
- (b) The Regents ratify the appointment and engagement of the Municipal Advisor for the issuance and sale of the 2018A Bonds.

(c) In accordance with Idaho Code Section 57-233, the Regents hereby find and determine that the PARITY® electronic bid submission system, pursuant to which the 2018A Bonds are to be sold, is a fair bidding system to all bidders which produces the lowest effective interest rate to the University.

(d) The Regents authorize the officials of the University to cause delivery of notice of intent not to renew the Liquidity Facility to the 2007 Insurer required under Section 2.12(i)(x) of the 2007 Supplemental Resolution no later than ninety (90) days prior to the date the Liquidity Facility is not renewed or replaced.

(e) The Regents authorize the officials of the University to assist in the preparation and completion of the POS, including the Notice of Bond Sale included therein, related to the offering of the 2018A Bonds and authorize the Delegated Officer to deem final the POS pursuant to Rule 15c2-12 of the Securities Exchange Commission adopted pursuant to the Securities Exchange Act of 1934, as amended ("Rule 15c2-12") in connection with the offering of the 2018A Bonds at such time the POS is final, provided the POS is made available to the Regents for review, and to authorize the use of the POS in connection with the offering of the 2018A Bonds and the submission of the POS to rating agencies for purposes of obtaining a rating for the 2018A Bonds.

(f) Upon the sale of the 2018A Bonds, the POS together with such changes, omissions, insertions and revisions to reflect the final terms and provisions of the 2018A Bonds (hereafter referred to as the "Official Statement"), shall be approved and signed by the President or Vice President for Finance and Bursar of the University to authorize distribution to prospective purchasers of the 2018A Bonds and other interested persons.

(g) The Continuing Disclosure Undertaking in substantially the form attached hereto as **Exhibit B** is hereby ratified and approved in all respects, and the Regents authorize inclusion of a copy thereof in the POS and Official Statement. Upon delivery of the 2018A Bonds, the President or Vice President for Finance and Bursar of the Regents is hereby authorized to execute and deliver the Continuing Disclosure Undertaking. Such Continuing Disclosure Undertaking shall constitute the University's undertaking for compliance with Rule 15c2-12.

(h) The Escrow Agreement between the University and the Escrow Agent, in substantially the form attached hereto as **Exhibit C**, is hereby authorized and approved, and, prior to the issuance of the 2018A Bonds, the President or Vice President for Finance and Bursar of the University is hereby authorized, empowered and directed to execute and deliver the Escrow Agreement on behalf of the Regents and the University, with such changes to the Escrow Agreement from the form presented to the Regents as are approved by such officer, the execution thereof to constitute conclusive evidence of such approval. The Vice President for Finance and Bursar is hereby authorized to perform all such acts as may be necessary or advisable to comply with the Escrow Agreement or to carry out or give effect to the Escrow Agreement.

Section 205. Sale of 2018A Bonds and Related Documents; Delegation Authority.

(a) Pursuant to Section 57-235, Idaho Code, as amended, the Regents hereby delegate to the Delegated Officers the power to make the following determinations on the date of sale of

the 2018A Bonds and to evidence the award of the sale of the 2018A Bonds to the lowest bidder(s) pursuant to the Notice of Bond Sale, without any requirement that the members of the Regents meet to approve such determinations, but subject to the limitations provided:

- (i) The rates of interest to be borne by the 2018A Bonds.
 - (ii) The principal amount of the 2018A Bonds, provided such amount shall not exceed \$35,000,000.
 - (iii) The amount of principal of the 2018A Bonds maturing, or subject to mandatory sinking fund redemption, in any particular year, and the rate of interest accruing thereon.
 - (iv) The maturities and amounts of the 2007B Bonds to be defeased and purchased or redeemed.
 - (v) The final maturity of the 2018A Bonds, provided that the final maturity date of the Bonds shall not fall later than April 1, 2041, the final maturity of the 2007B Bonds to be defeased and redeemed.
 - (vi) The price at which the 2018A Bonds will be sold (including the par amount plus original issue premium/discount net of underwriter's discount), provided that the Bonds shall not be sold at less than the aggregate par value thereof.
 - (vii) The dates, if any, on which, and the prices at which, the Bonds will be subject to optional redemption, pursuant to the terms of the Notice of Bond Sale.
 - (viii) The terms of any contract for credit enhancement of the 2018A Bonds.
- (b) Upon the sale of the 2018A Bonds, the Delegated Officers shall execute a Delegation Certificate substantially in the form attached hereto as **Exhibit D** reflecting the final terms and provisions of the 2018A Bonds and certifying that the final terms and provisions of the 2018A Bonds are consistent with, not in excess of, and no less favorable than the terms set forth in subparagraph (a) above.

Section 206. Form of Series 2018A Bond. The form of the Series 2018A Bonds is attached to this Supplemental Resolution as Exhibit A and is incorporated herein by this reference, and approved with such revisions and designations as required pursuant to the terms of sale thereof.

Section 207. Execution and Delivery of 2018A Bonds. The 2018A Bonds shall be manually executed on behalf of the University by the President of the Regents, countersigned by the Bursar of the University, and attested by the Secretary to the Regents. The 2018A Bonds shall be delivered to the purchaser thereof upon compliance with the provisions of Section 3.2 of the Resolution.

Section 208. Redemption of Series 2018A Bonds Prior to Maturity.

Upon the sale of the 2018A Bonds, the 2018A Bonds will be subject to redemption, as approved by the Delegated Officer in the Delegation Certificate, and if subject to redemption, the following provisions shall apply:

(a) Selection for Redemption. If less than all Series 2018A Bonds are to be redeemed, the particular maturities of such Series 2018A Bonds to be redeemed and the principal amounts of such maturities to be redeemed shall be selected by the University. If less than all of the Bonds of any maturity of the Series 2018A Bonds are to be redeemed, the Series 2018A Bonds to be redeemed will be selected by lot. If less than all of a Series 2018A Bond that is subject to mandatory sinking fund redemption is to be redeemed, the redemption price shall be applied to such mandatory sinking fund installments as the University shall direct.

If less than all of the principal amount of any Series 2018A Bond is redeemed, upon surrender of such Bond at the principal corporate trust office of the Trustee there shall be issued to the Registered Owners, without charge therefor, for the then unredeemed balance of the principal amount thereof, a new Series 2018A Bond or Series 2018A Bonds, at the option of the Registered Owners, with like maturity and interest rate in any of the denominations authorized by this Supplemental Resolution

(b) Notice of Redemption. The Resolution requires the Trustee to give notice of any redemption of the 2018A Bonds not less than 35 days nor more than 60 days prior to the redemption date, by first class mail, postage prepaid, addressed to the registered owners of such 2018A Bonds to be redeemed at the addresses appearing on the registry books kept by the Trustee and may be sent to all registered securities depositories and one or more national information services disseminating notices of redemption. With respect to any notice of optional redemption of 2018A Bonds, unless upon the giving of such notice such 2018A Bonds shall be deemed to have been paid within the meaning of the Resolution, such notice may state that the redemption is conditioned upon the receipt by the Trustee on or prior to the date fixed for such redemption of money sufficient to pay the redemption price of and interest on the 2018A Bonds to be redeemed, and that if such money shall not have been so received, the notice shall be of no force and effect and the University shall not be required to redeem such 2018A Bonds. In the event that such notice of redemption contains such a condition and such money is not so received, the redemption will not be made and the Trustee will promptly thereafter give notice,

in the manner in which the notice of redemption was given, that such money was not so received and that such redemption was not made.

Section 209. Book-Entry Only System.

(a) The Series 2018A Bonds shall initially be registered on the Bond Register in the name of Cede & Co., the nominee for the Securities Depository, and no Beneficial Owner will receive certificates representing their respective interests in the Series 2018A Bonds, except in the event the Trustee issues Replacement Bonds as provided below. It is anticipated that during the term of the Series 2018A Bonds, the Securities Depository will make book-entry transfers among the DTC Participants and receive and transmit payments of principal of and interest on the Series 2018A Bonds until and unless the Trustee authenticates and delivers Replacement Bonds to the Beneficial Owners as described below. So long as any of the Series 2018A Bonds are registered in the name of Cede & Co., as nominee of the DTC, all payments with respect to principal of, premium, if any, and interest on the Series 2018A Bonds and all notices with respect to the Series 2018A Bonds shall be made and given in the manner provided in the Representations Letter.

(b) If the Securities Depository determines to discontinue providing its services with respect to the Series 2018A Bonds and the University cannot obtain a qualified successor Securities Depository, or if the University determines not to use the book-entry system of the Securities Depository, the University shall execute and the Trustee shall authenticate and deliver one or more Series 2018A Bond certificates (the "Replacement Bonds") to the DTC Participants in principal amounts and maturities corresponding to the identifiable Beneficial Owners' interests in the Series 2018A Bonds, with such adjustments as the Trustee may find necessary or appropriate as to accrued interest and previous calls for redemption, if any. In such event, all references to the Securities Depository herein shall relate to the period of time when the Securities Depository has possession of at least one Series 2018A Bond. Upon the issuance of Replacement Bonds, all references herein to obligations imposed upon or to be performed by the Securities Depository shall be deemed to be imposed upon and performed by the Trustee, to the extent applicable with respect to such Replacement Bonds.

(c) With respect to Series 2018A Bonds registered in the name of Cede & Co. as nominee for the Securities Depository, neither the University nor the Trustee shall have any responsibility to any Beneficial Owner with respect to:

(i) the sending of transaction statements, or maintenance, supervision, or review of records of the Securities Depository;

(ii) the accuracy of the records of the Securities Depository or Cede & Co. with respect to any ownership interest in the Series 2018A Bonds;

(iii) the payment to any Beneficial Owner, or any person other than the Securities Depository, of any amount with respect to principal of, interest on, or redemption premium, if any, on the Series 2018A Bonds; or

(iv) any consent given or other action taken by the Securities Depository or Cede & Co. as owner of the Series 2018A Bonds.

(d) The Representations Letter previously executed and delivered by the University to DTC is for the purpose of effectuating the initial Book-Entry System for the Series 2018A Bonds through DTC as Securities Depository and shall not be deemed to amend, supersede or supplement the terms of this Supplemental Resolution which are intended to be complete without reference to the Representations Letter. In the event of any conflict between the terms of the Representations Letter and the terms of this Supplemental Resolution, the terms of this Supplemental Resolution shall control. The Securities Depository may exercise the rights of a Registered Owner hereunder only in accordance with the terms hereof applicable to the exercise of such rights.

Section 210. Successor Securities Depository. In the event the Securities Depository resigns, is unable to properly discharge its responsibilities or is no longer qualified to act as a securities depository and registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation, the Trustee, with the written consent of the University, may appoint a successor Securities Depository, provided the Trustee receives written evidence satisfactory to the Trustee with respect to the ability of the successor Securities Depository to discharge its responsibilities. Any such successor Securities Depository shall be a securities depository which is a registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation. Upon the appointment of a successor Securities Depository, the Trustee shall cause the authentication and delivery of Series 2018A Bonds to the successor Securities Depository in appropriate denominations and form as provided herein.

ARTICLE III CREATION OF ACCOUNTS; APPLICATION OF BOND PROCEEDS

Section 301. Creation of Accounts. In connection with the issuance of the Series 2018A Bonds, the University hereby establishes the following funds and subaccounts under the Construction Fund:

- (i) the Escrow Account, to be held by the Escrow Agent; and
- (ii) the 2018A Costs of Issuance Account, to be held by the Escrow Agent.

Section 302. Application of Proceeds of Series 2018A Bonds. Proceeds of the sale of the Series 2018A Bonds shall be applied as follows:

(i) Proceeds of the 2018A Bonds in the amount as specified in a Written Certificate of the University shall be transferred to the Escrow Agent for investment as contemplated by the Escrow Agreement (as hereinafter approved) and in accordance with the provisions of Section 57-504, Idaho Code (except for any amount to be retained as cash), and the obligations in which such proceeds are so invested and any remaining cash shall be deposited in trust by the Escrow Agent as required by the Escrow Agreement; and

(ii) The amount necessary to pay the 2018A Costs of Issuance, in the amount as specified in a Written Certificate of the University, shall be transferred to the 2018A Costs of Issuance Account held by the Escrow Agent. The Escrow Agent shall be directed in the Written

Certificate to transfer any balance remaining in the 2018A Costs of Issuance Account, after payment of the 2018A Costs of Issuance, to the Trustee for deposit in the Bond Fund for the Series 2018A Bonds, no later than September 1, 2018.

ARTICLE IV PLAN OF DEFEASANCE AND REDEMPTION

Section 401. Defeasance and Redemption of 2007B Bonds. In the event the 2018A Bonds are sold and issued pursuant to the authority delegated in Section 205 hereof, the 2007B Bonds shall be defeased upon issuance of the 2018A Bonds, and the 2007B Bonds maturing April 1, 2041, shall be irrevocably called for mandatory redemption on April 1, 2018 (the "Redemption Date"). The 2007B Bonds shall be paid with proceeds of the 2018A Bonds, together with proceeds of investment, and other available funds, if any, as provided in Section 302 hereof and in the Escrow Agreement. Notices of defeasance and mandatory redemption of the 2007B Bonds shall be given as provided in the 2007 Supplemental Resolution, the Escrow Agreement and the Representations Letter.

Pursuant to the Escrow Agreement the University shall irrevocably set aside for and pledge to the 2007B Bonds moneys and Investment Securities in amounts which, together with known earned income from the Investment Securities, will be sufficient in amount to pay the principal of, interest on, and any redemption premiums on the 2007B Bonds as the same become due upon mandatory redemption on the Redemption Date. Based upon the foregoing as shall be verified by the report of _____, the 2007B Bonds will be defeased upon deposit of such moneys and Investment Securities immediately following the delivery of the 2018A Bonds.

Upon establishment and funding of the Escrow Account, the money, securities and funds pledged under the Resolution, and all covenants, agreements and obligations of the University to the holders of the 2007B Bonds shall thereupon cease, terminate and thereupon become void and be discharged and satisfied.

After all the 2007B Bonds shall have become due and payable upon maturity or pursuant to mandatory redemption, any investments remaining in the Escrow Account shall be liquidated and any proceeds of liquidation over and above the amount necessary to be retained for the payment of 2007B Bonds not yet presented for payment, including interest due and payable, shall be paid over to the University for deposit into the Bond Fund.

Section 402. Investment Securities. Pursuant to the Escrow Agreement, Investment Securities shall be purchased with proceeds of the 2018A Bonds and deposited into the Escrow Account to defease the 2007B Bonds. In the event that state and local government series securities (SLGS) are not available for purchase, the Regents authorize a request for bids be issued on behalf of the University by a bidding agent (the "Bidding Agent"), to solicit bids to provide certain Investment Securities purchased on the open market for deposit into the Escrow Account pursuant to the Escrow Agreement (the "Open Market Securities"). The University is authorized to direct that the Bidding Agent solicit bids for the Open Market Securities in a manner that will avail the University of the safe harbor for establishing the yield on the Investment Securities contained in Section 1.148-5(d)(6)(iii) of the Regulations.

Upon determination by the Bidding Agent of the best bid for providing the Open Market Securities, the President or Vice President for Finance and Bursar of the University of the University is hereby authorized to accept the bid and to do or perform all such acts as may be necessary or advisable to evidence the University's acceptance and approval of the bid and to carry the same into effect.

The officials of the University are directed to obtain from the Bidding Agent prior to issuance of the 2018A Bonds, such certifications as shall be necessary to evidence the University's compliance with Section 1.148-5(d)(6)(iii) of the Regulations.

ARTICLE V MISCELLANEOUS

Section 501. Other Actions With Respect to 2018A Bonds. The officers and employees of the University shall take all actions necessary or reasonably required to carry out, give effect to, and consummate the transactions contemplated hereby and shall take all action necessary in conformity with the Act to carry out the sale and issuance of the 2018A Bonds, including, without limitation, the execution and delivery of any closing and other documents required to be delivered in connection with the sale and delivery of the 2018A Bonds. All actions heretofore taken in connection therewith are hereby ratified, approved and consummated. If the President of the Regents or the Bursar shall be unavailable to execute the 2018A Bonds or the other documents that they are hereby authorized to execute, the same may be executed by any Vice President of the Regents.

Section 502. Governing Law. By the acceptance of the Series 2018A Bonds, the owners of the Series 2018A Bonds shall be deemed to agree that their rights as bondholders shall be governed by the laws of the State of Idaho.

Section 503. Partial Invalidity. If any one or more of the covenants or agreements, or portions thereof, provided in this Supplemental Resolution on the part of the University (or of the Trustee) to be performed should be contrary to law, then such covenant or covenants, such agreement or agreements, or such portions thereof, shall be null and void and shall be deemed separable from the remaining covenants and agreements or portions thereof and shall in no way affect the validity of this Supplemental Resolution or of the Series 2018A Bonds; but the owners of the 2018A Bonds shall retain all the rights and benefits accorded to them under the Act or any other applicable provisions of law.

Section 504. Savings Clause. Except as amended by this Supplemental Resolution, the Resolution shall remain in full force and effect.

Section 505. Conflicting Resolutions. All resolutions or parts thereof in conflict herewith are, to the extent of such conflict, hereby repealed.

Section 506. Restatement of Resolution. To the extent that this Supplemental Resolution amends or supplements the Resolution, the Resolution shall be treated as so amended or supplemented, and the University is hereby authorized to incorporate any of the provisions of this Supplemental Resolution into a restatement of the Resolution.

[The next page is the signature page]

ADOPTED AND APPROVED this 20th day of December, 2017.

REGENTS OF THE UNIVERSITY OF
IDAHO

President

Vice President for Finance and Bursar

ATTEST:

Secretary

SCHEDULE 1

2007B BONDS

MATURITY DATE (APRIL 1)	PRINCIPAL AMOUNT	INTEREST RATE
2041	\$17,100,000	4.50%
2041	17,135,000	4.25

EXHIBIT A
FORM OF SERIES 2018A

[Face of Bond]

R-_____

\$_____

UNITED STATES OF AMERICA
STATE OF IDAHO

REGENTS OF THE UNIVERSITY OF IDAHO
GENERAL REVENUE REFUNDING BOND, SERIES 2018A

INTEREST RATE:	MATURITY DATE:	DATED DATE:	CUSIP:
		_____/2018	914318__

Registered Owner: CEDE & CO.

Principal Amount: _____ DOLLARS

KNOW ALL MEN BY THESE PRESENTS that the University of Idaho, a body politic and corporate and an institution of higher education of the State of Idaho (the "University"), for value received, hereby promises to pay, from the Bond Fund hereinafter defined, to the registered owner identified above, or registered assigns, on the maturity date specified above, the principal sum indicated above, and to pay interest thereon from the Bond Fund from the Dated Date hereof, or the most recent date to which interest has been paid or duly provided for, at the rate per annum specified above, payable on _____, 2018, and semiannually on each October first and April first thereafter, until the date of maturity or prior redemption of this Bond. Interest shall be calculated on the basis of a 360-day year and twelve 30-day months.

This Bond is a special obligation of the University payable solely in accordance with the terms hereof, and is not an obligation general, special, or otherwise of the State of Idaho, does not constitute a debt, legal, moral, or otherwise, of the State of Idaho, and is not enforceable against the State of Idaho, nor shall payment hereof be enforceable out of any funds of the University other than the revenues, fees, and charges pledged thereto in the Bond Resolution (hereinafter defined). Pursuant to the Bond Resolution, sufficient revenues have been pledged and will be set aside into the Bond Fund (as defined in the Bond Resolution) to provide for the prompt payment of the principal of and interest on, and redemption price of, the hereinafter defined Series 2018A Bonds of which this Bond is a part. For a more particular description of the Bond Fund, the revenues to be deposited therein, and the nature and extent of the security afforded thereby, reference is made to the provisions of the Bond Resolution.

Both principal of and interest on this Bond are payable in lawful money of the United States of America to the registered owner hereof whose name and address shall appear on the

registration books (the "Bond Register") of the University maintained by the principal corporate trust office of Wells Fargo Bank, N.A. (the "Trustee"). Interest shall be paid to the registered owner whose name appears on the Bond Register on the fifteenth day of the calendar month next preceding the interest payment date, at the address appearing on the Bond Register, and shall be paid by check or draft of the Trustee mailed to such registered owner on the due date at the address appearing on the Bond Register, or at such other address as may be furnished in writing by such registered owner to the Trustee. Principal shall be paid to the registered owner upon presentation and surrender of this Bond at the principal corporate trust office of the Trustee, on or after the date of maturity or prior redemption.

This Bond is one of a duly authorized issue of General Revenue Refunding Bonds, Series 2018A (the "Series 2018A Bonds") of like date, tenor, and effect, except for variations required to state numbers, denominations, rates of interest, and dates of maturity, aggregating \$_____ in principal amount. The Series 2018A Bonds are issued pursuant to and in full compliance with the Constitution and statutes of the State of Idaho, particularly chapter 38 of Title 33, Idaho Code, and chapter 5, Title 57, Idaho Code, and proceedings duly adopted and authorized by the Regents of the University (the "Regents"), on behalf of the University, more particularly the Resolution adopted by the Regents on November 22, 1991, as previously amended and supplemented, and as further amended and supplemented by a Supplemental Resolution adopted by the Regents on December 20, 2017, authorizing the issuance of the Series 2018A Bonds (collectively, the "Bond Resolution").

This Bond is one of the Series 2018A Bonds of the University issued for the purpose of (i) defeasing and redeeming certain of the University's outstanding bonds, and (ii) paying expenses properly incident thereto and to the issuance of the Series 2018A Bonds. The principal of, interest on, and redemption price of the Series 2018A Bonds is payable solely from certain revenues and funds of the University pledged therefor and consisting generally of revenue from certain student fees and enterprises as more particularly set forth in the Bond Resolution.

****The Series 2018A Bonds are initially issued in the form of a separate single certificated fully registered Bond for each maturity, and registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC").****

****Unless this Bond is presented by an authorized representative of DTC to the University or its agent for registration of transfer, exchange, or payment, and any certificate issued is registered in the name of Cede & Co. or in such other name as is requested by an authorized representative of DTC (and any payment is made to Cede & Co. or to such other entity as is requested by an authorized representative of DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL inasmuch as the registered owner hereof, Cede & Co., has an interest herein.****

[insert redemption provisions]

Reference is hereby made to the Bond Resolution for the covenants and declarations of the University and other terms and conditions under which this Bond and the Series 2018A Bonds of this issue have been issued. The covenants contained herein and in the Bond

Resolution may be discharged by making provisions, at any time, for the payment of the principal of and interest on this Bond in the manner provided in the Bond Resolution.

This Bond shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication hereon shall have been manually signed by the Trustee.

IT IS HEREBY CERTIFIED AND DECLARED that all acts, conditions, and things required by the Constitution and statutes of the State of Idaho to exist, to have happened, been done, and performed precedent to and in the issuance of this Bond have happened, been done, and performed, and that the issuance of this Bond and the Series 2018A Bonds of this issue does not violate any Constitutional, statutory, or other limitation upon the amount of bonded indebtedness that the University may incur.

IN WITNESS WHEREOF, the Regents of the University of Idaho have caused this Bond to be executed by the manual or facsimile signature of the President of the Regents, of the Bursar of the University, and attested by the manual or facsimile signature of the Secretary of the Regents, and a facsimile or original of the official seal of the University to be imprinted hereon, as of this ____ day of _____, 2018.

THE REGENTS OF THE UNIVERSITY OF
IDAHO

By _____
President

COUNTERSIGNED:

Bursar

ATTEST:

Secretary

(SEAL)

[Form of Trustee's Certificate of Authentication]

CERTIFICATE OF AUTHENTICATION

Date of Authentication: _____

This Bond is one of the Regents of the University of Idaho General Revenue Refunding Bonds, Series 2018A, described in the within-mentioned Bond Resolution.

WELLS FARGO BANK, N.A., as Trustee

By _____
Authorized Officer

[End of Form of Trustee's Certificate of Authentication]

[Form of Assignment]

ASSIGNMENT

FOR VALUE RECEIVED, the undersigned hereby sells, assigns and transfers unto

Name of Transferee: _____

Address: _____

Tax Identification No.: _____

the within Bond and hereby irrevocably constitutes and appoints _____

of _____
to transfer said bond on the books kept for registration thereof with full power of substitution in the premises.

Dated: _____

Registered Owner

Signature Guaranteed: _____

NOTICE: Signature(s) must be guaranteed by an "eligible guarantor institution" that is a member of or a participant in a "signature guarantee program" (e.g., the Securities Transfer Agents Medallion Program, the Stock Exchange Medallion Program or the New York Stock Exchange, Inc. Medallion Signature Program).

NOTICE: The signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular, without alteration or enlargement or any change whatever.

[End of Form of Assignment]

** Include when Bonds registered with DTC.**
[Bracketed text deleted when Bonds DTC-registered.]

[End of Form Series 2018A Bond]

EXHIBIT B
FORM OF CONTINUING DISCLOSURE UNDERTAKING

CONTINUING DISCLOSURE UNDERTAKING

**REGENTS OF UNIVERSITY OF IDAHO
GENERAL REVENUE REFUNDING BONDS, SERIES 2018A**

THIS CONTINUING DISCLOSURE UNDERTAKING (the "Undertaking") is executed and delivered by the Regents of the University of Idaho (the "Issuer") and Wells Fargo Bank, N.A. (the "Dissemination Agent") in connection with the issuance of \$_____ General Revenue Refunding Bonds, Series 2018A (the "Bonds") being issued pursuant to a master Resolution providing for the issuance of Facility Revenue Bonds adopted November 22, 1991, as previously supplemented and amended, as supplemented by Supplemental Resolution adopted December 20, 2017 (collectively, the "Resolution"). The Undertaking is executed and delivered as of the date set forth below in order for the Issuer to authorize and direct the Dissemination Agent, as the agent of the Issuer, to make certain information available to the public in compliance with Section (b)(5)(i) of Rule 15c2-12, as hereinafter defined.

WITNESSETH:

1. Background. The Issuer has resolved to issue the Bonds pursuant to the Resolution. The CUSIP number assigned to the final maturity of the Bonds is 914318__.

2. Appointment of Dissemination Agent. The Issuer hereby appoints the Dissemination Agent and any successor Dissemination Agent acting as such under the Resolution as its agent under this Undertaking to disseminate the financial information and notices furnished by the Issuer in the manner and at the times as herein provided and to discharge the other duties assigned.

3. Definitions. As used herein, the following terms shall have the following meanings:

"MSRB" shall mean the Municipal Securities Rulemaking Board.

"Official Statement" shall mean the final Official Statement relating to the Bonds dated _____, 2018.

"obligated person" as defined in Rule 15c2-12 shall mean any person, including an issuer of municipal securities, who is either generally or through an enterprise, fund, or account of such person committed by contract or other arrangement to support payment of all, or part of the Bonds (other than providers of municipal bond insurance, letters of credit, or other liquidity facilities).

"Repository" shall mean the MSRB through its Electronic Municipal Market Access system ("EMMA") at <http://emma.msrb.org>, or such other nationally recognized municipal securities information repository recognized by the SEC from time to time pursuant to Rule 15c2-12.

“Rule 15c2-12” shall mean Rule 15c2-12, as amended, promulgated by the SEC under the Securities Exchange Act of 1934, as amended.

“SEC” shall mean the Securities and Exchange Commission.

4. Annual Reports of the Issuer.

a. Provision of Annual Reports. Commencing fiscal year ending June 30, 2018, and for each fiscal year ending thereafter until no Bonds are outstanding, the Issuer agrees, in accordance with the provisions of Rule 15c2-12, to provide or cause to be provided through the Repository, not later than 180 days following the close of each fiscal year of the Issuer (July 1 - June 30), the annual financial information and operating data (the “Annual Report”) described in Section 4b herein. The Issuer further agrees, in accordance with Rule 15c2-12, to provide or cause to be provided in a timely manner through the Repository notice of any failure to provide or cause to be provided the Annual Report or any part thereof, as described in this paragraph.

b. Contents of Annual Report. The Annual Report shall include the audited financial statements of the Issuer prepared in accordance with generally accepted accounting principles, together with the report thereon of the Issuer’s independent auditors, beginning with the fiscal year ending June 30, 2018. If audited financial statements are not available by the time specified herein, unaudited financial statements will be provided and audited financial statements will be provided when, and if, available. The Issuer shall include with each submission a written representation addressed to the Dissemination Agent to the effect that the financial statements are the financial statements required by this Undertaking and that they comply with the applicable requirements of this Undertaking. For the purposes of determining whether information received from the Issuer is the required financial statements, the Dissemination Agent shall be entitled conclusively to rely on the Issuer's written representation made pursuant to this Section.

The Annual Report shall also include the other financial, statistical and operating data for said fiscal year of the Issuer in the form and scope similar to the financial, statistical, and operating data contained in the Official Statement, specifically the tables and/or information contained under the following headings and subheadings of the Official Statement:

- Security for the Series 2018A Bonds – Historical Pledged Revenues, p. ____
- The University – Five-Year Historical Enrollment Summary, p. ____
- Financial Information Regarding the University
 - State General Fund Appropriations table, p. ____
 - Total Restricted-Expendable Revenues (in table format), included under subheading Restricted-Expendable Revenues, p. ____
 - Financial Aid to Students (in table format), included under subheading Restricted-Expendable Revenues, p. ____

– Schedule of Outstanding Indebtedness, p. ____

Any or all of the items listed above in Sections 4a or 4b may be included by specific reference to documents available to the public on the Repository or filed with the SEC.

5. Notice of Certain Events. The Issuer agrees, in accordance with the provisions of Rule 15c2-12, to provide or cause to be provided through the Repository, in a timely manner not in excess of ten business days after the occurrence of the event, notice of any of the following events with respect to the Bonds:

- (1) Principal and interest payment delinquencies (which for the purpose of this Undertaking shall mean the Issuer's failure to provide funds to the Trustee for payments of principal and interest at the times specified in the Resolution);
- (2) Nonpayment-related defaults, if material;
- (3) Unscheduled draws on debt service reserves reflecting financial difficulties;
- (4) Unscheduled draws on credit enhancements reflecting financial difficulties;
- (5) Substitution of credit or liquidity providers, or their failure to perform;
- (6) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the security, or other material events affecting the tax status of the security;
- (7) Modifications to rights of owners of Bonds, if material;
- (8) Bond calls, if material, and tender offers;
- (9) Defeasances;
- (10) Release, substitution or sale of property securing repayment of the Bonds, if material;
- (11) Rating changes;
- (12) Bankruptcy, insolvency, receivership or similar event of the Issuer;¹

¹ For the purposes of the event identified in paragraph (12) above, the event is considered to occur when any of the following occur: The appointment of a receiver, fiscal agent or similar officer for an obligated person in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of an obligated person, or if such jurisdiction has been assumed by leaving the existing governing body and officials or

(13) The consummation of a merger, consolidation, or acquisition involving the Issuer or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;

(14) Appointment of a successor or additional trustee or the change of name of a trustee, if material; and

(15) In a timely manner, notice of a failure of the Issuer or the obligated person to provide the required annual financial information and operating data specified in Sections 4a and 4.b above, on or before the date specified therein.

The Dissemination Agent shall attempt to promptly advise the Issuer whenever, in the course of performing its duties as Trustee under the Resolution, the Dissemination Agent identifies an occurrence which would require the Issuer to provide a notice of the occurrence of any of the events listed in this Section 5; provided that the failure of the Dissemination Agent so to advise the Issuer of such occurrence shall not constitute a breach by the Dissemination Agent of any of its duties and responsibilities hereunder or under the Resolution and the Dissemination Agent shall not be required to assess the materiality of such occurrence, or whether an unscheduled draw reflects financial difficulties, in advising the Issuer of such occurrence.

6. Manner and Time by Which Information is to be made Public by the Dissemination Agent.

a. Manner and Time of Delivery. After the receipt from the Issuer of any Annual Report information pursuant to Section 4 or Notices of Certain Events pursuant to Section 5, it shall be the Dissemination Agent's duty:

(1) to deliver the Annual Report information to the Repository not later than ten (10) days after receipt thereof;

(2) to deliver Notices of Certain Events to the Repository as soon as possible following receipt from the Issuer, but in no event later than the next business day;

(3) to determine the identity and address of the Repository to which Annual Report Information and Notices of Certain Events must be sent under rules and regulations promulgated by the MSRB or by the SEC.

The Issuer shall deliver Annual Report information and Notices of Certain Events to the Dissemination Agent as provided in Sections 4 and 5 above so that the Dissemination Agent can deliver such information to the Repository.

officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of an obligated person.

b. Limitation of Dissemination Agent's Duty. The Dissemination Agent shall have no duty or obligation to disclose to the Repository any information other than (i) Annual Report information that the Dissemination Agent actually has received from the Issuer and (ii) Notices of Certain Events about which the Dissemination Agent has received written notice from the Issuer. Any such disclosures shall be required to be made only as and when specified in this Undertaking. The Dissemination Agent's duties and obligations are only those specifically set forth in this Undertaking, and the Dissemination Agent shall have no implied duties or obligations. It is understood and agreed that any information that the Dissemination Agent may be instructed to file with the MSRB shall be prepared and provided to it by the Issuer. The fact that the Dissemination Agent or any affiliate thereof may have any fiduciary or banking relationship with the Issuer shall not be construed to mean that the Dissemination Agent has actual knowledge of any event or condition. The Dissemination Agent shall be afforded all of the rights and protections hereunder accorded to it in its role as Trustee under the Resolution.

c. Form of Disclosure. All Annual Report information and Notices of Certain Events, or other financial information and notices pursuant to this Undertaking are to be provided to the Repository in electronic PDF format (word-searchable) as prescribed by the MSRB. All documents provided to the MSRB pursuant to this Undertaking must be accompanied by identifying information as prescribed by the MSRB, which the Issuer shall provide to the Dissemination Agent in a timely manner.

7. Limitation to Dissemination Agent Obligation. The Dissemination Agent shall have no obligation to examine or review the Annual Report information or Notices of Certain Events and shall have no liability or responsibility for the compliance of this Undertaking with Rule 15c2-12 or the accurateness or completeness of the Annual Report information and Notices of Certain Events disseminated by the Dissemination Agent hereunder. The Annual Report information shall contain a legend to such effect. This Section 7 shall survive the termination of this Undertaking or the earlier removal or resignation of the Dissemination Agent.

8. Compensation. The Issuer hereby agrees to compensate the Dissemination Agent for the services provided and the expenses incurred pursuant to this Undertaking in an amount to be agreed upon from time to time hereunder. Such compensation shall be in addition to any fees previously agreed upon with respect to the fiduciary services of the Dissemination Agent in its capacity as Trustee under the Resolution.

To the extent permitted by law, if the Dissemination Agent renders any extraordinary service not provided for in this Undertaking, which service is reasonably necessary to render under the circumstances, or the Dissemination Agent is made a party to or intervenes in any litigation pertaining to this Undertaking or institutes interpleader proceedings relative hereto, the Dissemination Agent shall be compensated reasonably by the Issuer for such extraordinary services and reimbursed for any and all claims, liabilities, losses, damages, fines, penalties, and reasonable expenses, including out-of-pocket and incidental expenses and reasonable legal fees and expenses occasioned thereby.

9. Enforcement. The obligations of the Issuer under this Undertaking shall be for the benefit of the registered and beneficial holders of the Bonds. However, any failure by the Issuer to perform in accordance with this Undertaking shall not constitute a default under the Resolution, and the sole remedy under this Undertaking in the event of the failure of the Issuer or the Dissemination Agent to comply with this Undertaking shall be an action by the holders of the Bonds in mandamus for specific performance or similar remedy to compel performance. Neither the Issuer nor the Dissemination Agent shall have any power or duty to enforce this Undertaking.

This Undertaking shall inure solely to the benefit of the Issuer, the Dissemination Agent, the participating Underwriter of the Bonds, and the holders and beneficial owners from time to time of the Bonds and shall create no rights in any other person or entity.

10. Amendments and Termination. Notwithstanding any other provision of this Undertaking, the Issuer may amend this Undertaking, and any provision of this Undertaking may be waived, if such amendment or waiver is consistent with Rule 15c2-12. Written notice of any such amendment or waiver shall be provided by the Issuer to the Dissemination Agent who shall file it with the MSRB, and the Annual Report shall explain the reasons for the amendment and the impact of any change in the type of information being provided. If any amendment changes the accounting principles to be followed in preparing financial statements, the Annual Report for the year in which the change is made will present a comparison between the financial statement or information prepared on the basis of the new accounting principles and those prepared on the basis of the former accounting principles.

Any party to this Undertaking may terminate this Undertaking by giving written notice of an intent to terminate to the other parties at least thirty (30) days prior to such termination, provided that no such termination shall relieve the obligation of the Issuer to comply with Rule 15c2-12(b)(5) either through a successor agent or otherwise.

The Issuer's next annual financial report must explain, in narrative form, the reasons for any such amendment or termination of the undertaking contained in this Undertaking and the impact, as applicable, of any change in the type of operating data or financial information being provided or, in the case of accounting principles, the presentation of such operating data or financial information.

The undertaking contained in this Undertaking shall be in effect from and after the issuance and delivery of the Bonds and shall extend to the earlier of (i) the date all principal and interest on the Bonds shall have been paid pursuant to the terms of the Resolution; (ii) the date that the Issuer shall no longer constitute an "obligated person" within the meaning of Rule 15c2-12; or (iii) the date on which those portions of Rule 15c2-12 that require this written undertaking (a) are held to be invalid by a court of competent jurisdiction in a nonappealable action, (b) have been repealed retroactively, or (c) in the opinion of counsel who is an expert in federal securities laws, acceptable to the Issuer or the Dissemination Agent, otherwise, do not apply to the Bonds. The Issuer shall notify the Repository if this Undertaking is terminated pursuant to (iii), above.

11. Successor Dissemination Agent. Upon the transfer of the duties created under the Resolution from the current Dissemination Agent in its capacity as Trustee, to a

successor Dissemination Agent, in its capacity as successor trustee, such successor Dissemination Agent shall succeed to the duties under this Undertaking without any further action on the part of any party, and the then current Dissemination Agent shall have no further duties or obligations upon the transfer to a successor Dissemination Agent. Such Successor Dissemination Agent may terminate this Undertaking or cause it to be amended as provided in Section 10 hereof.

12. Additional Information. Nothing in this Undertaking shall be deemed to prevent the Issuer from disseminating (or causing the Dissemination Agent to disseminate) any other information, using the means of dissemination set forth in this Undertaking or any other means of communication, or including any other information in any Annual Report information or notice of the occurrence of any Notices of Certain Events, in addition to that which is required by this Undertaking. If the Issuer chooses to include any information in any Annual Report information or Notices of Certain Events in addition to that which is specifically required by this Undertaking, the Issuer shall have no obligation under this Undertaking to update such information or include it in any future Annual Report information or notice of occurrence of any Notices of Certain Events.

If the Issuer provides to the Dissemination Agent information relating to the Issuer or the Bonds, which information is not designated as Notices of Certain Events, and directs the Dissemination Agent to provide such information to the Repository, the Dissemination Agent shall provide such information in a timely manner to the Repository.

13. Notices. Notices and the required information under this Undertaking shall be given to the parties at their addresses set forth below under their signatures or at such places as the parties to this Undertaking may designate from time to time.

14. Counterparts. This Undertaking may be executed in one or more counterparts, and each such instrument shall constitute an original counterpart of this Undertaking.

15. Governing Law. This Undertaking shall be governed by the laws of the State of Idaho and Rule 15c2-12.

[Signatures on following page]

IN WITNESS WHEREOF, the Issuer and the Dissemination Agent have caused this Undertaking to be executed and delivered by a duly authorized officer of each of them, all as of this ____ day of _____, 2018.

ISSUER:

REGENTS OF THE UNIVERSITY OF
IDAHO

By: _____
Bursar

Notice Address:

DISSEMINATION AGENT:

WELLS FARGO BANK, N.A.

By: _____
Title: _____

Notice Address:

EXHIBIT C
FORM OF ESCROW AGREEMENT

ESCROW AGREEMENT

between

REGENTS OF THE UNIVERSITY OF IDAHO

and

**WELLS FARGO BANK, N.A.
as Escrow Agent**

Dated as of _____, 2018

TABLE OF CONTENTS

	Page
ARTICLE I RECITALS	1
ARTICLE II DEFINITIONS	1
ARTICLE III DEFEASED BONDS AND REDEMPTION PROVISIONS.....	3
ARTICLE IV PLAN OF REDEMPTION FOR THE DEFEASED BONDS.....	3
Section 4.1 Deposits Into the Escrow Account.....	3
Section 4.2 Redemption of Defeased Bonds.....	3
Section 4.3 Investment Securities.	4
Section 4.4 Safekeeping of the Investment Securities.....	4
Section 4.5 Substitution of the Investment Securities; Reinvestment.	4
Section 4.6 Surplus Money.	5
ARTICLE V PAYMENT OF THE COSTS OF ISSUANCE	5
ARTICLE VI DUTIES AND OBLIGATIONS OF THE ESCROW AGENT.....	6
ARTICLE VII NOTICES	6
Section 7.1 Notice to Trustee; Notice of Call for Mandatory Tender for Purchase and Redemption of Defeased Bonds	6
Section 7.2 Notice of Defeasance of Defeased Bonds.....	6
ARTICLE VIII COMPENSATION OF ESCROW AGENT	7
ARTICLE IX AMENDMENTS TO THIS ESCROW AGREEMENT.....	7
ARTICLE X NOTIFICATION OF DEFICIENCY	8
ARTICLE XI SUCCESSOR ESCROW AGENT	8
ARTICLE XII MISCELLANEOUS.....	8

ESCROW AGREEMENT

THIS ESCROW AGREEMENT is made and entered into as of _____, 2018, by and between the Regents of the University of Idaho (the "University") and Wells Fargo Bank, N.A. (the "Escrow Agent").

ARTICLE I RECITALS

The University's 2007B Bonds (hereinafter defined) maturing April 1, 2041, are subject to mandatory tender for purchase and redemption pursuant to the University's 2007 Supplemental Resolution (hereinafter defined) and the University is desirous of defeasing and redeeming such bonds (the "Defeased Bonds"), all of which shall be accomplished pursuant to the provisions of this Escrow Agreement and the provisions of the Supplemental Resolution adopted by the University on December 20, 2017 (the "2017 Supplemental Resolution"). Pursuant to the 2017 Supplemental Resolution, the University authorized the sale and issuance of its 2018A Bonds (hereinafter defined) and defeasance of the Defeased Bonds with proceeds of the 2018A, and other available moneys, if applicable, until the Defeased Bonds are purchased upon mandatory tender on April 2, 2018. The University has irrevocably pledged to defease and redeem the Defeased Bonds. The defeasance, mandatory tender, purchase and redemption shall be irrevocable upon the delivery of the 2018A Bonds.

Reference is hereby made to the 2017 Supplemental Resolution for the provisions of the plan of defeasance, mandatory tender, purchase and redemption of the Defeased Bonds.

The University has caused to be delivered to the Escrow Agent statements setting forth the interest payment schedules and maturity schedules of the Defeased Bonds by amount, date of maturity and interest rates, the amount of interest to be paid on each semiannual interest payment date, if any, and the amount of the principal and premium to be paid on the date that the Defeased Bonds are to be redeemed, and by execution of this Escrow Agreement the Escrow Agent acknowledges receipt of such statements.

ARTICLE II DEFINITIONS

All terms used herein, unless otherwise defined herein, shall have the meanings set forth in the 2017 Supplemental Resolution or the Resolution, as hereinafter defined, or as set forth in the Recitals above. For all purposes of this Escrow Agreement, except as otherwise expressly provided or unless the context otherwise requires, the following terms shall have the following meanings:

"Defeased Bonds" means the 2007B Bonds listed in Article III hereof, all of which will be defeased upon the issuance of the 2018A Bonds and tendered for purchase as provided in the 2017 Supplemental Resolution and this Escrow Agreement.

"Escrow Account" shall mean the Escrow Account on deposit with the Escrow Agent created under the 2017 Supplemental Resolution for the purpose of defeasing and redeeming the Defeased Bonds.

"Escrow Agent" shall mean Wells Fargo Bank, N.A., Minneapolis, Minnesota.

"Escrow Agreement" shall mean this agreement by and between the University and the Escrow Agent providing for the defeasance, call for mandatory tender for purchase and redemption of the Defeased Bonds.

"Investment Securities" shall mean cash or any government obligation qualified under Section 57-504 of the Idaho Code, as it reads on the date hereof, as provided in the Resolution. Said Investment Securities may include either U.S. Treasury Securities-State and Local Government Series or open market securities. They shall be limited to direct noncallable obligations of the U.S. Government. Investments in mutual funds or unit investment trusts shall be prohibited.

"Original Resolution" shall mean the Resolution adopted by the University on November 11, 1991, as previously amended and supplemented.

"Resolution" shall mean the Original Resolution as supplemented by the 2017 Supplemental Resolution.

"Trustee" shall mean Wells Fargo Bank, N.A., as the Trustee for the 2018A Bonds.

"2018A Bonds" shall mean the \$_____ principal amount of General Revenue Refunding Bonds, Series 2018A, authorized to be issued under the 2017 Supplemental Resolution.

"2007 Insurer" means Financial Security Assurance Inc., the insurer of the 2007B Bonds.

"2007 Supplemental Resolution" shall mean the Supplemental Resolution adopted by the University on October 11, 2007, supplementing the Original Resolution and authorizing the issuance of the 2007B Bonds.

"2007B Bonds" shall mean the Adjustable Rate General Revenue Bonds, Series 2007B dated October 31, 2007, authorized to be issued under the Original Resolution pursuant to the 2007 Supplemental Resolution.

"2017 Supplemental Resolution" shall mean the Supplemental Resolution adopted on December 20, 2017 of the Regents of the University authorizing the issuance of the 2018A Bonds, creation of the Escrow Account for the defeasance of the Defeased Bonds, and the mandatory tender for purchase and cancellation of the Defeased Bonds.

“University” shall mean the University of Idaho, a state institution of higher education and body politic and corporate organized and existing under and pursuant to the Constitution and laws of the State of Idaho.

ARTICLE III DEFEASED BONDS AND REDEMPTION PROVISIONS

The Issuer has determined to terminate effective April 1, 2018, the Liquidity Facility in effect with respect to the 2007B Bonds maturing April 1, 2041. Therefore, pursuant to Section 4.8(a)(iii) of the Issuer’s 2007 Supplemental Resolution, such 2007B Bonds are subject to call for mandatory tender for purchase and redemption on April 2, 2018, at the price of 100% of the principal amount thereof, plus accrued interest to the date of redemption. The Defeased Bonds are scheduled to mature and bear interest as follows:

<u>Maturity Date</u>	<u>Principal</u>	<u>Interest</u>	<u>CUSIP</u>
<u>April 1</u>			<u>914318</u>
2041	\$ 17,100,000	4.50%	A67
2041	17,135,000	4.25	A91

ARTICLE IV PLAN OF REDEMPTION FOR THE DEFEASED BONDS

Section 4.1 Deposits Into the Escrow Account.

The University represents and warrants to the Escrow Agent that the University has established under the 2017 Supplemental Resolution an account for the University designated the "Escrow Account" to be held by the Escrow Agent. The Escrow Agent will administer and hold the Escrow Account separate and apart from all other funds and accounts held by the Escrow Agent. Simultaneously with the delivery of the 2018A Bonds, the University will cause to be deposited irrevocably into the Escrow Account, for the security and benefit of the owners of the Defeased Bonds, cash and/or Investment Securities, as described in **Exhibit A**.

Section 4.2 Redemption of Defeased Bonds.

The Escrow Agent shall present for payment on the due dates thereof the Investment Securities, if any, and shall apply cash or the proceeds derived from the Investment Securities in accordance with the provisions of the 2017 Supplemental Resolution and this Escrow Agreement, as verified by the Verification Report attached hereto as **Exhibit D** (the "Verification Report").

On April 2, 2018, the Escrow Agent, acting as the paying agent under the 2007 Supplemental Resolution, shall transfer sufficient amounts from the Escrow Account to the 2007B Bond Purchase Fund established under the 2007 Supplemental Resolution to redeem and cancel on April 2, 2018, such Defeased Bonds. The Defeased Bonds shall be redeemed at the price of 100% of the principal amount thereof, together with the interest accrued thereon, from the preceding interest payment date, all as reflected and verified in the Verification Report.

Section 4.3 Investment Securities.

The Investment Securities (described in Exhibit A hereto), if any, as such may be substituted pursuant to this Escrow Agreement, shall mature not later than the date needed to redeem the Defeased Bonds and will be sufficient to redeem the Defeased Bonds.

Section 4.4 Safekeeping of the Investment Securities.

All Investment Securities, money and investment income deposited with or received by the Escrow Agent pursuant to Article IV shall be subject to the trust created by this Escrow Agreement and irrevocably pledged only for the Defeased Bonds' debt service, and the Escrow Agent shall be liable for the safekeeping thereof. All money deposited with the Escrow Agent or received by the Escrow Agent as maturing principal or interest on the Investment Securities prior to the times the Escrow Agent is required to make the payments hereinbefore set forth shall be held by the Escrow Agent and shall not be reinvested.

All income derived from the Investment Securities and any money deposited with the Escrow Agent pursuant to Section 4.1 of this Escrow Agreement that is not required to make the payments hereinbefore required to be made shall be paid to the Trustee (as defined in the 2017 Supplemental Resolution) for the credit of the Debt Service Account under the 2017 Supplemental Resolution, upon payment in full of the Defeased Bonds.

Section 4.5 Substitution of the Investment Securities; Reinvestment.

The University has reserved the right to substitute higher yielding direct noncallable obligations of the United States for investments in the Escrow Account in the event it may do so pursuant to Section 103 of the Code, provided that at all times the money and Investment Securities in the Escrow Account shall be sufficient, without any further investment, to purchase and redeem the Defeased Bonds. Prior to each such substitution, the University will obtain:

- (a) A supplemental verification addressed to the University and the Escrow Agent from an independent firm of certified public accountants, which shall be satisfactory to nationally recognized bond counsel, that the money and Investment Securities on deposit after such substitution will be sufficient, without any further investment, to effect the redemption of the Defeased Bonds and that such substitute Investment Securities are noncallable; and

(b) A written opinion addressed to the University from nationally recognized bond counsel that such substitution will not cause the interest on the Defeased Bonds and the 2018A Bonds to become includible in gross income for federal and state income tax purposes.

Except as reflected in Exhibit A, the Escrow Agent shall not otherwise invest cash which it holds from time to time in the Escrow Account unless it receives an opinion of the University's bond counsel as to the legality of any such investment and its effect, if any, on the exclusion of the interest on the 2018A Bonds from gross income for federal income tax purposes and it makes such investment in accordance with the provisions of this Section.

Section 4.6 Surplus Money.

If at any time during the term of the escrow created pursuant to this Escrow Agreement there should be Investment Securities and/or money held by the Escrow Agent in excess of that required to make all remaining payments described in Section 4.2. hereof, when due, considering the interest to be earned on such Investment Securities and the University requests that such surplus obligations or the proceeds thereof or such surplus money be returned by the Escrow Agent to the University, the Escrow Agent shall do so forthwith; provided however, that prior to requesting any such transfer, the University shall have furnished to the Escrow Agent:

(a) A supplemental verification addressed to the University and the Escrow Agent from an independent firm of certified public accountants, which shall be satisfactory to nationally recognized bond counsel, that the money and Investment Securities on deposit after such transfer will be sufficient, without any further investment, to effect the redemption of the Defeased Bonds; and

(b) A written opinion addressed to the University from nationally recognized bond counsel that such transfer will not cause the interest on the Defeased Bonds and the 2018A Bonds to become includible in gross income for federal and state income tax purposes.

Notwithstanding any provision of this Section 4.6. to the contrary, any money remaining on deposit with the Escrow Agent after the payment and redemption in full of the outstanding Defeased Bonds shall be transferred to the Trustee for deposit into the Debt Service Account under the 2017 Supplemental Resolution.

ARTICLE V PAYMENT OF THE COSTS OF ISSUANCE

The University represents and warrants to the Escrow Agent that the University has established under the 2017 Supplemental Resolution an account for the University designated the "2018A Costs of Issuance Account" to be held by the Escrow Agent and that, upon delivery of the 2018A Bonds, there shall be deposited therein the sums sufficient to pay the costs of issuing the 2018A Bonds. As directed in a Written Certificate and Request by the University, the

Escrow Agent shall disburse monies from the 2018A Costs of Issuance Account upon receipt of invoices for payment. Pending payment of all costs of issuance, the monies held in the 2018A Costs of Issuance Account shall be invested by the Escrow Agent in investments as permitted under Section 67-1210, Idaho Code, with any interest received on such investments to remain in the 2018A Costs of Issuance Account. After payment of all costs of issuance or no later than September 1, 2018, any excess monies remaining in the 2018A Costs of Issuance Account shall be transferred promptly by the Escrow Agent to the Trustee for deposit into the Bond Fund under the 2017 Supplemental Resolution.

ARTICLE VI DUTIES AND OBLIGATIONS OF THE ESCROW AGENT

The duties and obligations of the Escrow Agent shall be prescribed by the provisions of this Escrow Agreement, and the Escrow Agent shall not be liable except for the performance of its duties and obligations as specifically set forth herein and to act in good faith in the performance thereof and no implied duties or obligations shall be incurred by such Escrow Agent other than those specified herein.

The Escrow Agent may consult with counsel of its choice and the opinion of such counsel shall be full and complete authorization and protection with respect to any action taken or not taken or suffered by it hereunder in good faith and in accordance with the opinion of such counsel.

Nothing contained herein shall require the Escrow Agent to advance its own funds to carry out its obligations hereunder. If there are any difficulties in payment of the Defeased Bonds, the Escrow Agent shall notify the University in writing.

Any notice, authorization, request or demand required or permitted to be given in accordance with the terms of this Escrow Agreement shall be in writing.

ARTICLE VII NOTICES

Section 7.1 Notice to Trustee; Notice of Call for Mandatory Tender for Purchase and Redemption of Defeased Bonds

The University shall provide notice to the Escrow Agent, acting as Trustee for the 2007B Bonds pursuant to the Resolution, in the form attached to this Escrow Agreement as **Exhibit B-1**. As directed by such notice, the Escrow Agent, acting as Trustee for the 2007B Bonds, shall give Notice of Call for Mandatory Tender for Purchase and Redemption of the Defeased Bonds to the holders thereof and the 2007 Insurer, in substantially the form attached to this Escrow Agreement as **Exhibit B-2**. Such notice will be delivered by first class mail, postage prepaid, pursuant to the 2007 Supplemental Resolution.

Section 7.2 Notice of Defeasance of Defeased Bonds

The Escrow Agent, as the Trustee of the 2007B Bonds, shall provide, as soon as practicable after the execution and delivery of this Escrow Agreement, in accordance with the provisions of the Resolution and this 2007 Supplemental Resolution, by first class mail, a notice to the holders of the Defeased Bonds notifying the holders that the principal amounts, applicable premium, if any, and interest accrued on the Defeased Bonds are deemed to have been paid in accordance with the provisions of the Resolution, as provided in this Escrow Agreement, said notice stating the redemption date upon which moneys are to be available for the payment of the principal or redemption price, as applicable, plus accrued interest, on the Defeased Bonds, such notice to be prepared by the Escrow Agent in substantially the form attached to this Escrow Agreement as **Exhibit C**.

ARTICLE VIII COMPENSATION OF ESCROW AGENT

By execution hereof the Escrow Agent acknowledges receipt of the sum of \$_____ for services rendered and to be rendered by it pursuant to the provisions of this Escrow Agreement in payment of all fees, compensation and expenses of the Escrow Agent, and the Escrow Agent expressly acknowledges that it is not entitled to a lien, nor shall it ever assert a lien, on any Investment Securities or other obligations or money of the University held by it pursuant to this Escrow Agreement. The Escrow Agent hereby agrees that such compensation has been made to the satisfaction of the Escrow Agent.

ARTICLE IX AMENDMENTS TO THIS ESCROW AGREEMENT

The Escrow Agent and the University recognize that the owners of the Defeased Bonds have a beneficial interest in the money and the Investment Securities, if any, to be held in the Escrow Account in trust by the Escrow Agent pursuant to this Escrow Agreement. Therefore, this Escrow Agreement shall be subject to revocation or amendment only for the purposes of clarifying an ambiguity in the duties and obligations set forth hereunder, or altering the reporting or other ministerial obligations of the Escrow Agent to the University, provided that no such amendment shall permit the Escrow Agent to invest in or deposit in the Escrow Account any obligations other than noncallable direct obligations of the United States of America, and each such amendment shall be accompanied by:

(a) A supplemental verification addressed to the University and the Escrow Agent from an independent firm of certified public accountants, which shall be satisfactory to nationally recognized bond counsel, that the money and Investment Securities on deposit after the amendment will be sufficient, without any further investment, to effect the redemption of the Defeased Bonds;

(b) A written opinion addressed to the University and the Trustee from nationally recognized bond counsel that such amendment will not cause the interest on the Defeased Bonds or the 2018A Bonds to become includible in gross income for federal and state income tax purposes; and

(c) A certificate signed by the Bursar of the University confirming that the University has provided the notice of the amendment to the respective rating agencies that rated the 2018A Bonds.

ARTICLE X NOTIFICATION OF DEFICIENCY

The Escrow Agent shall give the University prompt notice if the Escrow Agent shall determine there are or will be insufficient money or Investment Securities to make the payments specified in Section 4.2 hereof, and the University shall deposit with the Escrow Agent additional sums of money required to correct such deficiencies.

ARTICLE XI SUCCESSOR ESCROW AGENT

The obligations assumed by the Escrow Agent pursuant to this Escrow Agreement may be transferred by the Escrow Agent to a successor if (a) the Escrow Agent has presented evidence satisfactory to the University and its bond counsel that the successor meets the requirements of Idaho Code Section 57-504, as now in effect or hereafter amended; (b) the successor has assumed all the obligations of the Escrow Agent under this Escrow Agreement; and (c) all the Investment Securities and money then held by the Escrow Agent pursuant to this Escrow Agreement have been duly transferred to such successor.

ARTICLE XII MISCELLANEOUS

In the event any one or more of the provisions contained in this Escrow Agreement shall for any reason be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability shall not affect any other provision of this Escrow Agreement, but this Escrow Agreement shall be construed as if such invalid or illegal or unenforceable provision had never been contained herein. If any portion of this Escrow Agreement is amended, severed or revoked, the University agrees to notify and provide draft copies of any amendatory documents to any rating agency with a current rating on the 2018A Bonds prior to such action.

Execution of this Escrow Agreement by the Escrow Agent shall constitute written acknowledgment by the Escrow Agent of its receipt from the University of the amounts specified herein.

This Escrow Agreement may be executed in several counterparts, each of which shall be regarded as the original and all of which shall constitute one and the same Escrow Agreement.

Dated as of the day and year first above written.

REGENTS OF THE UNIVERSITY OF
IDAHO

By: _____
Vice President for Finance and Bursar

WELLS FARGO BANK, N.A.

By: _____
Its: Vice President

EXHIBIT A

INVESTMENT SECURITIES

SCHEDULE OF SLGS

Amount	Rate %	Maturity

COMPOSITION OF ESCROW

Cash	\$	_____
Securities		
Total Escrow		\$0000

EXHIBIT B-1

NOTICE TO TRUSTEE

TO: Wells Fargo Bank, National Association, as Trustee

FROM: Regents of the University of Idaho, as Issuer

RE: Adjustable Rate General Revenue Bonds, Series 2007B (the "2007B Bonds") issued October 31, 2007 (the "2007B Bonds")

DATE: _____, 2018

Pursuant to Section 4.8(a)(iii) of the Issuer's Supplemental Resolution adopted October 11, 2007, authorizing the 2007B Bonds (the "Resolution"), **NOTICE IS HEREBY GIVEN** to the above Trustee that the undersigned Issuer and the provider of the liquidity facility in effect with respect to the 2007B Bonds maturing April 1, 2041, have agreed to terminate the liquidity facility and not to convert the rate of such 2007B Bonds to another interest rate mode. Therefore, the Issuer desires to redeem upon mandatory tender on April 2, 2018 (the "Mandatory Redemption Date"), its outstanding 2007B Bonds maturing April 1, 2041, at the price of par plus accrued interest due thereon (the "Called Bonds").

BY THIS NOTICE the Issuer is directing the Trustee to deliver, by first class mail, postage prepaid, the required Notice of Call for Mandatory Tender for Purchase and Redemption pursuant to Section 4.8(d) of the Resolution, in substantially the form provided herewith, to the holders of the Called Bonds and to Financial Security Assurance Inc., as insurer of the Called Bonds, no later than fifteen (15) days prior to the Mandatory Redemption Date, in compliance with the Resolution.

REGENTS OF THE UNIVERSITY OF IDAHO

By: _____

EXHIBIT B-2

Notice of Call for Mandatory Tender for Purchase and RedemptionTHE REGENTS OF THE UNIVERSITY OF IDAHO
ADJUSTABLE RATE GENERAL REVENUE BONDS, SERIES 2007B

NOTICE IS HEREBY GIVEN to the holders of the following-described Adjustable Rate General Revenue Bonds, Series 2007B (the “2007B Bonds”) issued by the Regents of the University of Idaho (the “Issuer”) on October 31, 2007, that the 2007B Bonds are called for mandatory tender for purchase and redemption on April 2, 2018 (the “Mandatory Redemption Date”), at the principal corporate trust office of Wells Fargo Bank, N.A., at the redemption price of 100% of the principal amount of each 2007B Bond so redeemed, plus accrued interest to the Mandatory Redemption Date (the “Redemption Price”). The Issuer has determined to terminate the liquidity facility in effect with respect to the 2007B Bonds and not to convert the rate of the 2007B Bonds to another interest rate mode; therefore, pursuant to Section 4.8(a)(iii) of the Issuer’s Supplemental Resolution dated October 11, 2007, authorizing the 2007B Bonds (the “2007 Resolution”), the 2007B Bonds are subject to mandatory tender for purchase and redemption at the above Redemption Price on the Mandatory Redemption Date. Payment of the redemption proceeds will be made on or after the redemption date upon presentation and surrender of the securities to:

Registered/Certified Mail:
Wells Fargo Bank, N.A.
Corporate Trust Operations
P.O. Box 1517
Minneapolis, MN 55480-1517

Air Courier:
Wells Fargo Bank, N.A.
600 Fourth Street South, 7th Floor
Minneapolis, MN 55479
MAC N9300-070

Wells Fargo Bank, N.A. policy does not allow the safekeeping of securities within Corporate Trust Operations for a period of longer than 30 days. Please DO NOT submit your securities for payment more than 30 days in advance of the redemption date. A \$25.00 wire transfer fee will be deducted from each payment requested to be made by wire. When inquiring about this redemption, please have the Bond number available. Please inform the customer service representative of the CUSIP number(s) of the affected Bond. Customer Service can be reached at 612-667-9764 or Toll Free at 1-800-344-5128.

The principal amounts and rates of the 2007B Bonds to be so redeemed are as follows:

<u>Maturity Date</u>	<u>Principal</u>	<u>Interest</u>	<u>CUSIP</u>
<u>April 1</u>			<u>914318</u>
2041	\$ 17,100,000	4.50%	A67
2041	17,135,000	4.25	A91

Notice is further given that funds necessary to pay the Redemption Price for each such 2007B Bond, arising from the proceeds of sale of certain refunding bonds, will be available at the place of payment on the Mandatory Redemption Date and interest on such 2007B Bonds shall cease to accrue from and after such Mandatory Redemption Date and that on said date there will become due and payable on each of said 2007B Bonds the Redemption Price.

This Notice is additionally given to Financial Security Assurance Inc., the insurer of the 2007B Bonds, as required by the 2007 Resolution.

IMPORTANT NOTICE REGARDING TAX CERTIFICATION DOCUMENTATION AND POTENTIAL WITHHOLDING: Pursuant to U.S. federal tax laws, you have a duty to provide the required type of tax certification form to anyone making a payment to you that could constitute income or gross proceeds reportable to you. That tax certification documentation must be received by the Paying Agent (which includes the term "Withholding Agent" if you are a Nonresident Alien Individual or Foreign Entity) on or before the date of the payment, or the date on which the transaction is reportable on either IRS Form 1099 or IRS Form 1042-S even if no payment is made at that time. If you do not provide a valid tax certification form as required, the Paying Agent will be required to apply the maximum amount of withholding on that reportable payment. For example, if you are a U.S. taxpayer and do not provide a Form W-9 by the effective date of a merger, the trade date of a sale, the Redemption Date or Mandatory Tender Date or Tender Date or Conversion Date for a bond as the applicable term is defined in the Notice, or the payment date for interest or dividends, the Paying Agent is required to apply 28% backup withholding to the amount reportable as gross proceeds on a Form 1099-B, the interest amount reportable on a Form 1099-INT or the dividend amount reportable on a Form 1099-DIV. If you are a foreign person or entity, you are required to provide the applicable type of IRS Form W-8 by those aforementioned dates, and failure to do so can result in a 30% withholding rate being applied to the amount of the payment reportable on IRS Form 1042-S.

Publication Date: _____

REGENTS OF THE UNIVERSITY OF IDAHO

By: Wells Fargo Bank, N.A. as Agent

By _____
Its _____

EXHIBIT C**Notice of Defeasance**

REGENTS OF THE UNIVERSITY OF IDAHO
ADJUSTABLE RATE GENERAL REVENUE BONDS, SERIES 2007B

NOTICE IS HEREBY GIVEN to the holders of the Adjustable Rate General Revenue Bonds, Series 2007B dated October 31, 2007, described below (the "Defeased Bonds") of the Regents of the University of Idaho (the "University") that money and direct obligations of the United States of America, the principal of and the interest on which when due will be sufficient to pay when due the principal or redemption price, as applicable, and interest due and to become due on the Defeased Bonds on or prior to the redemption date thereof, upon mandatory tender for purchase and redemption on April 2, 2018, have been deposited in escrow with Wells Fargo Bank, N.A., as escrow agent (the "Escrow Agent") under an Escrow Agreement dated _____, 2018, entered into between the University and Escrow Agent (the "Escrow Agreement"). The Defeased Bonds are specifically identified as follows:

<u>Maturity Date</u>	<u>Principal</u>	<u>Interest</u>	<u>CUSIP</u>
<u>April 1</u>			<u>914318</u>
2041	\$17,100,000	4.50%	A67
2041	17,135,000	4.25	A91

In accordance with the terms of the resolution of the University pursuant to which the Defeased Bonds were issued (the "2007 Resolution"), the Defeased Bonds and the interest accrued thereon are deemed to have been paid.

Moneys will be available from the money and from the principal of and interest on such direct obligations of the United States of America held in escrow at the principal corporate trust office of the Escrow Agent for the Defeased Bonds, and shall be transferred to the undersigned paying agent of the Defeased Bonds to pay the Defeased Bonds at the price of par pursuant to maturity or call for mandatory tender for purchase and redemption on April 2, 2018, at the price of 100% of the principal amount thereof, plus accrued interest to the date of redemption, in accordance with their terms and the terms of the 2007 Resolution and the Escrow Agreement.

Dated this _____ day of _____, 2018.

Wells Fargo Bank, N.A., as Trustee and Paying Agent

By _____
Its _____

EXHIBIT D
FORM OF DELEGATION CERTIFICATE

CERTIFICATE AS TO BOND PRICING AND RELATED MATTERS

The undersigned official of the University of Idaho (the "University") does hereby certify as follows (capitalized terms used herein and not defined have the meanings assigned to such terms in the Supplemental Resolution, hereinafter defined):

1. The undersigned is familiar with the Supplemental Resolution of the Regents of the University (the "Regents") adopted on December 20, 2017 (the "Supplemental Resolution") to authorize issuance of the University's General Revenue Refunding Bonds, Series 2018A (the "Bonds") and related documents, which Bonds were sold this date to _____, as the winning bidder (the "Winning Bidder").

2. Section 205 of the Supplemental Resolution delegated to the undersigned, as Delegated Officer, the power to make certain determinations on the date of sale of the Bonds.

3. Pursuant to such delegation, the Delegated Officer hereby determines as follows:

(a) Details of the terms of the Bonds are reflected in the final bond sale number schedules provided by the Purchaser on this date, which schedules are attached as Exhibit A hereto.

(b) Details of the 2007B Bonds to be defeased and redeemed are reflected in Exhibit A (hereinafter, the "2007B Bonds").

(c) The rates of interest to be borne by the 2018A Bonds.

(d) The aggregate principal amount of the Bonds is \$_____, which amount does not exceed \$35,000,000.

(e) The final maturity of the Bonds is April 1, 20____, which is not later than April 1, 2041, the final maturity of the 2007B Bonds.

(f) The Bonds were sold at the purchase price of \$_____, representing the principal amount thereof, plus [net] premium in the amount of \$_____, less underwriter's discount of \$_____, which purchase price is greater than the principal amount of the Bonds.

(g) The Bonds are subject to optional and mandatory redemption as reflected in Exhibit A and as specifically reflected in Exhibit B attached hereto.

(h) Credit enhancement on the Bonds consists of: none.

4. The undersigned Delegated Officer hereby certifies that the final terms and provisions of the Bonds, as described in the attached Exhibit A and Exhibit B, are consistent with, not in excess of and no less favorable than the terms set forth in Section 205 of the Supplemental Resolution.

5. The undersigned Delegated Officer has therefore executed and delivered this date an acceptance of the bid to the Winning Bidder.

DATED: _____, 2018.

UNIVERSITY OF IDAHO

By: _____
Vice President for Finance and Bursar

EXHIBIT A

FINAL NUMBERS PROVIDED BY UNDERWRITER

EXHIBIT B

REDEMPTION PROVISIONS

1. Optional Redemption: The Bonds maturing on or after April 1, 202__, are subject to redemption at the election of the University at any time on or after April 1, 202__, in whole or in part, from such maturities as may be selected by the University. Such optional redemption of the Bonds shall be at a price of 100% of the principal amount of the Bonds to be so redeemed, plus accrued interest to the date fixed for redemption.

2. Mandatory Sinking Fund Redemption: The Bonds maturing on April 1, 20__, are subject to mandatory sinking fund redemption prior to their stated maturity, at a price of 100% of the principal amount of the Bonds to be so redeemed, plus accrued interest to the date fixed for redemption, on April 1 of the years, and in the amounts, shown below:

APRIL 1
OF THE YEAR

MANDATORY
REDEMPTION AMOUNT

*Stated maturity.

THIS PAGE INTENTIONALLY LEFT BLANK

MOODY'S

INVESTORS SERVICE

CREDIT OPINION

24 August 2017

Update

Rate this Research >>

Analyst Contacts

Susan E Shaffer 212-553-4132
VP-Senior Analyst
susan.shaffer@moody's.com

Eva Bogaty 415-274-1765
VP-Sr Credit Officer
eva.bogaty@moody's.com

CLIENT SERVICES

Americas 1-212-553-1653
Asia Pacific 852-3551-3077
Japan 81-3-5408-4100
EMEA 44-20-7772-5454

University of Idaho, ID

Update to discussion of key credit factors

Summary

University of Idaho's Aa3 rating reflects the university's important role as the state's land-grant and leading research university, with sizable enrollment and a statewide presence through instructional centers as well as agricultural research and extension centers. The rating is also supported by good wealth for the rating category and a history of balanced operations, with diverse revenue and healthy cash flow providing good debt service coverage. Offsetting factors include thin liquidity for the rating category and limited opportunity for revenue and enrollment growth.

Credit Strengths

- » Consistently balanced operations, with good cash flow providing 3.9 times debt service coverage for fiscal 2016
- » Diverse revenue, including gift support and research funding, which offer some cushion to absorb enrollment fluctuations
- » Improved spendable cash and investments, covering operations by 0.5 times and debt by 1.0 times

Credit Challenges

- » Limited opportunity for net tuition revenue and enrollment growth given state influence on admissions and price-setting and the competitive student market
- » Expansion of research profile dependent on enrollment growth and resulting need for increased faculty
- » Thin though improved liquidity, with \$111 million of monthly liquidity providing 120 monthly days cash on hand

Rating Outlook

The stable outlook incorporates expectations of continued balanced operations, demonstrating management's ability to adjust to enrollment fluctuations.

Factors that Could Lead to an Upgrade

- » Material growth in financial resources and liquidity
- » Growth in student demand and expanded research profile

Factors that Could Lead to a Downgrade

- » Deterioration of liquidity
- » Inability to maintain positive operating performance and good cash flow
- » Substantial new debt without offsetting revenue growth

Key Indicators

Exhibit 1

UNIVERSITY OF IDAHO, ID						
	2012	2013	2014	2015	2016	Medians by Rating Category
Total FTE Enrollment	10,379	9,996	9,735	9,505	9,518	28,405
Operating Revenue (\$000)	341,746	351,916	355,839	370,078	378,096	1,104,854
Annual Change in Operating Revenue (%)	-0.3	3.0	1.1	4.0	2.2	4.4
Total Cash & Investments (\$000)	309,824	333,540	380,430	390,840	414,630	1,201,140
Total Debt (\$000)	161,384	165,871	158,671	193,403	188,888	597,459
Spendable Cash & Investments to Total Debt (x)	0.8	0.8	1.1	0.9	1.0	1.3
Spendable Cash & Investments to Operating Expenses (x)	0.4	0.4	0.5	0.5	0.5	0.7
Monthly Days Cash on Hand (x)	95	94	101	114	120	162
Operating Cash Flow Margin (%)	10.3	10.1	11.0	12.6	12.9	12.0
Total Debt to Cash Flow (x)	4.6	4.7	4.0	4.2	3.9	4.4
Annual Debt Service Coverage (x)	2.6	2.6	2.7	3.1	3.9	3.0

Medians reflect 2016 medians for Aa-rated public universities.

Source: Moody's Investors Service

Detailed Credit Considerations

Market Profile: Important role as Idaho's land grant and leading research university, enrollment stabilizing

The University of Idaho will continue to play an important role as the state's land-grant and leading research university, with sizable enrollment and a statewide presence through instructional centers as well as agricultural research and extension centers. The state's educational policies have a growing though uncertain impact on the university's enrollment. Drivers include a state-wide emphasis on increased participation in higher education and improved graduation rates, a direct admit program for qualified high school seniors implemented in fall 2015, and changes in state scholarship funding.

With the impact of these changes as well as enhanced recruitment and retention strategies, enrollment is stabilizing after an 8% decline over the past five years. Areas with the most significant declines are non-resident undergraduate students, reflecting competition from neighboring states, and resident graduate students, impacted partially by the improving economy's countercyclical impact on graduate enrollment. Freshmen and transfer enrollment is expected to be flat for fall 2017. However, the overall enrollment environment remains pressured, with net tuition revenue per student dipping slightly in fiscal 2016 after strong growth over the prior four years.

Philanthropic support is good for the rating category, with gifts per student of \$2,345 comparing favorably with the Aa3 median of \$719. Management reports that fiscal 2017's fundraising was the university's highest, at \$38 million. Increased philanthropy, resulting in continued outsized growth of cash and investments relative to peers, would be credit positive.

This publication does not announce a credit rating action. For any credit ratings referenced in this publication, please see the ratings tab on the issuer/entity page on www.moody's.com for the most updated credit rating action information and rating history.

Operating Performance: Consistent positive operations, with good cash flow and revenue diversity

UI will continue to deliver positive operating performance, though margins will show some softening in fiscal 2017 as the university adjusts to lower enrollment levels. Healthy cash flow margins averaging 12% over the last three years provided a good 3.2 times average annual debt service coverage.

The university benefits from diverse revenues, which provide some cushion against enrollment fluctuations. In an improved state funding environment, state support increased from 31% to 34% of revenues over the past five years. Fiscal 2017 total state appropriations increased to \$221 million from \$209 million in fiscal 2016 but growth is expected to moderate for fiscal 2018, with \$224 million in anticipated appropriations.

As the state's research university, UI has a growing research profile, with capacity for additional growth. However, leveraging this capacity is contingent upon enrollment growth needed to support the addition of new faculty members. Research funding was \$92 million (25% of revenue) in fiscal 2016 and is expected to increase 2% to 3% for fiscal 2017. For fiscal 2016, the federal government provided over half of UI's research funding, largely from the USDA (31%) and NSF (23%) and the NIH (16%). State research funding contributed another 25%.

Wealth and Liquidity: Solid growth of wealth though liquidity remains thin

Positively, overall financial resources have grown through fundraising and operating surpluses. Total cash and investments grew a strong 34% relative to a Aa3 peer median of 24%. For fiscal 2016, spendable cash and investments cover debt by 1.0 times and operations by 0.5 times, improved from 0.8 times and 0.4 times in fiscal 2012 and now more in line with peers.

The university's foundation manages the endowment, at \$264 million as of June 30, 2017. Management reports a preliminary return of 11.7% for fiscal 2017. The foundation distributed \$22 million to the university in fiscal 2017, including \$11 million from the endowment, which follows a conservative 4.4% spending policy.

LIQUIDITY

While liquidity has improved, with monthly liquidity of \$111 million up from \$82 million in fiscal 2012, it remains thin for the rating category, providing 120 monthly days cash on hand compared to a peer median of 157 days.

Leverage: Modest debt and no plans for increased leverage

Leverage is manageable, with modest overall debt of \$189 million relative to UI's revenue and enrollment base. Debt to cash flow is a low 3.9 times, and debt service comprises a low 3%-4% of operating expenses. The university has no immediate plans for additional debt though it is considering refinancing options during fiscal 2018 for its term-mode bonds with an approaching mandatory tender.

DEBT STRUCTURE

Almost 50% of long-term debt is adjustable rate, currently term-mode with the initial terms of more than three years ending on April 1, 2018 (Series 2007B), and April 1, 2021 (Series 2011). These bonds are subject to a mandatory tender on the effective date of any new Term Interest Rate Period. After the initial period, the university can determine the interest rate period (one, three, six, nine, or twelve months or any multiple of six months). If sufficient funds are not available to pay the purchase price on the bonds, these tendered bonds will bear interest at the Bond Buyer 25 Revenue Bond Index plus 150 basis points to final maturity. The university is not obligated to purchase the tendered bonds and failure to purchase does not constitute an event of default. Moody's tracks these bonds as demand debt, although we note that the soft put and the initially more remote tender dates create significantly less risk than traditional variable rate demand debt.

In addition, the 2007B bonds have a standby bond purchase agreement in place provided by Dexia Credit Local, scheduled to expire on October 31, 2019.

DEBT-RELATED DERIVATIVES

Not applicable.

PENSIONS AND OPEB

The university has a sizeable pension obligation that comprises approximately 40% of its \$319 million total adjusted debt. This pension obligation is associated with participation in a cost-sharing multiple-employer defined benefit pension plan administered by Public Employee Retirement System of Idaho (PERSI), which covers substantially all employees of the State of Idaho. Moody's three-year

average adjusted net pension liability for UI's PERSI obligation, which uses current market interest rates closer to 4.4% instead of the PERSI's 7% rate assumption, is \$119 million for fiscal years 2014-2016.

Favorably, UI has a \$2 million asset for its OPEB plan. Employees hired after January 1, 2002, are not eligible to participate in the plan, and UI has established a trust to help fund future costs and aims to contribute the full actuarially required contribution (ARC) annually.

Annual pension and OPEB contributions as well as contributions to an optional retirement program and modest costs related to other plan commitments totaled a manageable 4% of operating expenses for fiscal 2016.

Management and Governance: Prudent fiscal management delivers consistently positive results

University leadership continues to exhibit prudent fiscal management, resulting in continued positive operating results despite enrollment pressures. With a largely new leadership team in place since the current president joined the university in 2014, UI set forth a 10-year strategic plan that will guide prioritization of resources through 2025.

The eight members of the university's Board of Regents also serve as the Idaho State Board of Education, which governs K-20 education in the state of Idaho. Seven members of the combined boards are appointed by the Governor and serve for five-year terms. The elected State Superintendent of Public Instruction serves ex-officio as the eighth member of the board for a four-year term.

Legal Security

Bonds are secured by Pledged Revenues of the University of Idaho, which include tuition and student fees, auxiliary revenues, indirect cost recovery revenues, direct payments associated with Build America Bonds (BABs), and other specified revenues. State appropriations and other externally restricted funds are not included in the Pledged Revenues. There is an additional bonds test and rate covenant of 1.0 times coverage of annual debt requirements.

For fiscal 2016, pledged revenues of \$150 million provided 11 times coverage of annual debt service.

Use of Proceeds

Not applicable.

Obligor Profile

The University of Idaho is the state's land-grant and leading research university, with sizable enrollment and a statewide presence through instructional centers as well as agricultural research and extension centers. The university enrolls over 9,500 full-time equivalent students and has operating revenue of over \$375 million.

Moody's Related Research

[Global Higher Education](#), November 2015

© 2017 Moody's Corporation, Moody's Investors Service, Inc., Moody's Analytics, Inc. and/or their licensors and affiliates (collectively, "MOODY'S"). All rights reserved.

CREDIT RATINGS ISSUED BY MOODY'S INVESTORS SERVICE, INC. AND ITS RATINGS AFFILIATES ("MIS") ARE MOODY'S CURRENT OPINIONS OF THE RELATIVE FUTURE CREDIT RISK OF ENTITIES, CREDIT COMMITMENTS, OR DEBT OR DEBT-LIKE SECURITIES, AND MOODY'S PUBLICATIONS MAY INCLUDE MOODY'S CURRENT OPINIONS OF THE RELATIVE FUTURE CREDIT RISK OF ENTITIES, CREDIT COMMITMENTS, OR DEBT OR DEBT-LIKE SECURITIES. MOODY'S DEFINES CREDIT RISK AS THE RISK THAT AN ENTITY MAY NOT MEET ITS CONTRACTUAL, FINANCIAL OBLIGATIONS AS THEY COME DUE AND ANY ESTIMATED FINANCIAL LOSS IN THE EVENT OF DEFAULT. CREDIT RATINGS DO NOT ADDRESS ANY OTHER RISK, INCLUDING BUT NOT LIMITED TO: LIQUIDITY RISK, MARKET VALUE RISK, OR PRICE VOLATILITY. CREDIT RATINGS AND MOODY'S OPINIONS INCLUDED IN MOODY'S PUBLICATIONS ARE NOT STATEMENTS OF CURRENT OR HISTORICAL FACT. MOODY'S PUBLICATIONS MAY ALSO INCLUDE QUANTITATIVE MODEL-BASED ESTIMATES OF CREDIT RISK AND RELATED OPINIONS OR COMMENTARY PUBLISHED BY MOODY'S ANALYTICS, INC. CREDIT RATINGS AND MOODY'S PUBLICATIONS DO NOT CONSTITUTE OR PROVIDE INVESTMENT OR FINANCIAL ADVICE, AND CREDIT RATINGS AND MOODY'S PUBLICATIONS ARE NOT AND DO NOT PROVIDE RECOMMENDATIONS TO PURCHASE, SELL, OR HOLD PARTICULAR SECURITIES. NEITHER CREDIT RATINGS NOR MOODY'S PUBLICATIONS COMMENT ON THE SUITABILITY OF AN INVESTMENT FOR ANY PARTICULAR INVESTOR. MOODY'S ISSUES ITS CREDIT RATINGS AND PUBLISHES MOODY'S PUBLICATIONS WITH THE EXPECTATION AND UNDERSTANDING THAT EACH INVESTOR WILL, WITH DUE CARE, MAKE ITS OWN STUDY AND EVALUATION OF EACH SECURITY THAT IS UNDER CONSIDERATION FOR PURCHASE, HOLDING, OR SALE.

MOODY'S CREDIT RATINGS AND MOODY'S PUBLICATIONS ARE NOT INTENDED FOR USE BY RETAIL INVESTORS AND IT WOULD BE RECKLESS AND INAPPROPRIATE FOR RETAIL INVESTORS TO USE MOODY'S CREDIT RATINGS OR MOODY'S PUBLICATIONS WHEN MAKING AN INVESTMENT DECISION. IF IN DOUBT YOU SHOULD CONTACT YOUR FINANCIAL OR OTHER PROFESSIONAL ADVISER. ALL INFORMATION CONTAINED HEREIN IS PROTECTED BY LAW, INCLUDING BUT NOT LIMITED TO, COPYRIGHT LAW, AND NONE OF SUCH INFORMATION MAY BE COPIED OR OTHERWISE REPRODUCED, REPACKAGED, FURTHER TRANSMITTED, TRANSFERRED, DISSEMINATED, REDISTRIBUTED OR RESOLD, OR STORED FOR SUBSEQUENT USE FOR ANY SUCH PURPOSE, IN WHOLE OR IN PART, IN ANY FORM OR MANNER OR BY ANY MEANS WHATSOEVER, BY ANY PERSON WITHOUT MOODY'S PRIOR WRITTEN CONSENT.

All information contained herein is obtained by MOODY'S from sources believed by it to be accurate and reliable. Because of the possibility of human or mechanical error as well as other factors, however, all information contained herein is provided "AS IS" without warranty of any kind. MOODY'S adopts all necessary measures so that the information it uses in assigning a credit rating is of sufficient quality and from sources MOODY'S considers to be reliable including, when appropriate, independent third-party sources. However, MOODY'S is not an auditor and cannot in every instance independently verify or validate information received in the rating process or in preparing the Moody's publications.

To the extent permitted by law, MOODY'S and its directors, officers, employees, agents, representatives, licensors and suppliers disclaim liability to any person or entity for any indirect, special, consequential, or incidental losses or damages whatsoever arising from or in connection with the information contained herein or the use of or inability to use any such information, even if MOODY'S or any of its directors, officers, employees, agents, representatives, licensors or suppliers is advised in advance of the possibility of such losses or damages, including but not limited to: (a) any loss of present or prospective profits or (b) any loss or damage arising where the relevant financial instrument is not the subject of a particular credit rating assigned by MOODY'S.

To the extent permitted by law, MOODY'S and its directors, officers, employees, agents, representatives, licensors and suppliers disclaim liability for any direct or compensatory losses or damages caused to any person or entity, including but not limited to by any negligence (but excluding fraud, willful misconduct or any other type of liability that, for the avoidance of doubt, by law cannot be excluded) on the part of, or any contingency within or beyond the control of, MOODY'S or any of its directors, officers, employees, agents, representatives, licensors or suppliers, arising from or in connection with the information contained herein or the use of or inability to use any such information.

NO WARRANTY, EXPRESS OR IMPLIED, AS TO THE ACCURACY, TIMELINESS, COMPLETENESS, MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE OF ANY SUCH RATING OR OTHER OPINION OR INFORMATION IS GIVEN OR MADE BY MOODY'S IN ANY FORM OR MANNER WHATSOEVER.

Moody's Investors Service, Inc., a wholly-owned credit rating agency subsidiary of Moody's Corporation ("MCO"), hereby discloses that most issuers of debt securities (including corporate and municipal bonds, debentures, notes and commercial paper) and preferred stock rated by Moody's Investors Service, Inc. have, prior to assignment of any rating, agreed to pay to Moody's Investors Service, Inc. for appraisal and rating services rendered by it fees ranging from \$1,500 to approximately \$2,500,000. MCO and MIS also maintain policies and procedures to address the independence of MIS's ratings and rating processes. Information regarding certain affiliations that may exist between directors of MCO and rated entities, and between entities who hold ratings from MIS and have also publicly reported to the SEC an ownership interest in MCO of more than 5%, is posted annually at www.moody.com under the heading "Investor Relations — Corporate Governance — Director and Shareholder Affiliation Policy."

Additional terms for Australia only: Any publication into Australia of this document is pursuant to the Australian Financial Services License of MOODY'S affiliate, Moody's Investors Service Pty Limited ABN 61 003 399 657 AFSL 336969 and/or Moody's Analytics Australia Pty Ltd ABN 94 105 136 972 AFSL 383569 (as applicable). This document is intended to be provided only to "wholesale clients" within the meaning of section 761G of the Corporations Act 2001. By continuing to access this document from within Australia, you represent to MOODY'S that you are, or are accessing the document as a representative of, a "wholesale client" and that neither you nor the entity you represent will directly or indirectly disseminate this document or its contents to "retail clients" within the meaning of section 761G of the Corporations Act 2001. MOODY'S credit rating is an opinion as to the creditworthiness of a debt obligation of the issuer, not on the equity securities of the issuer or any form of security that is available to retail investors. It would be reckless and inappropriate for retail investors to use MOODY'S credit ratings or publications when making an investment decision. If in doubt you should contact your financial or other professional adviser.

Additional terms for Japan only: Moody's Japan K.K. ("MJKK") is a wholly-owned credit rating agency subsidiary of Moody's Group Japan G.K., which is wholly-owned by Moody's Overseas Holdings Inc., a wholly-owned subsidiary of MCO. Moody's SF Japan K.K. ("MSFJ") is a wholly-owned credit rating agency subsidiary of MJKK. MSFJ is not a Nationally Recognized Statistical Rating Organization ("NRSRO"). Therefore, credit ratings assigned by MSFJ are Non-NRSRO Credit Ratings. Non-NRSRO Credit Ratings are assigned by an entity that is not a NRSRO and, consequently, the rated obligation will not qualify for certain types of treatment under U.S. laws. MJKK and MSFJ are credit rating agencies registered with the Japan Financial Services Agency and their registration numbers are FSA Commissioner (Ratings) No. 2 and 3 respectively.

MJKK or MSFJ (as applicable) hereby disclose that most issuers of debt securities (including corporate and municipal bonds, debentures, notes and commercial paper) and preferred stock rated by MJKK or MSFJ (as applicable) have, prior to assignment of any rating, agreed to pay to MJKK or MSFJ (as applicable) for appraisal and rating services rendered by it fees ranging from JPY200,000 to approximately JPY350,000,000.

MJKK and MSFJ also maintain policies and procedures to address Japanese regulatory requirements.

REPORT NUMBER

1087441

CLIENT SERVICES

Americas	1-212-553-1653
Asia Pacific	852-3551-3077
Japan	81-3-5408-4100
EMEA	44-20-7772-5454



University of Idaho Regents University of Idaho; Public Coll/Univ - Unlimited Student Fees

Primary Credit Analyst:

Jamie L Seman, San Francisco (415) 371-5020; Jamie.Seman@spglobal.com

Secondary Contact:

Debra S Boyd, San Francisco (1) 415-371-5063; debra.boyd@spglobal.com

Table Of Contents

Rationale

Outlook

Enterprise Profile

Financial Profile

University of Idaho Regents

University of Idaho; Public Coll/Univ - Unlimited Student Fees

Credit Profile

University of Idaho Regents, Idaho

University of Idaho, Idaho

University of Idaho Regents (University of Idaho) (BABs)

Long Term Rating

A+ /Stable

Affirmed

Rationale

S&P Global Ratings affirmed its 'A+' long-term rating and underlying rating (SPUR) on the University of Idaho Regents' various outstanding bonds issued for the University of Idaho (UI). The outlook is stable.

We assessed UI's enterprise profile as strong, characterized by its solid market position as the state's flagship, land grant institution with relatively good student characteristics and selectivity offset somewhat by a relatively new management team. We assessed the financial profile as strong, characterized by robust operating performance and solid available resources but below-average available resources to debt. Combined, we believe these credit factors lead to an indicative standalone credit profile of 'a'. As our criteria indicate, the final rating can be within one notch of the indicative credit level. In our opinion, the 'A+' rating on the university's bonds better reflects UI's market position and higher student quality relative to in-state peers. We continue to believe the rating is constrained by balance sheet metrics that are weak for the rating category, and there is limited capacity at the current rating for additional debt.

The 'A+' rating reflects our assessment of UI's strengths:

- Role as the flagship institution in the state's higher education system, with 29% of fiscal 2016 revenues coming from the state of Idaho;
- Relatively diverse enrollment base compared to those of other in-state public universities;
- Historically positive operating surpluses on a full-accrual basis; and
- Manageable maximum annual debt service (MADS) burden of about 3.51% of fiscal 2016 adjusted expenses.

The 'A+' rating reflects our assessment of UI's weaknesses:

- Relatively low levels of available resources compared to operating expenses and debt for the rating category, and
- Relatively small, but increasing, endowment for the rating, of about \$239 million at June 30, 2016.

Securing the bonds is a pledge of all revenues of the university with the exception of general account appropriated funds and restricted gift and grant revenues, which we consider substantially equivalent to an unlimited student fees pledge.

The University of Idaho was established in 1889, in Moscow, as a territorial university and is the state's oldest

institution of higher learning. One of three public universities in Idaho, UI is charged with the primary responsibility for advanced research and graduate education. UI is Idaho's leading research university, recording grants and contracts revenue of about \$76 million annually to fund innovative research and teaching, an amount exceeding the combined grants and contracts revenues of all other Idaho institutions of higher education. The university comprises 10 colleges: agricultural and life science; art and architecture; business and economics; education; science; engineering; graduate studies; natural resources; law; and letters, arts, and social sciences.

Outlook

The stable outlook reflects our expectation that, during the next two years, the management team will continue to stabilize and adhere to the formal strategic plan and revised financial policies that were adopted in fiscal 2016. We believe that operations will remain positive on a full-accrual basis, and available resource ratios will improve modestly relative to both operating expenses and debt.

Downside scenario

Although a negative rating action is unlikely, we could consider lowering the rating in the next two years if the university were to experience enrollment declines that lead to sustained below-break-even operations on a full-accrual basis or pressure on the balance sheet metrics. Additionally, we would view negatively any material issuance of new debt.

Upside scenario

We do not believe a positive rating action is likely during the two-year outlook period, but we would view positively substantial growth in available resource metrics, stable to growing enrollment, growth in the endowment, and consistent operating surpluses on a full-accrual basis around fiscal 2015 and 2016 levels.

Enterprise Profile

Industry risk

Industry risk addresses the higher education sector's overall cyclical and competitive risk and growth by applying various stress scenarios and evaluating barriers to entry, levels and trends of profitability, substitution risk, and growth trends observed in the industry. We believe the higher education sector represents a low credit risk when compared with other industries and sectors.

Economic fundamentals

In our view, the university has a mostly regional geographic draw with 73% of undergrad students from within the state. As such, our assessment of UI's economic fundamentals is anchored by the state of Idaho's gross domestic product (GDP) per capita.

Market position and demand

After declining slightly for the past three years, total headcount increased to 11,780 for fall 2016 from 11,372 in fall 2015. Management reported that freshman applications were down 10% for fall 2016 and are preliminarily trending up for fall 2017. Going forward, management anticipates applications will stabilize and slightly increase because of a new

state program instituted that automatically admits in-state graduating high school students into the public universities for which they are eligible. Additionally, management has moved responsibility of the enrollment function to the provost to ensure its ongoing prioritization.

Approximately 80% of students are undergraduates, with the majority attending classes full time. The university accepted 81% of freshman applicants in fall 2016; we believe its acceptance rate has weakened incrementally over the past couple of years from the low-60% range. Approximately 600 students transfer into UI compared to just under 1,700 incoming freshmen. Student quality is slightly above average, with an average ACT score of 23.9, and the freshman-to-sophomore retention rate is good, at 77%.

Management and governance

The responsibility for overall management and determination of university policy and standards is vested with the UI Board of Regents, whose members also comprise the Idaho State Board of Education (SBOE). The SBOE serves as the Boise State University Board of Trustees, the Board of Trustees for Idaho State University in Pocatello, the Board of Trustees for Lewis Clark State College in Lewiston, and the State Board for Professional-Technical Education and Vocational Rehabilitation. The governor appoints seven of the members of the combined boards for five-year terms. The elected state superintendent of public instruction serves ex officio as the eighth member of the combined boards for a four-year term. The UI Board of Regents is responsible for policy direction.

UI's senior management has experienced a fair amount of transition over the last three years, including the appointment of its new president, Dr. Chuck Staben, in March 2014. Since then, UI also hired a provost as well as a vice president of infrastructure in June 2015, a vice president of advancement as well as and a vice president of finance in September 2015, and a vice president of research in September 2016. We believe management has largely completed its transition and is beginning to stabilize. The management team has implemented a new strategic plan and has introduced new financial policies, which we view positively.

Budgeting practices have generally been conservative, and the university presents interim comparative quarterly financial reporting on a modified-accrual basis, including management's discussion and analysis. We consider this a best practice.

Financial Profile

Financial management policies

The financial policies assessment reflects our opinion that financial reporting and disclosure, investment allocation and liquidity, debt profile, contingent liabilities, and legal structure are relatively standard for an organization of its type and size are unlikely to negatively affect the organization's future ability to pay debt service. More specifically, there is currently no formal reserve and liquidity policy, although management's practices do not appear to have generated a significant risk to the financial profile at this time. Senior management has formalized financial management policies, specifically adopting a debt policy to reduce risks that could weaken future financial performance.

Financial performance

Historically the university's financial operations have been positive on a full-accrual basis. In fiscal 2016, after adjustments for unrealized/realized gains and losses, the university's operations improved and generated a strong full-accrual basis resulting in a surplus of \$6 million, or 1.5%. This is less than adjusted operations of \$16 million in fiscal 2015 and consistent with adjusted operations in fiscal 2014 of \$8 million and essentially break-even results in fiscal 2013 and fiscal 2012. Management reports that it expects fiscal 2017 operations may be weaker than fiscal 2015 results but will remain at a surplus on a full-accrual basis.

State appropriations, which represented about 29% of fiscal 2016 operating revenues, are one of the university's largest revenue sources. After a couple of years of cuts and holdbacks, state appropriations have been on the rise since fiscal 2012. They were up to \$121 million in fiscal 2016 from \$118 million and \$109 million for fiscal 2015 and fiscal 2014, respectively. Student tuition and fees, combined with associated auxiliaries, make up 34.4% of university revenues, and research grants account for another 18.4%. For the 2016-2017 school year, total tuition and fees were raised 3% to \$7,232 per year for resident undergraduates, a level we consider affordable.

Available resources

UI has grown its cash and investments substantially over the past couple of years as it wrapped up a major capital campaign. Cash and investments were down slightly to \$130 million for fiscal 2016 from \$154 million for fiscal 2015, but up compared to \$95 million in fiscal 2014. We view positively this improvement as well as the \$260 million raised on the campaign ending in fiscal 2015, which had an original fundraising target of \$225 million. The overall endowment was \$239 million at the end of fiscal 2016, which is on the lower side of other state flagships, in our opinion. The endowment draw remains conservative, in our opinion, at 4.4% of a rolling 12-month market value average. According to management, the university does not draw down on its endowment funds as part of planned operating expenses.

For fiscal 2016, when adjusted to include the foundation's \$7 million of unrestricted net assets, the university's available resources remained low for the rating category with approximately \$98 million in adjusted unrestricted net assets, equal to 24% of adjusted operating expenses and 52% of pro forma debt.

Debt and contingent liabilities

The university had a total of \$189 million in long-term debt at the end of fiscal 2016. All of the debt is fixed rate and secured by a pledge of all revenue of the university with the exception of general appropriations and restricted gifts and grant revenues. We consider the security pledge substantially equivalent to an unlimited student fee pledge. UI has MADS of approximately \$14.3 million in 2019, which results in a debt burden of 3.5% of adjusted fiscal 2016 operating expenses. We view the MADS debt burden as manageable.

Management does not have additional debt plans in the two-year outlook period. Current capital plans are generally dependent on fundraising. We believe that the university is at its debt capacity for the rating and growth in available resources is required to absorb any future additional debt. We will evaluate the effects of any future debt when issued.

The obligor has no contingent liability risk exposures from financial instruments with payment provisions that change upon the occurrence of certain events.

The university's retirement plan for a certain population of employees is run through the state-created Public Employee Retirement System of Idaho (PERSI). For non-PERSI eligible employees, the university offers an optional retirement plan and contributes a certain percentage of total payroll. Funding for other postemployment benefits is provided by a combination of contributions from the university, employee, and the state, and employee benefits are capped.

University of Idaho						
	Fiscal year ended June 30					Medians
	2017	2016	2015	2014	2013	Public Colleges & Universities 'A' 2015
Enrollment and demand						
Headcount	11,780	11,372	11,534	12,024	12,420	MNR
Full-time equivalent	9,456	9,430	9,657	10,020	10,105	11,127
Freshman acceptance rate (%)	80.8	72.1	67.5	64.7	65.7	74.6
Freshman matriculation rate (%)	36.7	35.5	27.6	31.5	33.0	MNR
Undergraduates as a % of total enrollment (%)	81.4	80.2	80.0	79.3	81.5	85.4
Freshman retention (%)	77.0	80.0	77.0	78.0	77.0	74.8
Graduation rates (five years) (%)	N.A.	N.A.	54.0	52.0	56.0	MNR
Income statement						
Adjusted operating revenue (\$000s)	N.A.	412,312	415,930	398,681	391,512	MNR
Adjusted operating expense (\$000s)	N.A.	406,336	399,224	390,318	390,142	MNR
Net adjusted operating income (\$000s)	N.A.	5,976	16,706	8,363	1,370	MNR
Net adjusted operating margin (%)	N.A.	1.47	4.18	2.14	0.35	-0.49
Estimated operating gain/loss before depreciation (\$000s)	N.A.	31,136	41,097	33,587	24,549	MNR
Change in unrestricted net assets (UNA; \$000s)	N.A.	8,837	(6,502)	7,904	(6,843)	MNR
State operating appropriations (\$000s)	N.A.	121,063	117,862	109,404	105,846	MNR
State appropriations to revenue (%)	N.A.	29.4	28.3	27.4	27.0	22.7
Student dependence (%)	N.A.	34.4	34.5	34.3	35.6	51.6
Health care operations dependence (%)	N.A.	N.A.	N.A.	N.A.	N.A.	MNR
Research dependence (%)	N.A.	18.4	18.7	19.7	19.9	MNR
Endowment and investment income dependence (%)	N.A.	0.5	0.5	0.5	0.3	0.3
Debt						
Outstanding debt (\$000s)	N.A.	188,888	193,403	155,771	162,823	155,104
Proposed debt (\$000s)	N.A.	N.A.	N.A.	N.A.	N.A.	MNR
Total pro forma debt (\$000s)	N.A.	188,888	N.A.	N.A.	N.A.	MNR
Pro forma MADS	N.A.	N.A.	N.A.	N.A.	N.A.	MNR
Current debt service burden (%)	N.A.	3.08	3.18	3.72	5.44	MNR
Current MADS burden (%)	N.A.	3.51	3.57	3.86	N.A.	4.52
Pro forma MADS burden (%)	N.A.	N.A.	N.A.	N.A.	N.A.	MNR

University of Idaho (cont.)

	Fiscal year ended June 30					Medians
	2017	2016	2015	2014	2013	Public Colleges & Universities 'A' 2015
Financial resource ratios						
Endowment market value (\$000s)	N.A.	239,180	238,239	239,630	N.A.	85,533
Related foundation market value (\$000s)	N.A.	275,743	277,895	282,922	243,417	182,492
Cash and investments (\$000s)	N.A.	129,775	154,421	95,446	88,660	MNR
UNA (\$000s)	N.A.	67,350	58,513	65,015	55,673	MNR
Adjusted UNA (\$000s)	N.A.	98,235	89,625	70,962	60,723	MNR
Cash and investments to operations (%)	N.A.	31.9	38.7	24.5	22.7	43.5
Cash and investments to debt (%)	N.A.	68.7	79.8	61.3	54.4	93.5
Cash and investments to pro forma debt (%)	N.A.	68.7	N.A.	N.A.	N.A.	MNR
Adjusted UNA to operations (%)	N.A.	24.2	22.4	18.2	15.9	22.2
Adjusted UNA plus debt service reserve to debt (%)	N.A.	52.0	46.3	45.6	38.1	44.1
Adjusted UNA plus debt service reserve to pro forma debt (%)	N.A.	52.0	N.A.	N.A.	N.A.	MNR
Average age of plant (years)	N.A.	16.9	16.6	15.3	15.7	13.9
OPEB liability to total liabilities (%)	N.A.	N.A.	N.A.	N.A.	0.0	MNR

N.A.--Not available. MNR--Median not reported. MADS--Maximum annual debt service. Net operating margin = 100*(net adjusted operating income/adjusted operating expense). Student dependence = 100*(gross tuition revenue + auxiliary revenue) / adjusted operating revenue. Current debt service burden = 100*(current debt service expense/adjusted operating expenses). Current MADS burden = 100*(maximum annual debt service expense/adjusted operating expenses). Cash and investments = cash + short-term & long-term investments. Adjusted UNA = Unrestricted net assets + unrestricted net assets of the foundation. Average age of plant = accumulated depreciation/depreciation & amortization expense.

Ratings Detail (As Of June 13, 2017)

University of Idaho Regents, Idaho

University of Idaho, Idaho

University of Idaho Regents (University of Idaho) adj

Long Term Rating	A+/Stable	Affirmed
------------------	-----------	----------

University of Idaho Regents (University of Idaho) gen rev & rfdg bnds

Long Term Rating	A+/Stable	Affirmed
------------------	-----------	----------

University of Idaho Regents (University of Idaho) GO rev rfdg bnds (University of Idaho) ser 2015A dtd 02/12/2015 due 04/01/2017-2026

Long Term Rating	A+/Stable	Affirmed
------------------	-----------	----------

University of Idaho Regents (University of Idaho) adj rage gen rev bnds ser 2007A

Unenhanced Rating	A+(SPUR)/Stable	Affirmed
-------------------	-----------------	----------

Many issues are enhanced by bond insurance.

Copyright © 2016 by Standard & Poor's Financial Services LLC. All rights reserved.

No content (including ratings, credit-related analyses and data, valuations, model, software or other application or output therefrom) or any part thereof (Content) may be modified, reverse engineered, reproduced or distributed in any form by any means, or stored in a database or retrieval system, without the prior written permission of Standard & Poor's Financial Services LLC or its affiliates (collectively, S&P). The Content shall not be used for any unlawful or unauthorized purposes. S&P and any third-party providers, as well as their directors, officers, shareholders, employees or agents (collectively S&P Parties) do not guarantee the accuracy, completeness, timeliness or availability of the Content. S&P Parties are not responsible for any errors or omissions (negligent or otherwise), regardless of the cause, for the results obtained from the use of the Content, or for the security or maintenance of any data input by the user. The Content is provided on an "as is" basis. S&P PARTIES DISCLAIM ANY AND ALL EXPRESS OR IMPLIED WARRANTIES, INCLUDING, BUT NOT LIMITED TO, ANY WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OR USE, FREEDOM FROM BUGS, SOFTWARE ERRORS OR DEFECTS, THAT THE CONTENT'S FUNCTIONING WILL BE UNINTERRUPTED OR THAT THE CONTENT WILL OPERATE WITH ANY SOFTWARE OR HARDWARE CONFIGURATION. In no event shall S&P Parties be liable to any party for any direct, indirect, incidental, exemplary, compensatory, punitive, special or consequential damages, costs, expenses, legal fees, or losses (including, without limitation, lost income or lost profits and opportunity costs or losses caused by negligence) in connection with any use of the Content even if advised of the possibility of such damages.

Credit-related and other analyses, including ratings, and statements in the Content are statements of opinion as of the date they are expressed and not statements of fact. S&P's opinions, analyses and rating acknowledgment decisions (described below) are not recommendations to purchase, hold, or sell any securities or to make any investment decisions, and do not address the suitability of any security. S&P assumes no obligation to update the Content following publication in any form or format. The Content should not be relied on and is not a substitute for the skill, judgment and experience of the user, its management, employees, advisors and/or clients when making investment and other business decisions. S&P does not act as a fiduciary or an investment advisor except where registered as such. While S&P has obtained information from sources it believes to be reliable, S&P does not perform an audit and undertakes no duty of due diligence or independent verification of any information it receives.

To the extent that regulatory authorities allow a rating agency to acknowledge in one jurisdiction a rating issued in another jurisdiction for certain regulatory purposes, S&P reserves the right to assign, withdraw or suspend such acknowledgment at any time and in its sole discretion. S&P Parties disclaim any duty whatsoever arising out of the assignment, withdrawal or suspension of an acknowledgment as well as any liability for any damage alleged to have been suffered on account thereof.

S&P keeps certain activities of its business units separate from each other in order to preserve the independence and objectivity of their respective activities. As a result, certain business units of S&P may have information that is not available to other S&P business units. S&P has established policies and procedures to maintain the confidentiality of certain non-public information received in connection with each analytical process.

S&P may receive compensation for its ratings and certain analyses, normally from issuers or underwriters of securities or from obligors. S&P reserves the right to disseminate its opinions and analyses. S&P's public ratings and analyses are made available on its Web sites, www.standardandpoors.com (free of charge), and www.ratingsdirect.com and www.globalcreditportal.com (subscription), and may be distributed through other means, including via S&P publications and third-party redistributors. Additional information about our ratings fees is available at www.standardandpoors.com/usratingsfees.

STANDARD & POOR'S, S&P and RATINGSDIRECT are registered trademarks of Standard & Poor's Financial Services LLC.

University of Idaho
Attachment 4
Debt Service Projection

Series 2018A Bonds – Preliminary Debt Service

Maturity Date			Total
<u>April 1</u>	<u>Principal</u> ⁽¹⁾	<u>Interest</u> ⁽¹⁾	<u>Debt Service</u>
2019	\$ 40,000	\$ 1,495,667	\$ 1,535,667
2020	245,000	1,280,400	1,525,400
2021	245,000	1,270,600	1,515,600
2022	250,000	1,260,800	1,510,800
2023	250,000	1,250,800	1,500,800
2024	255,000	1,240,800	1,495,800
2025	255,000	1,230,600	1,485,600
2026	260,000	1,220,400	1,480,400
2027	1,580,000	1,210,000	2,790,000
2028	1,635,000	1,146,800	2,781,800
2029	1,685,000	1,081,400	2,766,400
2030	1,745,000	1,014,000	2,759,000
2031	1,805,000	944,200	2,749,200
2032	1,870,000	872,000	2,742,000
2033	1,935,000	797,200	2,732,200
2034	2,000,000	719,800	2,719,800
2035	2,070,000	639,800	2,709,800
2036	2,135,000	557,000	2,692,000
2037	2,205,000	471,600	2,676,600
2038	2,285,000	383,400	2,668,400
2039	2,360,000	292,000	2,652,000
2040	2,445,000	197,600	2,642,600
2041	<u>2,495,000</u>	<u>99,800</u>	<u>2,594,800</u>
Total	<u>\$ 32,050,000</u>	<u>\$ 20,676,667</u>	<u>\$ 52,726,667</u>

⁽¹⁾ Preliminary, subject to change after the pricing of the bonds.

THIS PAGE INTENTIONALLY LEFT BLANK

University of Idaho
Attachment 5 - A
Ten Year Debt Projection

Date	2007B		2010B		2010C		2011		2013A		2013B		2014		2015		2018A - Preliminary		Total Debt
	Principal	Interest	Principal	Interest	Principal	Interest ⁽¹⁾	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest	Principal ⁽²⁾	Interest ⁽²⁾	Service
2018	\$ 200,000	\$ 1,506,238	\$ -	\$ 496,400	\$ -	\$ 850,664	\$ 1,215,000	\$ 2,868,600	\$ 780,000	\$ 142,050	\$ 265,000	\$ 177,685	\$ 855,000	\$ 2,189,350	\$ 1,960,000	\$ 717,750	\$ -	\$ -	\$ 14,223,737
2019	-	-	-	496,400	-	850,664	1,280,000	2,804,813	820,000	103,050	270,000	173,578	895,000	2,146,600	2,055,000	619,750	40,000	1,495,667	14,050,521
2020	-	-	-	496,400	-	850,664	1,350,000	2,737,613	520,000	86,650	275,000	168,313	915,000	2,128,700	1,640,000	517,000	245,000	1,280,400	13,210,739
2021	-	-	-	496,400	-	850,664	1,420,000	2,666,738	545,000	60,650	285,000	162,318	960,000	2,082,950	1,715,000	435,000	245,000	1,270,600	13,195,319
2022	-	-	-	496,400	-	850,664	1,495,000	2,592,188	100,000	38,850	290,000	155,193	1,010,000	2,034,950	1,805,000	349,250	250,000	1,260,800	12,728,294
2023	-	-	810,000	496,400	-	850,664	1,570,000	2,513,700	85,000	35,850	300,000	147,363	1,060,000	1,984,450	1,210,000	259,000	250,000	1,250,800	12,823,227
2024	-	-	850,000	455,900	-	850,664	1,645,000	2,431,275	90,000	33,300	305,000	138,663	1,115,000	1,931,450	1,265,000	198,500	255,000	1,240,800	12,805,552
2025	-	-	890,000	413,400	-	850,664	1,730,000	2,344,913	90,000	30,600	315,000	129,208	1,165,000	1,875,700	1,320,000	135,250	255,000	1,230,600	12,775,334
2026	-	-	935,000	368,900	-	850,664	1,815,000	2,254,088	100,000	27,900	325,000	118,813	1,225,000	1,817,450	1,385,000	69,250	260,000	1,220,400	12,772,464
2027	-	-	985,000	322,150	-	850,664	1,905,000	2,158,800	100,000	24,900	335,000	107,438	1,290,000	1,756,200	-	-	1,580,000	1,210,000	12,625,152
2028	-	-	1,030,000	272,900	-	850,664	2,000,000	2,058,788	100,000	21,900	350,000	95,210	1,355,000	1,691,700	-	-	1,635,000	1,146,800	12,607,962
2029	-	-	1,085,000	221,400	-	850,664	2,100,000	1,953,788	105,000	18,900	365,000	81,910	1,420,000	1,623,950	-	-	1,685,000	1,081,400	12,592,012
2030	-	-	1,135,000	172,575	-	850,664	2,205,000	1,843,538	110,000	15,356	375,000	67,675	1,495,000	1,552,950	-	-	1,745,000	1,014,000	12,581,758
2031	-	-	1,185,000	121,500	-	850,664	2,315,000	1,727,775	110,000	11,644	390,000	52,675	1,565,000	1,478,200	-	-	1,805,000	944,200	12,556,658
2032	-	-	1,245,000	62,250	-	850,664	2,430,000	1,606,238	115,000	7,931	410,000	35,905	1,645,000	1,399,950	-	-	1,870,000	872,000	12,549,938
2033	-	-	-	-	1,120,000	850,664	2,555,000	1,478,663	120,000	4,050	425,000	18,275	1,730,000	1,317,700	-	-	1,935,000	797,200	12,351,552
2034	-	-	-	-	1,200,000	778,760	2,680,000	1,344,525	-	-	-	-	1,810,000	1,231,200	-	-	2,000,000	719,800	11,764,285
2035	-	-	-	-	1,270,000	701,720	2,815,000	1,203,825	-	-	-	-	1,885,000	1,158,800	-	-	2,070,000	639,800	11,744,145
2036	-	-	-	-	1,355,000	620,186	2,955,000	1,056,038	-	-	-	-	1,960,000	1,083,400	-	-	2,135,000	557,000	11,721,624
2037	-	-	-	-	1,445,000	533,195	3,105,000	900,900	-	-	-	-	2,060,000	980,500	-	-	2,205,000	471,600	11,701,195
2038	-	-	-	-	1,530,000	440,426	3,260,000	737,888	-	-	-	-	2,175,000	872,350	-	-	2,285,000	383,400	11,684,064
2039	-	-	-	-	1,630,000	340,670	3,425,000	566,738	-	-	-	-	2,285,000	758,163	-	-	2,360,000	292,000	11,657,570
2040	-	-	-	-	1,725,000	234,394	3,595,000	386,925	-	-	-	-	2,410,000	638,200	-	-	2,445,000	197,600	11,632,119
2041	-	-	-	-	1,870,000	121,924	3,775,000	198,188	-	-	-	-	2,500,000	541,800	-	-	2,495,000	99,800	11,601,712
2042	-	-	-	-	-	-	-	-	-	-	-	-	2,600,000	441,800	-	-	-	-	3,041,800
2043	-	-	-	-	-	-	-	-	-	-	-	-	2,705,000	337,800	-	-	-	-	3,042,800
2044	-	-	-	-	-	-	-	-	-	-	-	-	2,810,000	229,600	-	-	-	-	3,039,600
2045	-	-	-	-	-	-	-	-	-	-	-	-	2,930,000	117,200	-	-	-	-	3,047,200
Total	\$ 200,000	\$ 1,506,238	\$ 10,150,000	\$ 5,389,375	\$ 13,145,000	\$ 17,381,899	\$ 54,640,000	\$ 42,436,538	\$ 3,890,000	\$ 663,581	\$ 5,280,000	\$ 1,830,218	\$ 47,830,000	\$ 37,403,063	\$ 14,355,000	\$ 3,300,750	\$ 32,050,000	\$ 20,676,667	\$ 312,128,327

⁽¹⁾ The 2010C Bonds are Build America Bonds with an Issuer Subsidy; however, the interest represented is the total gross interest without the subsidy in this table.

⁽²⁾ Preliminary, subject to change after pricing of the bonds.

University of Idaho
Attachment 5 - B
Ten Year Debt Projection

	<u>Outstanding Principal</u>	<u>After Payment Bond Balance</u>	<u>Pay down Percentage</u>	<u>Year</u>
2018	\$ 5,275,000	\$176,265,000	2.91%	1
2019	5,360,000	170,905,000	5.86%	2
2020	4,945,000	165,960,000	8.58%	3
2021	5,170,000	160,790,000	11.43%	4
2022	4,950,000	155,840,000	14.16%	5
2023	5,285,000	150,555,000	17.07%	6
2024	5,525,000	145,030,000	20.11%	7
2025	5,765,000	139,265,000	23.29%	8
2026	6,045,000	133,220,000	26.62%	9
2027	6,195,000	127,025,000	30.03%	10
2028	6,470,000	120,555,000	33.59%	11
2029	6,760,000	113,795,000	37.32%	12
2030	7,065,000	106,730,000	41.21%	13
2031	7,370,000	99,360,000	45.27%	14
2032	7,715,000	91,645,000	49.52%	15
2033	7,885,000	83,760,000	53.86%	16
2034	7,690,000	76,070,000	58.10%	17
2035	8,040,000	68,030,000	62.53%	18
2036	8,405,000	59,625,000	67.16%	19
2037	8,815,000	50,810,000	72.01%	20
2038	9,250,000	41,560,000	77.11%	21
2039	9,700,000	31,860,000	82.45%	22
2040	10,175,000	21,685,000	88.05%	23
2041	10,640,000	11,045,000	93.92%	24
2042	2,600,000	8,445,000	95.35%	25
2043	2,705,000	5,740,000	96.84%	26
2044	2,810,000	2,930,000	98.39%	27
2045	<u>2,930,000</u>	--	100.00%	28
	<u>\$ 181,540,000</u>			

PRELIMINARY OFFICIAL STATEMENT DATED _____, 2018

New Issue—Book Entry Only

MOODY'S RATING: _____

See "RATINGS" herein

In the opinion of Hawley Troxell Ennis & Hawley LLP, Bond Counsel, assuming continuous compliance with certain covenants described herein: (i) interest on the Series 2018A Bonds is excluded from gross income under federal income tax laws pursuant to Section 103 of the Internal Revenue Code of 1986, as amended to the date of delivery of the Series 2018A Bonds (the "Tax Code"); (ii) interest on the Series 2018A Bonds is excluded from alternative minimum taxable income as defined in Section 55(b)(2) of the Tax Code except that such interest is required to be included in calculating the "adjusted current earnings" adjustment applicable to corporations for purposes of computing the alternative minimum taxable income of corporations; and (iii) interest on the Series 2018A Bonds is excluded from gross income for purposes of income taxation by the State of Idaho. See "TAX MATTERS-- Series 2018A Bonds."



\$ _____ *

THE REGENTS OF THE UNIVERSITY OF IDAHO
GENERAL REVENUE REFUNDING BONDS,
SERIES 2018A

Dated: Date of Delivery**Due: April 1, as shown on the inside cover**

Under Article IX, Section 10 of the Constitution of the State of Idaho confirmed the Regents as the governing body for the University of Idaho (the "University"). The above captioned The Regents of the University of Idaho General Revenue Refunding Bonds, Series 2018 in the aggregate principal amount of \$ _____ * (the "Series 2018A Bonds"), will be issued by the Regents of the University pursuant to a Master Resolution adopted by the Regents of the University on November 22, 1991, as supplemented and amended, including a Supplemental Resolution adopted on December 20, 2017.

The proceeds of the Series 2018A Bonds will be used (i) to defease and redeem certain of the University's outstanding bonds (the "Defeasance Project"), and (ii) to pay costs of issuing the Series 2018A Bonds. The Series 2018A Bonds are initially issuable in book-entry form only through The Depository Trust Company, New York, New York ("DTC"), which will act as securities depository for the Series 2018A Bonds. Interest on the Series 2018A Bonds is payable on each October 1 and April 1, commencing October 1, 2018. The Series 2018A Bonds are subject to optional and mandatory sinking fund redemption as described herein. The Series 2018A Bonds are payable solely from and secured solely by the Pledged Revenues, which include certain student fees, enterprise revenues and interest earnings on University funds and accounts. See "SECURITY FOR THE SERIES 2018A BONDS" herein.

THE SERIES 2018A BONDS SHALL BE EXCLUSIVELY OBLIGATIONS OF THE REGENTS, PAYABLE ONLY IN ACCORDANCE WITH THE TERMS THEREOF, AND SHALL NOT BE OBLIGATIONS, GENERAL, SPECIAL OR OTHERWISE, OF THE STATE OF IDAHO. THE SERIES 2018A BONDS SHALL NOT CONSTITUTE A DEBT—LEGAL, MORAL OR OTHERWISE—OF THE STATE OF IDAHO, AND SHALL NOT BE ENFORCEABLE AGAINST THE STATE, NOR SHALL PAYMENT THEREOF BE ENFORCEABLE OUT OF ANY FUNDS OF THE REGENTS OTHER THAN THE INCOME AND REVENUES PLEDGED AND ASSIGNED TO, OR IN TRUST FOR THE BENEFIT OF, THE HOLDERS OF THE SERIES 2018A BONDS. THE REGENTS ARE NOT AUTHORIZED TO LEVY OR COLLECT ANY TAXES OR ASSESSMENTS, OTHER THAN THE PLEDGED REVENUES DESCRIBED HEREIN, TO PAY THE SERIES 2018A BONDS. THE REGENTS HAVE NO TAXING POWER.

See Inside Cover for Maturity Schedule

The Series 2018A Bonds are offered when, as and if executed and delivered by the Regents of the University and accepted by the underwriter, subject to the approval of legality by Hawley Troxell Ennis & Hawley LLP, bond counsel, and certain other conditions. Certain matters will be passed on for the Regents and the University by its Office of General Counsel, and by Hawley Troxell Ennis & Hawley LLP, in its capacity as disclosure counsel to the University. It is expected that the Series 2018A Bonds will be available for delivery through the facilities of DTC on or about _____, 2018.*

THE REGENTS OF THE UNIVERSITY OF IDAHO

\$ _____ *

GENERAL REVENUE REFUNDING BONDS,

SERIES 2018A

DUE	PRINCIPAL AMOUNT \$	INTEREST RATE %	YIELD %	CUSIP No.**
4/1/2019				
4/1/2020				
4/1/2021				
4/1/2022				
4/1/2023				
4/1/2024				
4/1/2025				
4/1/2026				
4/1/2027				
4/1/2028				
4/1/2029				
4/1/2030				
4/1/2031				
4/1/2032				
4/1/2033				
4/1/2034				
4/1/2035				
4/1/2036				
4/1/2037				
4/1/2038				
4/1/2039				
4/1/2040				
4/1/2041				

* Preliminary; subject to change.

** The CUSIP numbers herein are provided by CUSIP Global Services. These numbers are not intended to create a database and do not serve in any way as a substitute for CUSIP Global Services. CUSIP numbers are provided herein for the convenience of reference only. CUSIP numbers are subject to change. CUSIP numbers are assigned by CUSIP Global Services. The Regents take no responsibility for the accuracy of such CUSIP numbers.

THE REGENTS OF THE UNIVERSITY OF IDAHO

AND

STATE BOARD OF EDUCATION

Linda Clark, President Debbie Critchfield, Vice President

David Hill, Secretary Emma Atchley

Don Soltman Andrew Scoggin

Sherri Ybarra Richard Westerberg

Matt Freeman—Executive Director

UNIVERSITY OFFICIALS

Chuck Staben — President

John Wiencek —Provost and Executive Vice President

Brian Foisy — Vice President for Finance

Janet Nelson — Vice President of Research and Economic Development

Mary Kay McFadden — Vice President for University Advancement

Kent E. Nelson — University Counsel

Dan Ewart — Vice President for Infrastructure

BOND AND DISCLOSURE COUNSEL

Hawley Troxell Ennis & Hawley LLP

877 Main Street, Suite 1000

Boise, Idaho 83701-1617

Phone: (208) 344-6000

Fax: (208) 954-5285

TRUSTEE, PAYING AND ESCROW AGENT

Wells Fargo Bank, N.A.
Attn: Bondholder Communications –
MAC N9300-070
600 S. 4th Street, Floor 07
Minneapolis, MN 55415-1526
Phone: 1-800-344-5128
Fax: 612-667-6282

MUNICIPAL ADVISOR

PFM Financial Advisors LLC
50 South Sixth Street, Suite 2250
Minneapolis, MN 55402
Phone: (612) 338-3535
Fax: (612) 338-7264

TABLE OF CONTENTS

	Page
OFFICIAL NOTICE OF SALE	I
INTRODUCTION	1
General	1
The Regents and the University of Idaho	1
Authorization For And Purpose Of The Series 2018A Bonds.....	2
Security For The Series 2018A Bonds.....	2
Additional Bonds	3
Tax Matters	3
THE SERIES 2018A BONDS	3
Description Of The Series 2018A Bonds.....	3
Book-Entry System.....	3
Redemption and Open Market Purchase.....	4
SECURITY FOR THE SERIES 2018A BONDS	5
General	5
Pledged Revenues	6
Historical Pledged Revenues	8
Flow Of Funds	9
Rate Covenant.....	9
Additional Bonds	9
No Debt Service Reserve	10
DEFEASANCE PROJECT.....	10
SOURCES AND USES OF FUNDS	11
DEBT SERVICE REQUIREMENTS	12
THE UNIVERSITY	13
University Governance And Administration	13
Certain University Facilities	16
Student Body.....	18
Employees.....	19
Employee Retirement Benefits [HTEH to update when new CAFR released in December].....	20
Insurance	22
FINANCIAL INFORMATION REGARDING THE UNIVERSITY	23
State Appropriations	23
Restricted-Expendable Revenues.....	24
Budget Process.....	24
Investment Policy.....	25
No Interest Rate Swaps.....	25
The University of Idaho Foundation, Inc.....	25
Future Capital Projects.....	25
Outstanding Debt	27
Financial Statements	27
TAX MATTERS	27
Series 2018A Bonds.....	27
ESCROW VERIFICATION	30
MUNICIPAL ADVISOR.....	30

RATINGS	31
LITIGATION.....	31
APPROVAL OF LEGAL MATTERS.....	31
CONTINUING DISCLOSURE	31

APPENDIX A – Audited Financial Statements of the University for the Fiscal Years Ended
June 30, 2017 and 2016

APPENDIX B – Schedule of Student Fees

APPENDIX C – Glossary of Terms Used in the Resolution and Official Statement

APPENDIX D – Summary of Certain Provisions of the Resolution

APPENDIX E – Proposed Form of Continuing Disclosure Undertaking

APPENDIX F – Proposed Form of Opinion of Bond Counsel

APPENDIX G – Book Entry Only System

APPENDIX H– Bid Form

(This page intentionally left blank.)

OFFICIAL NOTICE OF SALE

§ _____ *

The Regents of the University of Idaho**General Revenue Refunding Bonds, Series 2018**

NOTICE IS HEREBY GIVEN that electronic bids will be received by the Regents of the University of Idaho (the "University"), for purchase of the above described bonds (the "Series 2018A Bonds") at

_____ a.m. Pacific Time on _____, 2018.

or such other day or time and under such other terms and conditions as may be established by the University and communicated as described under "Modification; Cancellation; Postponement."

The Series 2018A Bonds will be sold on an all-or-none basis.

Bids must be submitted electronically as described herein.

Bids must be submitted electronically via the Qualified Electronic Bid Provider in accordance with this Official Notice of Sale. The University has designated PARITY® as the Qualified Electronic Bid Provider for purposes of receiving electronic bids for the Series 2018A Bonds. Electronic bids will be received via PARITY® until the time and date of sale, and no bid will be accepted after that time. For further information about PARITY® including any fees charged, potential bidders may contact PARITY® at (212) 849-5021. By designating a bidding service as a Qualified Electronic Bid Provider, the University does not endorse the use of such bidding service. See "BIDDING INFORMATION AND AWARD - Submission of Bids" below.

All bids properly received will be considered and acted on by the University no later than 12:00 p.m. Pacific Time on the sale date, pursuant to a delegation of authority adopted by the Board of Trustees of the University. Bidders are referred to the Preliminary Official Statement for additional information regarding the University, the Series 2018A Bonds, the security therefor, and other matters.

Modification; Cancellation; Postponement

Bidders are advised that the University may modify the terms of this Official Notice of Sale prior to the time set for the receipt of bids. Any such modifications will be provided to the Qualified Electronic Bid Provider and i-Deal Prospectus on or prior to the time bids are due. In addition, the University may cancel or postpone the date and time for the receipt of bids for the Series 2018A Bonds at any time prior to the time bids are due. Notice of such cancellation or postponement will be communicated to the Qualified Electronic Bid Provider and i-Deal Prospectus as soon as practical following such cancellation or postponement. If a postponement occurs, bids will be received at the time and in the manner the University will determine. As an accommodation to bidders, telephonic, or electronic notice of any amendment or modification of

this Official Notice of sale will be given to any bidder requesting such notice from the University's Municipal Advisor, PFM Financial Advisors LLC, telephone: (612) 371-3753 or e-mail at: caspersonh@pfm.com. Failure of any bidder to receive such notice by telephone, the Qualified Electronic Bid Provider or i-Deal Prospectus will not affect the legality of the sale.

Each bidder (and not the University or its Municipal Advisor) is responsible for the timely delivery of its bid. The official time will be determined by the University and not by any bidder or Qualified Electronic Bid Provider.

Description of the Series 2018A Bonds

Bond Details. Each Bond will be dated its date of initial delivery. The Series 2018A Bonds will bear interest payable semiannually on each April 1 and October 1, beginning October 1, 2018, to maturity or earlier redemption. Principal will be payable on the dates and in the amounts shown below, except as may be adjusted as described herein.

Due		Due	
<u>Apr. 1</u>	<u>Amount ⁽¹⁾</u>	<u>Apr. 1</u>	<u>Amount ⁽¹⁾</u>

()Preliminary; subject to adjustment by the University as provided in this Official Notice of Sale. These amounts will represent serial maturities unless term bonds are specified, by the successful bidder, as described in the Official Notice of Sale, in which case these amounts will represent mandatory redemption amounts of term bonds. See "Redemption Provisions – Mandatory Redemption" below.*

Adjustment of Principal Amount of Series 2018A Bonds After Determination of Best Proposal

Bidders are advised that the University may increase or decrease the total principal amount and/or the amounts of individual maturities of Series 2018A Bonds stated in this Official Notice of Sale (including any amendments issued by the University through the Qualified Electronic Bid Provider and i-Deal Prospectus) prior to the bidding. If such changes are made, they will be reflected in the Official Bid Form to be made available through the Qualified Electronic Bid Provider.

The dollar amount of the purchase price proposed by the successful proposer will be changed if the aggregate principal amount of the Series 2018A Bonds is adjusted as described above. Generally any premium offered or discount taken will be increased or reduced by a percentage

equal to the percentage by which the principal amount of the Series 2018A Bonds is increased or reduced; provided that the University's Municipal Advisor will make every effort to ensure that the net compensation to the successful proposer as a percentage of the adjusted par amount does not increase or decrease from what it would have been if no adjustment had been made to the principal amounts shown in the maturity schedule above.

Redemption Provisions

Optional Redemption. The Series 2018A Bonds maturing on or before April 1, 2028, are not subject to redemption prior to their stated maturity dates. The Series 2018A Bonds maturing on or after April 1, 2029, are subject to optional redemption, as a whole or in part (and if in part, with maturities to be selected by the University), on any date on or after April 1, 2028, at a price of par plus accrued interest, if any, to the date fixed for redemption.

Term Bond Option. Proposals for the Series 2018A Bonds may contain a maturity schedule providing for any combination of serial bonds and term bonds, subject to mandatory redemption, so long as the amount of principal maturing or subject to mandatory redemption in each year conforms to the maturity schedule set forth above.

Purpose of the Series 2018A Bonds

Proceeds of the Series 2018A Bonds will be used to pay the costs of (i) defeasing and redeeming certain of the University's outstanding bonds; and (ii) paying the costs of issuance of the Series 2018A Bonds.

Security for the Series 2018A Bonds

The Series 2018A Bonds are secured by Pledged Revenues and money in the Bond Fund on parity with the other Bonds. Pledged Revenues include (i) Student Fees; (ii) revenues generated through operations of auxiliary enterprises and revenues generated incidentally to the conduct of instruction, research and public service activities ("*Sales and Service Revenues*"); (iii) revenues received by the University as reimbursement for facility and administrative costs in conjunction with grants and contracts for research activities conducted by the University (the "*F&A Recovery Revenues*"); (iv) various revenues generated from miscellaneous sources, including fines and rent and lease revenues (the "*Other Operating Revenues*"); (v) unrestricted income generated on investments of moneys in all funds and accounts of the University (the "*Investment Income*"), (vi) interest subsidy payments received by the University from the United States Treasury pursuant to Section 6431 of the code or other similar programs ("*Direct Payments*") to be made in connection with the University's Taxable Series 2010B Bonds, which are "Build America Bonds" (vii) proceeds from the sale of a Series of Bonds and moneys and investment earnings thereon, except as otherwise provided in the Resolution or a supplemental resolution; and (viii) other revenues the Board shall designate as Pledged Revenues, but excluding State appropriations and "Restricted Fund Revenues," which consist of revenues that the University is obligated to spend in accordance with restrictions imposed by external third parties, such as revenues from grants, contracts, gifts and scholarships.

The Series 2018A Bonds are limited obligations of the Regents and do not constitute a debt or liability of the State of Idaho, its Legislature, or any of its political subdivisions or agencies other than the Regents to the extent herein described. The Regents are not authorized to levy or collect

any taxes or assessments other than the fees described herein to pay the Series 2018A Bonds. The Regents have no taxing power. See “SECURITY AND SOURCES OF PAYMENT FOR THE Series 2018A Bonds.”

Registration and Book-Entry Transfer System

The Series 2018A Bonds will be issued as fully registered bonds and, when issued will be registered in the name of Cede & Co., as nominee of The Depository Trust Company (“DTC”), New York, New York. DTC will act as the initial securities depository for the Series 2018A Bonds. Individual purchases and sales of the Series 2018A Bonds will be made in book-entry form only in minimum denomination of \$5,000 or integral multiples thereof within a maturity (“Authorized Denominations”). Purchasers (“Beneficial Owners”) will not receive physical certificates representing their interests in the Series 2018A Bonds. So long as Cede & Co. is the Registered Owner of the Series 2018A Bonds, as nominee for DTC, references to the Registered Owners herein will mean Cede & Co. or its successor and will not mean the Beneficial Owners of the Series 2018A Bonds. See “APPENDIX G – BOOK-ENTRY TRANSFER SYSTEM” in the Preliminary Official Statement for the Series 2018A Bonds.

BIDDING INFORMATION AND AWARD

Submission of Bids

Bids for the Series 2018A Bonds are to be submitted electronically via the Qualified Electronic Bid Provider.

Hard copy bids will not be accepted. By submitting a bid for the Series 2018A Bonds, such bidder thereby agrees to the following terms and conditions:

- (i) If any provision in this Official Notice of Sale with respect to the Series 2018A Bonds conflicts with information or terms provided or required by the Qualified Electronic Bid Provider, this Official Notice of Sale, including any amendments issued through the Qualified Electronic Bid Provider and i-Deal Prospectus, shall control.
- (ii) Is solely responsible for making necessary arrangements to access the Qualified Electronic Bid Provider for purposes of submitting its bid in a timely manner and in compliance with the requirements of this Official Notice of Sale (including any amendments issued by the University through the Qualified Electronic Bid Provider and i-Deal Prospectus).
- (iii) The University has no duty or obligation to provide or assure access to the Qualified Electronic Bid Provider to any bidder, and the University shall not be responsible for proper operation of, or have any liability for, any delays, interruptions or damages caused by use or attempted use of the Qualified Electronic Bid Provider or any incomplete, inaccurate or untimely bid submitted by any bidder through the Qualified Electronic Bid Provider.

- (iv) The University is permitting the use of the Qualified Electronic Bid Provider as a communication mechanism, and not as the University's agent, to conduct the electronic bidding for the Series 2018A Bonds. The Qualified Electronic Bid Provider is acting as an independent contractor, and is not acting for or on behalf of the University.
- (v) The University is not responsible for ensuring or verifying bidder compliance with any Qualified Electronic Bid Provider procedures. If a bid is accepted by the University, this Official Notice of Sale (including any amendments issued by the University through the Qualified Electronic Bid Provider and i-Deal Prospectus) and the information that is submitted electronically through the Qualified Electronic Bid Provider shall form a contract, and the bidder shall be bound by the terms of such contract.
- (vi) Information provided by the Qualified Electronic Bid Provider to bidders shall form no part of any bid or of any contract between the successful bidder and the University unless that information is included in this Official Notice of Sale (including any amendments issued by the University through the Qualified Electronic Bid Provider and i-Deal Prospectus).

Bid Details and Parameters

Form of Bids. Bids for the Series 2018A Bonds must be unconditional, and for not less than the entire offering of the Series 2018A Bonds. By submitting a bid, each bidder agrees to all of the terms and conditions of this Official Notice of Sale (including any amendments issued by the University through the Qualified Electronic Bid Provider and i-Deal Prospectus). Bids must be submitted electronically via the Qualified Electronic Bid Provider. Bids may not be withdrawn or revised after the time that bids are due.

Interest Rates Bid. Bids may specify any number of interest rates in multiples of one-eighth of one percent ($1/8$ of 1 percent) or one-hundredth of one percent ($1/100$ of 1 percent). All Series 2018A Bonds of the same maturity must bear interest at the same rate and no Bond shall bear interest at more than one rate. No rate of interest may exceed 5.0 percent. In addition, the Series 2018A Bonds subject to optional redemption (those maturing in the years 2029 through 2041) may not bear an interest rate lower than 4.00%.

Premium and Discount. No bid will be considered for a price that is less than 100 percent of the par value of the Series 2018A Bonds. Each maturity must be reoffered at a yield that will produce a price of not less than 100 percent of the principal amount for that maturity. For purposes of the preceding sentences, "price" means the price as calculated using the lesser of the yield to the redemption date, if any, or the yield to the maturity date.

Good Faith Deposit

The successful bidder for the Series 2018A Bonds shall deliver a good faith deposit in the amount of \$_____ to the Bursar of the University. The good faith deposit must be paid by federal funds wire transfer delivered no later than two hours following the successful bidder's receipt of the verbal award. Wiring instructions will be provided to the successful bidder at the time of the verbal award. The good faith deposit will be retained by the University as security

for the performance of the successful bidder and shall be applied to the purchase price of the Series 2018A Bonds upon delivery of the Series 2018A Bonds to the successful bidder. Pending delivery of the Series 2018A Bonds, the good faith deposit may be invested for the sole benefit of the University. If the Series 2018A Bonds are ready for delivery and the successful bidder fails or neglects to complete the purchase within 30 days following acceptance of its bid, the good faith deposit shall be retained by the University as reasonable liquidated damages, and not as a penalty.

Such retention will constitute a full release and discharge of all claims by the University against the successful bidder and, in that event, the University may call for additional proposals. The University's actual damages may be higher or lower than the amount of such good faith deposit. Such amount constitutes a good faith estimate of the University's actual damages. Each bidder waives the right to claim that actual damages arising from such default are less than such amount.

Selection of the Successful Bidder

The bids for the Series 2018A Bonds will be considered by the University at the date and time set for sale. The Series 2018A Bonds will be sold to the bidder submitting a bid in conformance with this Official Notice of Sale that produces the lowest true interest cost to the University, based on the bid price, the interest rates specified in the bid and the principal amounts identified in this Official Notice of Sale. The true interest cost will be the rate necessary, on a 30/360 basis and semiannual compounding, to discount the debt service payments from the payment dates to the date of the Series 2018A Bonds and to the price bid. The true interest cost calculations will be performed by the University's Municipal Advisor, and the University will base its determination of the best bid solely on such calculations.

The successful bidder for the Series 2018A Bonds will be bound to purchase the Series 2018A Bonds in the principal amount, at such price, and with such interest rates as are specified in its bid, unless there is an adjustment in the principal amounts of the Series 2018A Bonds, in which case the successful bidder shall be bound to purchase the Series 2018A Bonds in the adjusted principal amounts at the revised bid amount, as described above under the heading "Adjustment of Principal Amount of Series 2018A Bonds and Bid Price for the Series 2018A Bonds."

The University reserves the right to reject any or all bids and to waive any irregularity in any bid or the bidding process. If all bids are rejected, then the Series 2018A Bonds may be sold in any manner provided by law. Any bid presented after the time specified for receipt of the bids will not be accepted, and any bid not backed by the required good faith deposit will not be considered. The successful bid shall remain in effect until 5:00 p.m., Pacific Time, on the date set for the receipt of bids.

Bond Insurance; Rating

Bond Insurance. The purchase of any insurance policy for the Series 2018A Bonds or the issuance of any commitment therefor will be at the sole option and expense of the successful bidder for such Series 2018A Bonds. Bids may not be conditioned upon qualification for or the receipt of municipal bond insurance. Any increased costs of issuance of the Series 2018A Bonds resulting from such purchase of insurance will be paid by the successful bidder for the Series 2018A Bonds and will not, in any event, be paid by the University. Payment of any bond insurance premium and satisfaction of any conditions to the issuance of the municipal bond insurance policy will be the sole responsibility of the successful bidder. In particular, the University will not provide any opinions or enter into any agreements with respect to the provisions of any such policy. Failure of any municipal bond insurer to issue or deliver its policy will not in any way relieve the successful bidder of its contractual obligations arising from acceptance of its proposal for the purchase of the Series 2018A Bonds.

The successful bidder must provide the University with the municipal bond insurance commitment and information with respect to the municipal bond insurance policy and the insurance provider within two business days following the award of the bid by the University. The University will require delivery, on or prior to the date of initial delivery of the Series 2018A Bonds, of:

- (i) a certificate from the insurance provider regarding the accuracy and completeness of the information provided for inclusion in the Official Statement,
- (ii) an opinion of counsel to the insurance provider regarding the validity and enforceability of the municipal bond insurance policy, and
- (iii) a certificate with respect to certain tax matters,

each in a form reasonably satisfactory to the University and its Bond Counsel.

Rating. The University has received a rating from Moody's Investor Service as shown on the cover of the Preliminary Official Statement. The University will pay the fees for the rating. Any other ratings are the responsibility of the successful bidder. See "OTHER BOND INFORMATION - Rating" in the Preliminary Official Statement.

Delivery of Series 2018A Bonds

The Series 2018A Bonds will be delivered to the Registrar on behalf of DTC by Fast Automated Securities Transfer, less payment of the purchase price to the University in immediately available federal funds, less the amount of the applicable good faith deposit. Closing shall occur within 30 days after the sale date.

If, prior to delivery of the Series 2018A Bonds, the interest receivable by the owners of such Series 2018A Bonds becomes includable in gross income for federal income tax purposes, or becomes subject to federal income tax other than as described in the Preliminary Official Statement, the successful bidder, at its option, may be relieved of its obligation to purchase the Series 2018A Bonds and, in that case, the good faith deposit accompanying its bid will be returned without interest.

The Series 2018A Bonds will be delivered in “book-entry only” form in accordance with the letter of representations from the University to DTC. As of the date of the award of the Series 2018A Bonds, each successful bidder must either participate in DTC or clear through or maintain a custodial relationship with an entity that participates in DTC. The University will furnish to the successful bidder one CD-ROM transcript of proceedings; additional transcripts will be furnished at the successful bidder’s cost.

Establishment of Issue Price at Time of Award

In order to establish the issue price of the Series 2018A Bonds for federal income tax purposes, the University requires proposers to agree to the following, and by submitting a proposal, each proposer agrees to the following.

If a proposal is submitted by a potential underwriter, the proposer confirms that (i) the underwriters have offered or reasonably expect to offer the Series 2018A Bonds to the public on or before the date of the award at the offering price (the “initial offering price”) for each maturity as set forth in the proposal and (ii) the proposer, if it is the winning proposer (the “Purchaser”), shall require any agreement among underwriters, selling group agreement, retail distribution agreement or other agreement relating to the initial sale of the Series 2018A Bonds to the public to which it is a party to include provisions requiring compliance by all parties to such agreements with the provisions contained herein. For purposes hereof, Series 2018A Bonds with a separate CUSIP number constitute a separate “maturity,” and the public does not include underwriters (including members of a selling group or retail distribution group) or persons related to underwriters.

If, however, a proposal is submitted for the proposer’s own account in a capacity other than as an underwriter of the Series 2018A Bonds, and the proposer has no current intention to sell, reoffer, or otherwise dispose of the Series 2018A Bonds, the proposer shall notify the University to that effect at the time it submits its proposal and shall provide a certificate to that effect in place of the certificate otherwise required below.

By submitting a proposal, each Proposer certifies that it is an Underwriter and that it has an established industry reputation for underwriting new issuances of municipal bonds.

If the Purchaser intends to act as an underwriter, the University shall advise the Purchaser at or prior to the time of award whether (i) the competitive sale rule or (ii) the “hold-the-offering price” rule applies.

If the University advises the Purchaser that the requirements for a competitive sale have been satisfied and that the competitive sale rule applies, the Purchaser will be required to deliver to the University at or prior to closing a certification, substantially in the form attached hereto as Exhibit A, as to the reasonably expected initial offering price as of the award date.

If the University advises the Purchaser that the requirements for a competitive sale have not been satisfied and that the “hold-the-offering price” rule applies, the Purchaser shall (1) upon the request of the University confirm that the underwriters did not offer or sell any maturity of the Series 2018A Bonds to any person at a price higher than the initial offering price of that maturity during the period starting on the award date and ending on the earlier of (a) the close of the fifth

business day after the sale date or (b) the date on which the underwriters have sold at least 10% of that maturity to the public at or below the initial offering price; and (2) at or prior to closing, deliver to the University a certification substantially in the form attached hereto as Exhibit A, together with a copy of the pricing wire.

Any action to be taken or documentation to be received by the University pursuant hereto may be taken or received on behalf of the University by PFM Financial Advisors LLC, the University's Municipal Advisor.

Proposers should prepare their proposals on the assumption that the Series 2018A Bonds will be subject to the "hold-the-offering-price" rule. Any proposal submitted pursuant to this Notice of Sale shall be considered a firm offer for the purchase of the Series 2018A Bonds, and proposals submitted will not be subject to cancellation or withdrawal.

CUSIP Numbers

It is anticipated that CUSIP identification numbers will be printed on the Series 2018A Bonds; however, neither the failure to print CUSIP numbers on any Bond nor any error with respect thereto will constitute cause for failure or refusal by the purchaser thereof to accept delivery of and pay for the Series 2018A Bonds. The University will obtain CUSIP numbers. The charge of the CUSIP Service Bureau shall be paid by the successful bidder; however, all expenses for printing CUSIP numbers on the Series 2018A Bonds shall be paid for by the University.

Bond Counsel Opinion

The University will furnish to the purchaser of the Series 2018A Bonds, the bond counsel opinion of Hawley Troxell Ennis & Hawley LLP, Bond Counsel, in substantially the form attached to the Preliminary Official Statement in APPENDIX F.

Continuing Disclosure

The University will enter into an undertaking for the benefit of the owners of the Series 2018A Bonds to provide certain financial information and operating data and notice of certain events to the Municipal Securities Rulemaking Board pursuant to the requirements of paragraph (b)(5)(i) of Securities and Exchange Commission Rule 15c2-12 (the "Rule"). The University has not failed in the past five years to perform any obligation with respect to any existing undertaking to provide continuing disclosure under the Rule, except as described in the Preliminary Official Statement under the heading "Continuing Disclosure." See "CONTINUING DISCLOSURE" in the Preliminary Official Statement.

Closing Documents

As a condition to the obligation of the successful bidder to accept delivery of and pay for the Series 2018A Bonds, the University will furnish a certificate of an official or officials of the University stating that to the best knowledge of such official(s), as of the date of the Official Statement and as of the date of delivery of the Series 2018A Bonds,

- (i) the information (including financial information) regarding the University contained in the Official Statement was, as of its date, and is, as of the date of closing, true and correct in all material respects and did not and does not contain any untrue statement of a material fact or omit any statement or information which is necessary to make the statements therein, in light of the circumstances under which they were made, not misleading; and
- (ii) the descriptions and statements, including financial data, of or pertaining to entities other than the University and their activities contained in the Official Statement have been obtained from sources that the University believes to be reliable and the University has no reason to believe that they are untrue in any material respect (however, the University will make no representation regarding Bond Counsel's form of opinion or the information provided by or obtained from DTC or any entity providing bond insurance or other credit facility).

A no-litigation certificate will also be included in the closing documents for the Series 2018A Bonds.

Official Statement

The Preliminary Official Statement is in a form deemed final by the University for the purpose of Rule 15c2-12(b)(1), but is subject to revision, amendment and completion in a final Official Statement, which the University will deliver to the successful bidder, at the University's expense, not later than seven business days after the University's acceptance of the successful bidder's proposal, in sufficient quantities to permit the successful bidder to comply with Rule 15c2-12. The successful bidder shall file, or cause to be filed, the final Official Statement with the Municipal Securities Rulemaking Board ("MSRB") within one business day following the receipt of the Official Statement from the University.

The successful bidder also agrees:

- (i) to provide to the University, in writing, promptly after the acceptance of the bid, pricing and other related information, including initial reoffering prices of the Series 2018A Bonds, necessary for completion of the final Official Statement;
- (ii) to disseminate to all members of the underwriting syndicate, if any, copies of the final Official Statement, including any amendments or supplements prepared by the University, and
- (iii) to take any and all actions necessary to comply with applicable SEC and MSRB rules governing the offering, sale and delivery of the Series 2018A Bonds to ultimate purchasers, including without limitation, the delivery of a final Official Statement to each investor who purchases Series 2018A Bonds.

Additional Information

Additional information may be obtained from the University's Municipal Advisor, PFM Financial Advisors LLC, Inc. (by telephone: (612) 371-3753; or by e-mail: caspersonh@pfm.com); the Preliminary Official Statement may be obtained from i-Deal Prospectus, a service of i-Deal LLC, at www.i-dealprospectus.com, telephone (212) 849-5021. In addition, the Preliminary Official Statement may be obtained upon request to the University's Municipal Advisor.

THE REGENTS OF THE UNIVERSITY OF IDAHO

By: /s/ Brian Foisy

Vice President for Finance

EXHIBIT ACompetitive Sale – Three Bids ReceivedPurchaser's Certificate:

IT IS HEREBY CERTIFIED by the undersigned on behalf of _____ (the "Purchaser"), as representative of the underwriters for the "_____" (the "Bonds");

1. We acknowledge receipt of the Bonds in the aggregate principal amount of \$_____, bearing interest and maturing as provided in [Instrument providing principal amount and interest rate] _____ of the _____ (the "Issuer") on _____, and the instruments described therein, and such Bonds being in the denominations and registered in the name of Cede & Co., as nominee of The Depository Trust Company, as requested by us.

2. A bona fide public offering was made for all of the Bonds on the sale date at the prices shown [on the [inside] cover page of the Official Statement for the Bonds][in Exhibit 1]. Those prices are the reasonably expected initial offering prices of each maturity of the Bonds to the public which were used by the Purchaser in formulating its bid to purchase the Bonds. For this purpose:

"Public" means any person (including an individual, trust, estate, partnership, association, company, or corporation) other than an underwriter or a related party.

"Sale date" means the date the Purchaser's bid for the Bonds was accepted on behalf of the Issuer.

"Underwriter" means (i) any person that agrees pursuant to a written contract with the Issuer (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Bonds to the public, and (ii) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (i) of this paragraph to participate in the initial sale of the Bonds to the public (including a member of a selling group or a party to a retail distribution agreement participating in the initial sale of the Bonds to the public).

If a yield is shown on the [inside] cover page for any maturity, "price" herein means the dollar price that produces that yield.

3. The underwriter was not given the opportunity to review other bids prior to submitting its bid.

4. The bid submitted by the underwriter constituted a firm bid to purchase the Bonds.

5. The Issuer and its counsel may rely on these certifications in concluding that the Bonds meet certain requirements of the Internal Revenue Code of 1986 as amended (the "Code"), relating to tax-exempt bonds; however, nothing herein represents our interpretation of any law and we are not providing any interpretations of law or regulations in executing and delivering this certificate.

DATED as of _____, 2017.

_____, as Representative of the Underwriters

By: _____

Title: _____

Exhibit 1

(Offering Prices of Bonds)

10% each maturity soldExhibit B
Purchaser's Certificate:

IT IS HEREBY CERTIFIED by the undersigned on behalf of _____ (the "Purchaser"), as representative of the underwriters for the "_____" (the "Bonds");

1. We acknowledge receipt of the Bonds in the aggregate principal amount of \$_____, bearing interest and maturing as provided in the _____ [Instrument providing principal amount and interest rate] of the _____ (the "Issuer") on _____, and the instruments described therein, and such Bonds being in the denominations and registered in the name of Cede & Co., as nominee of The Depository Trust Company, as requested by us.

2. A bona fide public offering was made for all of the Bonds on the sale date at the initial public offering prices shown on the inside cover page of the Official Statement for the Bonds, a copy of which page is attached as **Exhibit 1** hereto. Those prices are the prices at which the Bonds were initially offered to the public on or before the sale date. A copy of the pricing wire or similar documentation supporting this certification is attached as **Exhibit 2**. For the purposes of this certificate:

"public" means any person (including an individual, trust, estate, partnership, association, company, or corporation) other than an underwriter or a related party.

"sale date" means the date the Purchaser's offer to purchase the Bonds in the Bond Purchase Agreement between the Issuer and Purchaser was accepted on behalf of the Issuer.

"underwriter" means (i) any person that agrees pursuant to a written contract with the Issuer (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Bonds to the public, and (ii) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (i) of this paragraph to participate in the initial sale of the Bonds to the public (including a member of a selling group or a party to a retail distribution agreement participating in the initial sale of the Bonds to the public).

"substantial amount" is 10% or more of each maturity.

If a yield is shown on the inside cover page for any maturity, "price" herein means the dollar price that produces that yield.

3. With respect to the Bonds maturing on _____ and _____, the first price at which a substantial amount of such Bonds were sold to the public is the price shown on Exhibit 1 attached hereto.

4. With respect to the remaining maturities of the Bonds, as set forth in Exhibit 1 hereto, the underwriter[s] [has][have] agreed in writing that, for each such maturity of the Bonds, [it][they] would neither offer nor sell any of the Bonds of such maturity to any person at a price that is higher than the initial public offering price for such maturity during the period starting on the sale date and ending on the earlier of (i) the close of the fifth business day after the sale date or (ii) the date on which the underwriter[s] [has][have] sold a substantial amount of such maturity of the Bonds to the public at a price that is no higher than the initial public offering price for such maturity.

[No underwriter has][The underwriter has not] offered or sold any such remaining maturity of the Bonds at a price that is higher than the respective initial public offering price for that maturity of the Bonds during the offering period applicable to that maturity described in the preceding sentence.

5. *[Add reserve fund, bond insurance, 8038 information representation if needed]*

6. The Issuer and its counsel may rely on these certifications in concluding that the Bonds meet certain requirements of the Internal Revenue Code of 1986 as amended (the "Code"), relating to tax-exempt bonds; however, nothing herein represents our interpretation of any law and we are not providing any interpretations of law or regulations in executing and delivering this certificate."

DATED as of _____, 2017.

_____, as Representative of the Underwriters

By: _____
Title: _____

GENERAL INFORMATION

No dealer, broker, salesperson or other person has been authorized by the Board (as hereafter defined), the Regents, the University, the Municipal Advisor or the successful bidder to give any information or to make any representations with respect to the Series 2018A Bonds, other than as contained in this Official Statement, and if given or made, such other information or representations must not be relied upon as having been authorized by the Board, the University or the Municipal Advisor. This Official Statement does not constitute an offer to sell or the solicitation of an offer to buy the Series 2018A Bonds, nor shall there be any sale of the Series 2018A Bonds by any person, in any jurisdiction in which it is unlawful for such persons to make such offer, solicitation or sale.

The information set forth herein has been furnished by the Regents, the University, the Board, DTC and certain other sources that the Regents and the University believes to be reliable, but is not guaranteed as to accuracy or completeness by, and is not to be construed as a representation by the Municipal Advisor. The information and expressions of opinion contained herein are subject to change without notice, and neither the delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the University or any other person or entity discussed herein since the date hereof.

The yields/prices at which the Series 2018A Bonds are offered to the public may vary from the initial reoffering yields on the inside front cover page of this OFFICIAL STATEMENT. In addition, the successful bidder may allow concessions or discounts from the initial offering prices of the Series 2018A Bonds to dealers and others. In connection with the offering of the Series 2018A Bonds, the successful bidder may engage in transactions that stabilize, maintain, or otherwise affect the price of the Series 2018A Bonds. Such transactions may include overallotments in connection with the purchase of Series 2018A Bonds, the purchase of Series 2018A Bonds to stabilize their market price and the purchase of Series 2018A Bonds to cover the successful bidder's short positions. Such transactions, if commenced, may be discontinued at any time.

This Official Statement contains "forward-looking statements" that are based upon the Regents' and the University's current expectations and its projections about future events. When used in this Official Statement, the words "project," "estimate," "intend," "expect," "scheduled," "pro forma" and similar words identify forward-looking statements. Forward-looking statements are subject to known and unknown risks, uncertainties and factors that are outside of the control of the Regents and the University. Actual results could differ materially from those contemplated by the forward-looking statements. Readers are cautioned not to place undue reliance on these forward-looking statements, which speak only as of the date hereof. The Regents have no plans to issue any updates or revise these forward-looking statements based on future events.

The Preliminary Official Statement has been "deemed final" by the University, pursuant to Rule 15c2-12 promulgated by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as amended, except for information which is permitted to be excluded from this Preliminary Official Statement under said Rule 15c2-12.

PRELIMINARY OFFICIAL STATEMENT

THE REGENTS OF THE UNIVERSITY OF IDAHO

\$ _____ *

**GENERAL REVENUE REFUNDING BONDS,
SERIES 2018**

INTRODUCTION

GENERAL

This Official Statement, including the cover page, the inside cover page and the information contained in the Appendices hereto, is furnished in connection with the offering of the \$ _____ * The Regents of the University of Idaho General Revenue Refunding Bonds, Series 2018 (the "*Series 2018A Bonds*").

The descriptions and summaries of various documents hereinafter set forth do not purport to be comprehensive or definitive, and reference should be made to each document for the complete details of all terms and conditions. All statements herein are qualified in their entirety by reference to each document. The attached Appendices are integral parts of this Official Statement and should be read in their entirety.

Capitalized terms used but not defined herein shall have the meanings assigned to such terms in "APPENDIX C- GLOSSARY OF TERMS USED IN THE RESOLUTION AND OFFICIAL STATEMENT."

THE REGENTS AND THE UNIVERSITY OF IDAHO

A comprehensive land-grant institution, the University of Idaho (the "University") is the State of Idaho's (the "State") oldest institution of higher learning. Its main campus is located in Moscow, Idaho. With an enrollment of approximately 12,072 full and part-time students, the University has been charged with primary responsibility in the State for advanced research and graduate education. The University was established in Moscow in 1889 by the Territorial Legislature, and provisions of the University's Charter as a territorial university are incorporated into the Idaho State Constitution. Policy direction of the University is vested in the Regents of the University of Idaho (the "Regents"), whose members also serve as the Idaho State Board of Education (the "Board"). See "THE UNIVERSITY," "HISTORICAL PLEDGED REVENUES," "FINANCIAL OPERATIONS OF THE UNIVERSITY" and the audited financial statements of the University in Appendix A for financial and other information as to the University and the Regents.

Certain references herein to the "Regents" shall be deemed to refer to the University or other appropriate authority pursuant to the Act and other applicable laws, as appropriate.

AUTHORIZATION FOR AND PURPOSE OF THE SERIES 2018A BONDS

The Series 2018A Bonds are being issued pursuant to and in compliance with Title 33, Chapter 38, Idaho Code, as amended, and Title 57, Chapter 5, Idaho Code, as amended, and a resolution adopted by the Regents on November 22, 1991, as previously supplemented and amended (the "*Master Resolution*"), and as further supplemented by a resolution adopted by the Regents on December 20, 2017 authorizing the issuance of the Series 2018A Bonds (collectively with the Master Resolution, the "*Resolution*").

Pursuant to the Master Resolution, the Board has previously authorized the issuance of various series of General Revenue Bonds (the "*Outstanding Bonds*"), which as of January 1, 2018, were outstanding in the principal amount of \$183,725,000 (including the Defeased Bonds, as defined herein). The Series 2018A Bonds, the Outstanding Bonds, and any Additional Bonds hereafter issued under the Resolution are referred to herein as the "Bonds" or the "General Revenue Bonds." See "DEBT SERVICE REQUIREMENTS" and "FINANCIAL INFORMATION REGARDING THE UNIVERSITY—Outstanding Debt."

The proceeds of the Series 2018A Bonds will be used (i) to defease and redeem certain of the University's Outstanding Bonds (the "*Defeasance Project*") and (ii) to pay costs of issuing the Series 2018A Bonds. See "SOURCES AND USES OF FUNDS" herein.

SECURITY FOR THE SERIES 2018A BONDS

The Series 2018A Bonds are secured by Pledged Revenues and money in the Bond Fund on parity with the other Bonds. Pledged Revenues include (i) Student Fees; (ii) all revenues generated through operations of auxiliary enterprises and revenues generated incidentally to the conduct of instruction, research and public service activities ("*Sales and Service Revenues*"); (iii) revenues received by the University as reimbursement for facility and administrative costs in conjunction with grants and contracts for research activities conducted by the University (the "*F&A Recovery Revenues*"); (iv) various revenues generated from miscellaneous sources, including fines and rent and lease revenues (the "*Other Operating Revenues*"); (v) income generated on investments of moneys in all unrestricted funds and accounts of the University (the "*Investment Income*"), (vi) interest subsidy payments received by the University from the United States Treasury pursuant to Section 6431 of the code or other similar programs ("*Direct Payments*") to be made in connection with the University's Taxable Series 2010B Bonds which are "Build America Bonds"; (vii) proceeds from the sale of a Series of Bonds and moneys and investment earnings thereon, except as otherwise provided in the Resolution or a supplemental resolution; and (viii) other revenues the Board shall designate as Pledged Revenues, but excluding State appropriations and Restricted Fund Revenues.

Under the Resolution, the University has covenanted to establish and maintain Pledged Revenues sufficient, together with other Pledged Revenues available or to be available in the Debt Service Account to pay debt service for the Fiscal Year, to produce Revenues Available for debt service in each Fiscal Year equal to not less than 100% of debt service on the Bonds Outstanding for each such Fiscal Year. See "SECURITY FOR THE SERIES 2018A BONDS—Rate Covenant."

ADDITIONAL BONDS

The University has reserved the right in the Resolution to issue Additional Bonds payable from and secured by the Pledged Revenues on parity with the Series 2018A Bonds, and its other parity Outstanding Bonds, subject to the satisfaction of certain conditions contained in the Resolution. See "SECURITY FOR THE SERIES 2018A BONDS—Additional Bonds."

TAX MATTERS

In the opinion of Bond Counsel, assuming continuous compliance with certain covenants described herein: (i) interest on the Series 2018A Bonds is excluded from gross income under federal income tax laws pursuant to Section 103 of the Internal Revenue Code of 1986, as amended to the date of delivery of the Series 2018A Bonds (the "*Tax Code*"); (ii) interest on the Series 2018A Bonds is excluded from alternative minimum taxable income as defined in Section 55(b)(2) of the Tax Code except that such interest is required to be included in calculating the "adjusted current earnings" adjustment applicable to corporations for purposes of computing the alternative minimum taxable income of corporations; and (iii) interest on the Series 2018A Bonds is excluded from gross income for purposes of income taxation by the State of Idaho. See "TAX MATTERS—Series 2018A Bonds."

THE SERIES 2018A BONDS

DESCRIPTION OF THE SERIES 2018A BONDS

The Series 2018A Bonds will be dated their date of original issuance and delivery and will mature on April 1 of the years and in the amounts as set forth on the inside cover page of this Official Statement.

The Series 2018A Bonds shall bear interest from their date at the rates set forth on the inside cover page of this Official Statement. Interest on the Series 2018A Bonds is payable on April 1 and October 1 of each year, beginning October 1, 2018. Interest on the Series 2018A Bonds shall be computed on the basis of a 360-day year of twelve 30-day months. Wells Fargo Bank, N.A., is the trustee and paying agent for the Series 2018A Bonds (the "Trustee").

The Series 2018A Bonds will be issued as fully-registered bonds, initially in book-entry form only, in denominations of \$5,000 or any integral multiple thereof.

BOOK-ENTRY SYSTEM

The Depository Trust Company, New York, New York ("*DTC*"), will act as initial securities depository for the Series 2018A Bonds. The ownership of one fully registered 2018 Bond for each maturity as set forth on the inside cover page of this Official Statement, each in the aggregate principal amount of such maturity, will be registered in the name of Cede and Co., as nominee for DTC. For so long as the Series 2018A Bonds remain in a "book-entry only" transfer system, the Trustee will make payments of principal and interest only to DTC, which in turn is obligated to remit such payments to its participants for subsequent disbursement to Beneficial Owners of the Series 2018A Bonds. *See APPENDIX G for additional information. As indicated therein, certain information in APPENDIX G has been provided by DTC. The University makes no representation as to the accuracy or completeness of the information in*

APPENDIX G provided by DTC. Purchasers of the Series 2018A Bonds should confirm this information with DTC or its participants.

REDEMPTION AND OPEN MARKET PURCHASE

Optional Redemption. The Series 2018A Bonds maturing on or after April 1, _____, are subject to redemption at the election of the University at any time on or after _____, in whole or in part, from such maturities as may be selected by the University. Such optional redemption of the Series 2018A Bonds shall be at a price of 100% of the principal amount of the Series 2018A Bonds to be so redeemed, plus accrued interest to the date fixed for redemption.

Mandatory Sinking Fund Redemption. The Series 2018A Bonds maturing on April 1, _____, are subject to mandatory sinking fund redemption prior to their stated maturity, at a price of 100% of the principal amount of the Series 2018A Bonds to be so redeemed, plus accrued interest to the date fixed for redemption, on April 1 of the years, and in the amounts, shown below:

APRIL 1
OF THE YEAR

MANDATORY
REDEMPTION AMOUNT

\$

*

† Stated Maturity.

Notice of Redemption. The Resolution requires the Trustee to give notice of any redemption of the Series 2018A Bonds not less than 35 days nor more than 60 days prior to the redemption date, by first class mail, postage prepaid, addressed to the registered owners of such Series 2018A Bonds to be redeemed at the addresses appearing on the registry books kept by the Trustee. With respect to any notice of optional redemption of Series 2018A Bonds, unless upon the giving of such notice such Series 2018A Bonds shall be deemed to have been paid within the meaning of the Resolution, such notice may state that the redemption is conditioned upon the receipt by the Trustee on or prior to the date fixed for such redemption of money sufficient to pay the redemption price of and interest on the Series 2018A Bonds to be redeemed, and that if such money shall not have been so received, the notice shall be of no force and effect and the University shall not be required to redeem such Series 2018A Bonds. In the event that such notice of redemption contains such a condition and such money is not so received, the redemption will not be made and the Trustee will promptly thereafter give notice, in the manner in which the notice of redemption was given, that such money was not so received and that such redemption was not made.

Selection for Redemption. If less than all Series 2018A Bonds are to be redeemed, the particular maturities of such Series 2018A Bonds to be redeemed and the principal amounts of such maturities to be redeemed shall be selected by the University. If less than all of any

maturity of the Series 2018A Bonds is to be redeemed, the Series 2018A Bonds to be redeemed will be selected by lot. If less than all of a 2018 Bond that is subject to mandatory sinking fund redemption is to be redeemed, the redemption price shall be applied to such mandatory sinking fund installments as the University shall direct.

Effect of Redemption. When called for redemption as described above, the Series 2018A Bonds will cease to accrue interest on the specified redemption date, provided funds for redemption are on deposit at the place of payment at that time, and such Series 2018A Bonds will not be deemed to be Outstanding as of such redemption date.

Open Market Purchase. The University has reserved the right to purchase the Series 2018A Bonds on the open market at a price equal to or less than par. In the event the University purchases the Series 2018A Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, the Series 2018A Bonds so purchased are to be credited at the par amount thereof against the debt service requirement next becoming due. In the event the University purchases term Series 2018A Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, the term Series 2018A Bonds so purchases are to be credited against the Mandatory Redemption Amounts next becoming due. All Series 2018A Bonds so purchased are to be cancelled.

SECURITY FOR THE SERIES 2018A BONDS

GENERAL

The Series 2018A Bonds are secured by Pledged Revenues and money in the Bond Fund on parity with all Bonds previously issued and all Additional Bonds that may be issued under the Resolution. Pledged Revenues include:

- (i) Student Fees;
- (ii) Sales and Services Revenues;
- (iii) F&A Recovery Revenues;
- (iv) Other Operating Revenues;
- (v) Investment Income;
- (vi) Direct Payments to be made in connection with the University's Taxable Series 2010B Bonds which are "Build America Bonds"
- (vii) Proceeds from the sale of a Series of Bonds and moneys and investment earnings thereon, except as otherwise provided in the Resolution or a supplemental resolution.
- (viii) Such other revenues as the Board shall designate as Pledged Revenues, but excluding State appropriations and Restricted Fund Revenues.

For a description of the sources and components of the Pledged Revenues, see "PLEDGED REVENUES" below. For the amounts of Pledged Revenues in recent years, see "HISTORICAL REVENUES AVAILABLE FOR DEBT SERVICE" below.

Pledged Revenues do not include State appropriations, which by law cannot be pledged. Pledged Revenues also exclude Restricted Fund Revenues, including restricted gift and grant revenues. See "FINANCIAL INFORMATION REGARDING THE UNIVERSITY" AND "APPENDIX A—AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016."

PLEDGED REVENUES

Student Fees. The Regents have the exclusive ability to establish and collect tuition charges and student fees for resident and non-resident, graduate and professional students attending the University. Tuition and student fee charges are not subject to a referendum by students or approval by any other governmental entity. The Regents have established a policy that the University may not request more than a 10% annual increase in the total full-time tuition and student fees unless otherwise authorized by the Regents. The Regents' established policy is to announce and conduct a public hearing on the modification of any fees, which has traditionally occurred annually, with fee adjustments effective for the subsequent fall term each year. The Regents increased fees by 3.5% at the April 2017 Regents' meeting, and the increase became effective in the Fall of 2017. There is no prohibition, however, which would preclude the Regents from adjusting fees (for collection beginning with the next academic year) at any time.

For the Fiscal Year ending June 30, 2015, total annual tuition and student fees assessed against full-time undergraduate students were \$6,784 (Idaho residents) and \$20,314 (non-Idaho residents), with the total revenues derived from such tuition and student fees equal to \$89,409,083. For the Fiscal Year ending June 30, 2016, total annual tuition and student fees assessed against full-time undergraduate students were \$7,020 (Idaho residents) and \$21,024 (non-Idaho residents), with the total revenues derived from such tuition and student fees equal to \$87,620,004. For the Fiscal Year ended June 30, 2017, the total annual tuition and student fees assessed against full-time undergraduate students were \$7,232 (Idaho residents) and \$22,040 (non-Idaho residents), with total revenues derived from such tuition and student fees equal to \$86,340,857. On April 19, 2017, the SBOE approved annual tuition and student fees for full-time undergraduate students that became effective in the Fall of 2017 in the total amount of \$7,488 (Idaho residents) and \$23,812 (non-Idaho residents). Student Fee revenues have declined over the past three years despite total enrollment increases since 2015 due to a small decrease in the proportion of on-campus, full-time students.

See "APPENDIX B — SCHEDULE OF STUDENT FEES" for a list of Student Fees assessed for Fiscal Year 2018.

Sales and Services Revenues. Sales and Services Revenues include pledged revenues generated through operations of auxiliary enterprises and revenues generated incidentally to the conduct of instruction, research and public service activities. The majority of these revenues are generated through auxiliaries including the housing and student union operations, bookstore sales, parking charges, ticket and event sales, recreation center activity charges, and other miscellaneous operations. See "THE UNIVERSITY" for a description of the University's

primary revenue generating facilities. Examples of revenues generated incidentally to education are unrestricted revenues generated by the University's testing and training services, labs, sales of scientific materials, sales of miscellaneous services or products, and sales of agriculture and forest products and publications.

Sales and Services Revenues pledged for the Fiscal Years ended June 30, 2015, June 30, 2016 and June 30, 2017 were \$43,880,779, \$42,708,156 and \$42,503,972, respectively. Sales and Services Revenues are driven predominantly by student-related revenues and therefore generally parallel increases or decreases in full-time, on-campus student enrollment. Sales and Service Revenues have thus shown slight declines over the last three years, despite higher overall enrollment numbers, due to a slightly lower proportion of full-time, on-campus students.

See "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016."

Facilities and Administrative Recovery Revenues. A portion of funds received each year for University activity sponsored by the private sector, the State or the federal government ("Sponsored Activity") is provided to pay the direct costs of the Sponsored Activity, such as salaries for scientists and material and labor used to perform research projects. F&A Recovery Revenues make up the balance granted and are used to pay facilities administrative costs, which encompass spending by the University on items such as facilities maintenance and renewal, heating and cooling, libraries, the salaries of departmental and central office staff, and other general administration costs associated with sponsored project activity. Unlike the revenues for direct costs of Sponsored Activity, F&A Recovery Revenues are not restricted and are available as Pledged Revenues. F&A Recovery Revenues for Fiscal Years ended June 30, 2015, June 30, 2016, and June 30, 2017 were \$10,100,673, \$10,792,832 and \$11,416,369, respectively.

Other Operating Revenues. The University receives other miscellaneous revenues in the course of its operations. Examples of pledged revenues counted in Other Operating Revenues include fines and lease and rental revenues. In the Fiscal Years ended June 30, 2015, June 30, 2016 and June 30, 2017, the University generated Other Operating Revenues in the amounts of \$3,181,741, \$6,174,889 and \$4,821,065, respectively. See "Appendix A— Audited Financial Statements Of The University For The Fiscal Years Ended June 30, 2017 and 2016" and "FINANCIAL INFORMATION REGARDING THE UNIVERSITY." Because Other Operating Revenues are comprised of a wide variety of smaller revenue sources, such revenue can vary significantly from year-to-year; the substantial increase in Other Operating Revenues for Fiscal Year 2016 related primarily to receipt of a one-time award.

Investment Income. Investment Income, which includes all of the University's unrestricted investment income, is pledged to repayment of the Series 2015A Bonds and other Bonds issued under the Resolution. The amount of Investment Income pledged to the Bonds will not match the amount of investment income shown in the University's audited financial statements which includes restricted investment income.

For the Fiscal Years ended June 30, 2015, June 30, 2016 and June 30, 2017, pledged Investment Income earned by the University was \$2,154,153, \$2,419,244 and \$2,637,513, respectively. See "APPENDIX A—AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016."

HISTORICAL PLEDGED REVENUES

The following table shows the Pledged Revenues available for debt service for Fiscal Years 2013 through 2017. As described under "DEBT SERVICE REQUIREMENTS," the University estimates that the maximum annual debt service on the Bonds upon the issuance of the Series 2018A Bonds will be approximately \$14 million.*

	2013	2014	2015	2016	2017
Student Fees	\$82,657,650	\$83,361,394	\$89,409,083	\$87,620,004	\$86,340,857
Sales and Services Revenues	45,689,284	42,861,392	43,880,779	42,708,156	42,503,972
Other Operating Revenues	2,983,307	4,200,739	3,181,741	6,174,889	4,821,065
Investment Income	1,218,954	1,832,991	2,154,153	2,419,244	2,637,513
F&A Recovery Revenues	10,408,306	9,815,977	10,100,673	10,792,832	11,416,369
Direct Payments for Series 2010B Bonds	<u>297,732</u>	<u>274,063</u>	<u>276,147</u>	<u>297,732</u>	<u>297,732</u>
 PLEDGED REVENUES AVAILABLE FOR DEBT SERVICE	 <u>\$145,255,233</u>	 <u>\$142,346,556</u>	 <u>\$156,067,146</u>	 <u>\$150,012,857</u>	 <u>\$148,17,508</u>

* Preliminary, subject to change.

(Remainder of page intentionally left blank.)

FLOW OF FUNDS

The Resolution creates the Revenue Fund, which is held by the University. All Pledged Revenues are required to be deposited in the Revenue Fund. At least five days before each payment date, money in the Revenue Fund is required to be transferred to the Debt Service Account held by the Trustee, for payment of interest, principal, and redemption premium, if any, coming due on the Bonds.

Amounts remaining in the Revenue Fund may be applied, free and clear of the lien of the Resolution, for any lawful purpose of the University, as provided in the Resolution. The University has historically used and intends to continue to use any excess moneys in the Revenue Fund primarily to pay for operation and maintenance expenses and capital improvements.

RATE COVENANT

Under the Resolution, the University has covenanted to establish and maintain Pledged Revenues sufficient, together with other revenues available or to be available in the Debt Service Account, to pay debt service on Bonds Outstanding for each Fiscal Year.

ADDITIONAL BONDS

Additional Bonds, Generally. The amount of Additional Bonds that may be issued under the Resolution is not limited by law or by the Resolution, provided the requirements below are satisfied. In order to issue Additional Bonds for the purpose of financing Projects, the University must receive Board approval and must also satisfy certain conditions, including, but not limited to, the filing with the Trustee of:

- (i) A copy of the supplemental resolution authorizing the Additional Bonds;
- (ii) A Written Certificate of the University to the effect that, upon the delivery of the Additional Bonds, the University will not be in default in the performance of any of the covenants, conditions, agreements, terms, or provisions of the Resolution or any supplemental resolution with respect to any Outstanding Bonds; and
- (i) A Written Certificate of the University showing that Estimated Pledged Revenues (assuming completion of the proposed project on its then estimated completion date) will equal at least 100% of the debt service on all Outstanding Bonds and any Additional Bonds proposed to be issued for each Fiscal Year of the University during which any Bonds will be Outstanding following the estimated completion date of the project being financed by the Additional Bonds, if interest during construction of the project being financed by the Additional Bonds is capitalized, or (2) the University's current Fiscal Year and any succeeding Fiscal Year during which any Bonds issued will be Outstanding, if interest during construction of the project being financed by the Additional Bonds is not capitalized (a "*Coverage Certificate*"). See "APPENDIX D- SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION-Additional Bonds."

Refunding Bonds. The University may issue Additional Bonds to refund Bonds issued under the Resolution by providing certificates similar to those described above in (i) and (ii). Alternatively, Additional Bonds may be issued to refund Bonds issued under the Resolution without compliance with the requirements described above if the Additional Bonds do not increase debt service by more than \$25,000 per year.

The University may issue Additional Bonds for the purpose of refunding any of its obligations that were not issued under the Resolution if it files with the Trustee (i) a copy of the Supplemental Resolution authorizing the issuance of the Additional Bonds and providing that any revenues securing such refunded obligations shall become part of the Pledged Revenues securing the Bonds issued under the Resolution, (ii) the Coverage Certificate described above, and (iii) a Written Certificate of the University to the effect that, upon the delivery of the Additional Bonds, the University will not be in default in the performance of any of the covenants, conditions, agreements, terms, or provisions of the Resolution.

NO DEBT SERVICE RESERVE

There is no debt service reserve requirement with respect to the Series 2018A Bonds or the Outstanding Bonds.

DEFEASANCE PROJECT

The Regents of the University of Idaho Adjustable Rate General Revenue Bonds, Series 2007B (the “*Series 2007B Bonds*”) are subject to mandatory tender for purchase on or near April 1, 2018 (the “*Tender Date*”) in accordance with the terms of the 2007 Supplemental Resolution. The Regents have decided not to convert the Series 2007B Bonds (the maturities of such bonds subject to interest rate mode conversion or mandatory tender being referred to herein as the “*Defeased Bonds*”) to a new interest rate period. Accordingly, the Regents will give notice of intent to purchase the Defeased Bonds at the purchase price upon mandatory tender on the Tender Date. The proceeds from the sale of the Series 2018A Bonds are being issued to provide funds which, together with other available funds, if any, will be sufficient to purchase and redeem the Defeased Bonds.

A portion of the proceeds of the Series 2018A Bonds will be irrevocably deposited in an escrow account (the “*Escrow Account*”) to be held by Wells Fargo Bank, N.A., as escrow agent (the “*Escrow Agent*”), to purchase the Defeased Bonds. Such amount will be used to provide cash and purchase direct obligations of the United States, if any, that are sufficient to pay the interest on the Defeased Bonds as the same falls due and the purchase price of, and accrued interest on, the Defeased Bonds on the date the Defeased Bonds are to be redeemed. See “SOURCES AND USES OF FUNDS.”

The proceeds of the Series 2018A Bonds will be escrowed as described above and used to purchase and redeem the Defeased Bonds on the Tender Date. The 2018 maturity of the Series 2007B Bonds is not subject to mandatory tender and will be paid at maturity. Details of the Defeased Bonds are as follows:

MATURITY DATE (APRIL 1)	PRINCIPAL AMOUNT	CUSIP 914318	TENDER DATE (APRIL 1)	INTEREST RATE	PURCHASE PRICE
2041	17,100,000	A67	2018	4.50	100%
2041	17,135,000	A91	2018	4.25	100%

Certain mathematical computations will be required regarding the sufficiency of the escrow established to pay the Defeased Bonds in full on the redemption date. See "ESCROW VERIFICATION" below.

SOURCES AND USES OF FUNDS

The sources and uses of funds with respect to the Series 2018A Bonds are estimated to be as follows:

SOURCES:

Aggregate Principal Amount of Series 2018A Bonds	\$ _____
Original Issue Premium	_____
TOTAL	\$ _____

USES:

Escrow Fund to Defeas the Defeased Bonds.....	\$ _____
Costs of Issuance*	_____
TOTAL	\$ _____

* Includes legal, rating agency, trustee, paying and escrow agent, and verification agent fees and Underwriter's discount.

DEBT SERVICE REQUIREMENTS

The following table shows the debt service requirements for the Series 2018A Bonds.

FISCAL YEAR END 6/30	OUTSTANDING BONDS ⁽¹⁾⁽²⁾	<u>SERIES 2018A BONDS^(*)</u>		<u>TOTAL</u>
		<u>PRINCIPAL</u>	<u>INTEREST</u>	
2018	14,223,737			
2019	12,514,854			
2020	11,685,339			
2021	11,679,719			
2022	11,217,494			
2023	11,322,427			
2024	11,309,752			
2025	11,289,734			
2026	11,292,064			
2027	9,835,152			
2028	9,826,162			
2029	9,825,612			
2030	9,822,758			
2031	9,807,458			
2032	9,807,938			
2033	9,619,352			
2034	9,044,485			
2035	9,034,345			
2036	9,029,624			
2037	9,024,595			
2038	9,015,664			
2039	9,005,570			
2040	8,989,519			
2041	9,006,912			
2042	3,041,800			
2043	3,042,800			
2044	3,039,600			
2045	3,047,200			
TOTAL ⁽²⁾	<u>\$259,401,660</u>	<u>\$_____</u>	<u>\$_____</u>	<u>\$_____</u>

*Preliminary, subject to change.

(1) Does not reflect the debt service on the Defeased Bonds.

(2) Outstanding Bonds include the 2010B Bonds, which are Build America Bonds. Interest reflected is on a gross basis.

(3) Totals will vary from other representations of outstanding indebtedness due to exclusion of Defeased Bonds and inclusion of anticipated Series 2018A Bonds.

THE UNIVERSITY

Student body representation at the University is from every state in the United States and approximately 80 foreign countries. The University alumni population exceeds 100,000. The University's main campus is located in Moscow, Idaho, a community of approximately 23,800 people in the northern portion of the State, about one-mile east of the Washington border and approximately 80 miles south of Coeur d'Alene, Idaho.

University property includes approximately 11,700 acres and 315 buildings, of which 1,585 acres and 250 buildings are located at its main campus in Moscow. The University operates twelve research centers and institutes and six demonstration and training farms with a total acreage of about 1,000 acres used by forestry and agricultural students. The University owns and actively manages 8,160 acres of forest lands, a wilderness field research station in Idaho's primitive area, and ten research and extension centers in agricultural areas throughout Idaho. The University also operates a Research Park in Post Falls and Resident Instructional Centers in Boise, Coeur d'Alene and Idaho Falls. The University's McCall Outdoor Science School ("MOSS") is located on the McCall Field Campus and borders Payette Lake and Ponderosa State Park. MOSS offers a one-of-a-kind learning experience for Idaho youth, graduate students, teachers and the local community, and was funded with proceeds of the University's Taxable Series 2013B Bonds. The University utilized proceeds of its Series 2014 Bonds to finance construction of a new facility on the Moscow campus referred to as the Integrated Research and Innovation Center ("IRIC"), completed and opened in January 2017. Proceeds of the Series 2014 Bonds were also used by the University to fund, in part, a renovation of the College of Education Building on the Moscow campus, completed in July 2016.

The University's academic structure includes ten degree-granting colleges: the Colleges of Agricultural and Life Science; Art and Architecture; Business and Economics; Education, Health and Human Sciences; Engineering; Graduate Studies; Law; Letters, Arts and Social Sciences; Natural Resources; and Science. In addition to degree programs in each of these colleges, the University includes a College of Graduate Studies and offers medical training for students in association with the University of Washington, School of Medicine. The University has several cooperative programs with Washington State University (located in Pullman, Washington, eight miles from Moscow), including a joint veterinary medical program. The University has an optional officer education program, leading to a regular or reserve commission in the U.S. Army, Navy, Marines or Air Force.

UNIVERSITY GOVERNANCE AND ADMINISTRATION

The responsibility for overall management and determination of University policy and standards is vested with the Regent, which also serves as the Idaho State Board of Education, the Board for Boise State University in Boise, the Board of Trustees for Idaho State University in Pocatello, the Board of Trustees for Lewis Clark State College in Lewiston, and the State Board for Professional Technical Education and Vocational Rehabilitation. The Board also oversees aspects of the College of Western Idaho in Boise and North Idaho College in Coeur d'Alene, in concert with the respective Boards of these two institutions. The Governor appoints seven of the members to the Board for five year terms. The membership, terms and occupations of the

current board members are listed below. The elected State Superintendent of Public Instruction serves *ex officio* as the eighth member of the Board for a four-year term.

**BOARD OF TRUSTEES OF THE REGENTS OF THE UNIVERSITY OF IDAHO
AND STATE BOARD OF EDUCATION**

NAME	RESIDENCE	OCCUPATION	TERM EXPIRES
Linda Clark (President)	Meridian	Retired Superintendent	2020
Debbie Critchfield (Vice President)	Oakley	Community Education Leader	2020
David Hill (Secretary)	Boise	Retired Deputy Director at ID National Laboratory	2018
Emma Atchley	Ashton	Community Leader	2020
Andrew Scoggin	Boise	Executive VP for Albertsons Companies	2021
Don Soltman	Twin Lakes	Retired Hospital Executive	2019
Richard Westerberg	Preston	Retired Officer of PacifiCorp	2019
Sherri Ybarra *	Mountain Home	Superintendent of Public Instruction	Elected

* Serves *ex officio* on the State Board of Education in her capacity as State Superintendent of Public Instruction.

The State Board of Education has an approximately 27 member, full time professional staff headed by Matt Freeman, Executive Director. His appointment became effective in 2015.

University Officers. The affairs of the University are managed by the President of the University and the staff. The President is appointed by, reports to, and serves at the pleasure of the Regents. Following is a brief biographical resume of President Staben and his executive staff at a Vice President level:

Chuck Staben – President. Dr. Staben took office as the 18th president of the University Idaho March 1, 2014. Dr. Staben served as Provost and Vice President for Academic Affairs at the University of South Dakota from August 2008 to February 2014. Prior to his service at South Dakota, he served as the Associate Vice President for Research at the University of Kentucky from 2005 to 2009 and was a professor of biology from 1989 to 2008. Previously Dr. Staben was a postdoctoral researcher at Stanford University from 1987 to 1989 and at Chiron Research Laboratories from 1985 to 1986. He has served on National Science Foundation and National Institutes of Health grant review panels and recently served on a National Research Council committee that reviewed the Experimental Program to Stimulate Competitive Research and the Institutional Development Award programs for the U.S. Senate. Dr. Staben received a B.S. degree from the University of Illinois, Champaign-Urbana, and a Ph.D. in Biochemistry from the University of California, Berkeley.

John Wiencek – Provost and Executive Vice President. John Wiencek joined the University of Idaho as Provost and Executive Vice President on June 1, 2015. He serves as the University's Chief Academic Officer, directly responsible for the general direction of all academic programs, endeavors and instructional services on the Moscow campus, as well as the university's statewide academic, outreach and research initiatives. Mr. Wiencek came to the University from Virginia Commonwealth University, where he served as Interim Provost and Vice President of Academic Affairs, and Senior Vice Provost and Professor in the Chemical and Life Science Engineering Department. Mr. Wiencek earned a bachelor's degree in chemical

engineering at the University of Cincinnati. He earned a master's degree in chemical engineering from Case Western Reserve University before completing a chemical engineering doctoral degree from that same institution.

Brian Foisy – Vice President for Finance. Brian Foisy assumed his position at the University as Vice President for Finance on August 31, 2015. He previously served as Vice President for Administration and Finance at Minot State University in Minot, North Dakota. Prior to that, he served as the Vice President for Finance and Administrative Services at Utah College of Applied Technology. Mr. Foisy received a bachelor's degree and Master of Accountancy from Southern Utah University.

Janet Nelson – Vice President for Research and Economic Development. Janet Nelson was appointed the Vice President for Research and Economic Development in September 2016. Before joining the University, she most recently served as Associate Vice Chancellor for Research Development at the University of Tennessee, Knoxville. Ms. Nelson has a doctorate in chemistry from the California Institute of Technology in Pasadena, California, and over 30 years of experience in scientific research, scientific review and research portfolio administration, complex and multi-disciplinary program/project management, business development science policy implementation and academic administration.

Mary Kay McFadden – Vice President for University Advancement. Mary Kay McFadden rejoined the University in September 2015 after beginning her career at the University in 1980. Prior to returning to the University, Ms. McFadden served as Vice President of Development, Family and Alumni Relations at Olin College of Engineering in Needham, Massachusetts, and most recently worked at Seattle University as the Vice President for University Advancement. Ms. McFadden earned a bachelor's degree in communications from the University and an Executive MBA from Seattle University.

Dan Ewart – Vice President for Infrastructure and Chief Information Officer. Mr. Ewart assumed his position in April 2015. His experience prior to the University includes ten years at the University of Wyoming as Director of Information Services and eight years in private industry. Mr. Ewart received a bachelor's of science degree in management information systems and a Masters of Public Administration, both from the University of Wyoming.

Kent E. Nelson – General Counsel. Mr. Nelson was appointed as University Counsel to the University on September 17, 2006. Prior to his appointment he served from June 1998 to September 2006 as the Senior Deputy Attorney General in the Contracts and Administrative Law Division of the Idaho Attorney General, where he served as special projects counsel to the Idaho Board of Land Commissioners and as general counsel to various state agencies including the State Board of Education and Board of Regents of the University of Idaho. From September 1984 to June 1998 he was in general civil practice in Boise, Idaho with emphasis in real estate, transactions, creditors rights and civil litigation. Mr. Nelson received a bachelor's degree in accounting from the University of Idaho in 1980 and a Juris Doctor in law from the University of Idaho College of Law in 1984.

CERTAIN UNIVERSITY FACILITIES

Facilities Generating Sales and Service Revenue. The University's housing and student union facilities (the revenues from which constitute auxiliary enterprise revenues pledged as part of the Pledged Revenues) currently include (i) 11 residence hall buildings containing dormitory style student living; (ii) three apartment complexes, providing housing for upper class students and students with families; and (iii) the Idaho Commons Building (the "Commons"). Revenues from the University's parking facilities also constitute auxiliary enterprise revenues pledged as part of the Pledged Revenues.

University Residence Halls. The 11 University residence hall buildings can accommodate up to 2,127 students. The University's residence halls offer a variety of amenities including: (i) computer labs and in-room wireless high-speed internet; (ii) recreational and lounge space; (iii) laundry facilities; (iv) kitchen areas; and (v) academic/study space. Over the past five Fiscal Years ending June 30, 2017, the average fall occupancy rate for the University's residence halls was 88%, and the occupancy rate for Fall 2017 was 88%.

University Apartments. Currently, the University has three apartment complexes, which provide 226 apartments ranging in size from one-bedroom to four bedrooms available for occupancy by students and their families. Amenities available at University apartment complexes include: (i) high-speed wireless internet connections; (ii) in-apartment laundry hook-ups; (iii) play areas; and (iv) a community center. The average fall occupancy rate for the University's apartments over the past five Fiscal Years ending June 30, 2017, was 91%, and the occupancy rate for Fall 2017 was 88%.

Idaho Commons Building. Completed in 2000, the Idaho Commons Building is designed to be the center of campus life and provide programs, amenities, and services to enhance the educational experience of University students. The Commons is a multi-use facility with approximately 100,000 square feet. The facility houses offices for student government, other student organizations, conference rooms with state of the art technology, and academic support services. In addition, the Commons has an information desk, food court, coffee shop, convenience store, credit union, copy center, art gallery, computer kiosks, ATMs and administrative offices. The facilities infrastructure includes high-speed LAN and video data capabilities, public lounges, wireless network, computer checkout, and flat screen monitors to provide information about building and campus activities.

Parking Facilities. Currently, the University operates and maintains 99 surface parking lots with a total of approximately 6,000 parking spaces. The University has a comprehensive parking plan to ensure that the parking system is financially self-supporting.

Spectator and Recreation Facilities. The University's spectator and recreation facilities (the revenues from which constitute Auxiliary Enterprise revenues pledged as part of the Pledged Revenues) include the Kibbie Dome, the Memorial Gym, the Recreation Center, the Dan O'Brien Track Complex, and the University Golf Course. Following is a brief description of these facilities.

Kibbie Dome. The Associated Students of University of Idaho Kibbie Dome (the “Kibbie Dome”) was originally constructed in 1972 and is North Idaho's largest athletic spectator facility. It is used for intercollegiate home football games, women’s soccer games, basketball games, indoor track and field events, as well as high school football playoffs, the Lionel Hampton Jazz Festival, concerts, sport camps, conferences, classes, intramurals, student club activities, and University commencements. In 1984, the "East End" offices and locker rooms were added to the Kibbie Dome. In April 2004, the University completed another expansion of the Kibbie Dome to add the "Vandal Athletic Center. The expansion included a new 7,000 square foot weight room, recreational and varsity locker rooms, an aquatic exercise pool, and a new foyer. In 2007 major improvements were carried out in the training room along with completion of team meeting rooms. In 2010 and 2011, the end walls were replaced with state-of-the-art translucent panels as part of a major “life safety” project to bring the building up to current code requirements. In conjunction with the end-wall replacement and fire-safety measures, expanded premium seating, suites and loge boxes were added and the press box was completely rebuilt. A new large video scoreboard was added in 2013. Finally in the summer of 2017 the portable artificial turf system was replaced allowing both football and women’s soccer to use the Kibbie Dome floor.

Memorial Gym. The Memorial Gymnasium, constructed in 1928, is the oldest athletic building on campus. The building serves as one of the University's indoor sports and entertainment complexes. In addition to hosting varsity volleyball and basketball, the Memorial Gym is used for concerts, community events, state gymnastics meets, regional basketball tournaments, intramural activities and physical education classes, and houses a gymnasium, multi-purpose room, combative room, locker rooms, and various offices.

The Recreation Center. The Student Recreation Center was completed in 2002. It is approximately 85,500 square feet in size, and includes more than 7,200 square feet of open recreational space, two regulation-size basketball courts, a multipurpose gymnasium, a large aerobics/cardiovascular multipurpose workout space, a running track, a climbing wall, a child care center, a first-aid and athletic training area, classroom and activity spaces, a cafeteria, and space for rental of recreational equipment.

Dan O'Brien Track Complex. The Dan O'Brien Track, named in 1996 for University alumnus and 1996 Olympic Decathlon Gold Medalist Dan O'Brien, was constructed in 1969 and renovated in 2012, and serves as the University's outdoor varsity, academic and recreational track facility. It consists of a 400-meter, 8-lane track, a long jump area, a throwing area, a high jump area, a pole vault area, coaches' offices, and spectator facilities that accommodate approximately 1,000 spectators.

University Golf Course. The University owns and operates an 18-hole golf course on the University's Moscow campus. The course is open to the public approximately eight months each year and provides lessons, cart and club rentals, and a retail pro shop.

STUDENT BODY

The University admits first-year students who graduate from regionally accredited high schools with an overall grade point average (“*GPA*”) of at least 3.0 and who complete a defined set of core high school classes. First-year students with less than a 3.0 high school grade point average must also meet minimum ACT or SAT scores. Transfer students are admitted based on the cumulative grade point average earned in all college-level courses attempted after high school graduation, with a minimum GPA of 2.00 being required. Some programs require a higher transfer GPA for admission. Home schooled students, graduates of non-accredited high schools, or students not meeting the admission criteria are considered by the University’s Admissions Committee.

Approximately 74% of the University’s Fall 2017 student body are residents of the State. The tables on the following page set out certain statistics concerning the University’s enrollment for the Fall semesters of the years indicated.

(Remainder of page intentionally left blank.)

ENROLLMENT AND GRADUATION STATISTICS
(Fall Semester)

	2013	2014	2015	2016	2017
Students					
Full-Time Equivalents (FTE)	10,020	9,795	9,384	9,420	9,430
Head Count	12,024	11,702	11,371	11,780	12,072
Undergraduate Students	Academic Head Count				
Full-time:					
Residents	5,751	5,553	5,341	5,316	5,306
Non-residents	<u>2,260</u>	<u>2,271</u>	<u>2,059</u>	<u>1,953</u>	<u>1,860</u>
Subtotal	8,011	7,824	7,400	7,269	7,166
Part-time:					
Residents	1,328	1,327	1,468	2,122	2,486
Non-residents	<u>201</u>	<u>237</u>	<u>248</u>	<u>195</u>	<u>233</u>
Subtotal	1,529	1,564	1,716	2,317	2,719
Graduate Students					
Full-time:					
Residents	614	629	623	632	608
Non-residents	<u>762</u>	<u>661</u>	<u>668</u>	<u>679</u>	<u>734</u>
Subtotal	1,376	1,290	1,291	1,311	1,342
Part-time:					
Residents	674	592	535	509	510
Non-residents	<u>434</u>	<u>432</u>	<u>429</u>	<u>374</u>	<u>335</u>
Subtotal	1,108	1,024	964	883	845
Total Undergraduate	9,540	9,388	9,116	9,586	9,885
Total Graduate Students	<u>2,484</u>	<u>2,314</u>	<u>2,255</u>	<u>2,194</u>	<u>2,187</u>
Grand Total	<u>12,024</u>	<u>11,702</u>	<u>11,371</u>	<u>11,780</u>	<u>12,072</u>
Freshmen Students	Freshman Class Statistics				
Applying	7,994	8,515	6,212	5,953	7,807
Accepted	5,173	5,746	4,476	4,518	5,180
Enrolled	1,630	1,590	1,588	1,660	1,538
Resident	1,190	1,146	1,160	1,235	1,160
Average ACT Score	23.0	23.6	23.6	23.9	23.2
Average SAT Score	1,045	1,051	1,058	1,053	1,121
Average High School GPA	3.40	3.41	3.40	3.41	3.41
Percentage graduating in the top 25% of their high school class	42%	45%	42%	44%	42%

EMPLOYEES

As of October 2017, the University had approximately 4,667 full-and part-time employees. Faculty and staff include 998 faculty and other academic appointments, 1,656 professional and classified staff, and 488 temporary employees. The University also employed 1,380 students. The University is not a party to any collective bargaining agreement, although

there are employee associations that bring salary issues and other concerns to the attention of the University. The University considers relations with its employees to be good.

EMPLOYEE RETIREMENT BENEFITS [HTEH TO UPDATE WHEN NEW CAFR RELEASED IN DECEMBER]

All benefit eligible employees, which consist of employees who work 20 or more hours per week for five consecutive months, must enroll in one of two retirement plans—the State’s Public Employees’ Retirement System of Idaho (“*PERSI*”) or the Optional Retirement Program (“*ORP*”), which is a plan offered to faculty and non-classified staff effective 1990 and thereafter.

PERSI. The University’s classified employees, as well as its faculty hired prior to July 1, 1990, are covered under *PERSI*. Additionally, new faculty and professional staff who are vested in *PERSI* have the option of remaining in or returning to *PERSI* with written affirmation of this decision within 60 days of employment. *PERSI* is the administrator of a multiple-employer cost-sharing defined benefit public employee retirement system. A retirement board (the “*PERSI Board*”), appointed by the governor and confirmed by the State Senate, manages the system, including selecting investment managers to direct the investment, exchange and liquidation of assets in the managed accounts and establishing policy for asset allocation and other investment guidelines. The *PERSI* Board is charged with the fiduciary responsibility of administering the system.

PERSI is the administrator of seven fiduciary funds, including three defined benefit retirement plans, the Public Employee Retirement Fund Base Plan (“*PERSI Base Plan*”), the Firefighters’ Retirement Fund (“*FRF*”), and the Judges’ Retirement Fund (“*JRF*”), of which, *PERSI* assumed administration effective July 1, 2014; two defined contribution plans, the Public Employee Retirement Fund Choice Plans 414(k) and 401(k); and two Sick Leave Insurance Reserve Trust Funds, one for State employers and one for school district employers.

PERSI membership is mandatory for eligible employees of participating employers. Employees must be: (i) working 20 hours per week or more; (ii) teachers working a half-time contract or greater; or (iii) persons who are elected or appointed officials. Membership is mandatory for State agency and local school district employees, and membership by contract is permitted for participating political subdivisions such as cities and counties. During Fiscal Year 2016, *PERSI* grew to 68,517 active members, 31,862 inactive members (of whom 12,251 are entitled to vested benefits), and 44,181 annuitants. As of July 1, 2016, there were 775 participating employers in the *PERSI* Base Plan. Total membership in *PERSI* was 144,560.

Annual actuarial valuations for *PERSI* are provided by the private actuarial firm of Milliman, which has provided the actuarial valuations for *PERSI* since *PERSI*’s inception. The net position for all pension and other funds administered by *PERSI* decreased \$40.6 million during Fiscal Year 2016 compared to an increase of \$262 million during the Fiscal Year 2015. The decrease in the defined benefit plans reflects the total of contributions received and an investment return less than benefits paid and administrative expenses. Net investment income for all of the funds administered by *PERSI* for the Fiscal Years ended June 30, 2016 and 2015 was \$228 million and \$417 million, respectively.

As of June 30, 2016 the funding ratio (actuarial value of assets divided by actuarial accrued liability) for the PERSI Base Plan was 86.3%, which is a decrease from the funding ratio of 90.4% as of June 30, 2015. The higher the funding ratio, the better the plan is funded. The amortization period (estimated time to payoff unfunded liability) for PERSI's Base Plan as of June 30, 2016 increased from the previous Fiscal Year's 17.4 years to 36.6 years, which is in excess of the 25 year maximum allowed by statute. The actuarial funding ratio for the PERSI Base Plan decreased from 2015 primarily because investment performance was less than the actuarial expected rate. The amortization period increased for the same reason.

As a result of the statutory requirement that the amortization period for the unfunded actuarial liability be 25 years or less, the PERSI Board, at its October 18, 2016 meeting, approved a total contribution rate increase of 1% scheduled to take effect July 1, 2018. The contribution rates for the year ended June 30, 2016 follow:

Contribution Rates for PERSI Base Plan

	<u>Member</u>	<u>Employer</u>
Contribution Rates:	6.79%	11.32%

Source: Financial Statements June 30, 2016 Public Employee Retirement System of Idaho

The next major PERSI experience study, to be completed in 2018, will cover the period July 1, 2013 through June 30, 2017.

The University's required and paid contributions to PERSI for Fiscal Years 2016 and 2017 were \$5,917,860 and \$6,507,425, respectively. Contribution requirements of PERSI and its members are established by the PERSI Board within limitations, as defined by state law.

Beginning in Fiscal Year 2015, the University became required to record a liability and expense equal to its proportionate share of the collective net pension liability and expense of PERSI due to the implementation of GASB 68. The University recorded a net pension liability as of June 30, 2017 of \$36,275,764 representing its proportionate share of liability under PERSI.

PERSI issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained at, www.persi.idaho.gov (which website is provided purely for convenience and is not incorporated or made a part of this Official Statement by this reference). Much of the information in this section comes from the PERSI Financial Statements, June 30, 2016, and therefore the information is from a source not within the University's control.

ORP. Faculty and non-classified staff hired on or after July 1, 1990 have been enrolled in ORP, and faculty and staff hired before that date were offered a one time opportunity in 1990 to withdraw from PERSI and join ORP. ORP is a portable, multiple-employer, defined contribution retirement plan with options offered by Teachers' Insurance and Annuity Association/College Retirement Equities Fund and Variable Annuity Life Insurance Company. The total contribution rate is the same for all employees, with a portion of the employer's contribution for ORP members being credited to the employee's account and a portion to the PERSI unfunded liability until 2015.

Contribution requirements for ORP are based on a percentage of total payroll. The University's contribution rate for Fiscal Years 2015 and 2016 was 9.35%.

For Fiscal Years 2015, 2016 and 2017, the University's required and paid contributions to ORP were \$8,234,075, \$8,514,402, and \$9,324,242 respectively. The employee contribution rate for Fiscal Years 2014 through 2016 is 6.97% of covered payroll. These employer and employee contributions, in addition to earnings from investments, fund ORP benefits. The University has no additional obligation to fund ORP benefits once it makes the required contributions at the applicable rate. The University has made all contributions that it is required to make to ORP to date.

For additional information concerning the University's pension benefits, see Note 12 of "Appendix A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016."

OPEB. The University participates in a single-employer defined benefit post-employment benefit plan relating to a self-insured medical and dental plan for retired employees. This plan is administered through a trust established by the University and not part of any other State of Idaho plan(s). The University also provides fully-insured group-term life insurance for eligible retirees. The University has funded annually actuarially-determined amounts for these projected OPEB obligations, and has accumulated monies in an irrevocable trust toward the settlement of these future obligations. For additional information concerning post-retirement benefits other than pensions, see Note 13 of "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016."

INSURANCE

The University maintains liability, property, and employee fidelity insurance in amounts deemed adequate by University officials. The University has a full-time risk management staff that administers insurance coverage and claims, and reviews the adequacy of such policies and verifies the University's compliance with insurance requirements imposed by agreements, such as the Resolution. As of June 30, 2017, the total insured replacement value of the University's buildings, contents and improvements was approximately \$1,895,364,000.

The University began self-funding its medical and dental programs for active employee and retiree health starting July 1, 2005. Self-funding is a financial arrangement in which medical claims are administered by a third-party administrator, but paid directly from University funds instead of by an insurer. The financial risk of the self-funding arrangement is managed through the creation of a financial reserve established by the University to fund unexpected claims and incurred-but-not-reported claims in the event that the self-funding arrangement is ever terminated. In addition, the University's financial exposure for unexpected claims are limited through the purchase of reinsurance (stop-loss coverage) for both individual and aggregate claim liability. When comparing self-funded cost to a fully insured program, the University estimates an approximate savings of \$1 million per year in cost under the self-funded health arrangement.

The University continues to take a proactive approach managing its health plans, including offering a High Deductible Health Plan with an HSA, expanding their coverage for

wellness related services, and working with an employee advisory group to address needs and concerns of University employees.

FINANCIAL INFORMATION REGARDING THE UNIVERSITY

The principal sources of University revenues are direct appropriation of State revenues by the State legislature (the "Legislature"), Student Fees, federal government appropriations, grants and contracts, gifts to the University, F&A Recovery Revenues, Investment Income, Sales and Services Revenues, and Other Operating Revenues. Of these revenue sources, Student Fees, Investment Income, Sales and Services Revenues, F&A Recovery Revenues, and Other Operating Revenues are included in Pledged Revenues. The following describes revenue sources that are not included in Pledged Revenues, as well as certain Pledged Revenues. See "SECURITY FOR THE SERIES 2018A BONDS."

STATE APPROPRIATIONS

Legislatively-approved State appropriations represent approximately 32% of the University's total annual revenues for Fiscal Year 2017. Such revenues are not included as Pledged Revenues. The Legislature meets beginning in January of each calendar year and sets budgets and appropriations for all agencies and departments of State government for the fiscal year beginning the following July 1. The Legislature may also make adjustments to budgets and appropriations for the fiscal year during which the Legislature is meeting.

If, in the course of a fiscal year, the Governor determines that the expenditures authorized by the Legislature for the current fiscal year exceed anticipated revenues expected to be available to meet those expenditures, the Governor, by executive order, may reduce ("*Holdback*") the spending authority on file in the office of the Division of Financial Management for any department, agency or institution of the State, or request a reversion ("*Reversion*") of appropriations back to the State to balance the State budget. There have been no Holdbacks or Reversions since Fiscal Year 2010; the University does not anticipate a Holdback or Reversion during Fiscal Year 2018. Although State appropriations are not included in Pledged Revenues, Holdbacks, Reversions or reductions in the amount appropriated to the University could adversely affect the University's financial and operating position.

The table below sets forth the Legislative appropriations from the State General Fund for all higher education institutions and for the University for the Fiscal Years shown. Legislative appropriations reached a pre-recession high in 2009 of approximately \$285 million for all higher education, but declined sharply during the recession to an approximate low of \$209 million in 2012. Since the 2012 low, State appropriations have steadily climbed to approximately \$287 million in 2018.

STATE GENERAL FUND APPROPRIATIONS

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
All Higher Education ⁽¹⁾	\$251,223,200	\$258,776,400	\$279,546,500	\$287,053,200
The Regents of the University of Idaho ⁽²⁾⁽³⁾	\$79,155,000	\$82,561,500	\$89,657,300	\$91,431,100
Percentage Increase (Decrease) over prior year for the University	3.08%	0.53%	8.59%	1.98%

(1) Source: Sine Die Report for the respective legislative years.

(2) Source: Legislative appropriations bills for the respective legislative years: 2014 Legislature Senate Bill No. 1417, 2015 Legislature Senate Bill No. 1176, 2016 Legislature House Bill No. 637, 2017 Legislature Senate Bill No. 1152

(3) Totals do not match University Audit as the above table does not reflect all appropriations, only General Fund.

RESTRICTED-EXPENDABLE REVENUES

The United States government and various other public and private sponsoring agencies, through various grant and contract programs, provide a substantial percentage of the University's operating revenues. The use of such funds is usually restricted to specific projects. Such revenues include grants and contracts for research, public service, gifts, and grants for construction projects. The University believes it has complied with all material conditions and requirements of these various grants, contracts, and gifts. The University's restricted but expendable revenues for the years ending June 30, 2015, 2016 and 2017 totaled approximately \$118,685,496, \$124,324,114 and \$129,550,387, respectively.

Pledged Revenues do not include Restricted Fund Revenues. However, Pledged Revenues do include F&A Recovery Revenues, which consist of revenues received by the University as reimbursement for facility and administrative costs in conjunction with grants and contracts for research activities conducted by the University. See "SECURITY FOR THE SERIES 2018A BONDS—Pledged Revenues—Facilities and Administrative Recovery Revenues" and "Historical Revenues Available for Debt Service" above.

Direct financial aid to students, primarily in the form of student loans, scholarships, grants, student employment, awards, and deferred payments, totaled approximately \$105,927,000 for Fiscal Year 2017. Of such amount, approximately \$54,744,000 was in the form of direct student loans. Due to uncertainty with respect to the amount of federal grants, donations, and other sources the University expects to receive for the purpose of providing financial aid, the University cannot determine the amount of financial aid that will be available in future years.

BUDGET PROCESS

The University operates on an annual budget system. Its Fiscal Year begins July 1 of each year. The budget process, as well as the administration of the expenditures authorized through the process, is administered through the offices of the President and the Vice President for

Finance in collaboration with the departmental faculty and other administrative officers. The internal budget process concludes with a general budget proposal for the following Fiscal Year being submitted in consolidated form by the University administration to the Regents in August of each year.

The University's budget is approved by the Regents prior to the commencement of the Fiscal Year, usually at the June meeting. At that meeting, the Regents, in their capacity as members of the State Board of Education, approve the annual budgets for the other institutions of higher education as well.

INVESTMENT POLICY

Board policy establishes permitted investment categories for the University. See Note 3 of "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016." Moneys in Funds and Accounts established under the Resolution are required to be invested in Investment Securities, as described in "APPENDIX D— SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION—PLEDGE OF REVENUES; ESTABLISHMENT OF FUNDS AND ACCOUNTS – Establishment of Funds; Revenue Fund; Bond Fund; Flow of Funds; Investment of Funds." The University has not experienced any significant investment losses or unexpected limitations on the liquidity of its short-term investments. See "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016" for further information.

NO INTEREST RATE SWAPS

The University has not entered into any interest rate swaps or other derivative products.

THE UNIVERSITY OF IDAHO FOUNDATION, INC.

The University of Idaho Foundation Inc. (the "Foundation") is a nonprofit corporation organized under Idaho law in 1970. Its purpose is to receive, manage and otherwise deal in property and apply the income, principal and proceeds of such property for the benefit of the University. A 25-member board of directors, elected annually by the Foundation members, manage the Foundation.

Since Fiscal Year 2004, the University has been required to discretely present the Foundation as a component unit. Financial information concerning the Foundation is contained in Note 20 to the University's audited financial statements for Fiscal Year 2017 included in Appendix A hereto.

FUTURE CAPITAL PROJECTS

The University may not undertake any capital project or long-term financing without prior Board approval. The University is not planning to issue debt within the next six months. The following is a description of the capital projects the University is currently working on. The University does not expect to issue additional debt for any of these projects.

Center for Agriculture, Food and Environment. The Center for Agriculture, Food, and Environment (the "CAFE") is expected to be located near Twin Falls, Idaho. The proposed

CAFE will feature a milking cow dairy facility, sophisticated wastewater and nutrient management systems, robotic milking systems, student and employee housing, and science laboratories. In addition, the CAFE will include approximately 1,000 acres of farmable land on which forage crops will be grown for feed, and research crops will be grown and studied. The CAFE is estimated to cost approximately \$45 million, which is expected to be financed with available University reserves and various donations from cattle industry partners.

WWAMI Medical Education Program. The University's WWAMI Medical Education Program is a partnership with the University of Washington School of Medicine. (WWAMI stands for the states participating in the partnership: Washington, Wyoming, Alaska, Montana, Idaho.) The University plans to renovate and expand the former Business Technology Incubator building on the Moscow campus, converting it for use supporting the WWAMI Medical Education program at the University. The project is expected to cost approximately \$3.6 million, which will be funded with \$2.4 million from the State of Idaho Permanent Building Fund and \$1.2 million from available University funds. The project will provide flexible, active learning classrooms, faculty offices, updated conference space, and student study and support space. These renovations are needed to support the expanded enrollment and revised curriculum of the WWAMI Medical Education Program. The project is currently in design, with expected construction slated to begin in spring of 2018.

Classroom and Office Facility at Nancy M. Cummings Research, Extension, and Education Center. The proposed Classroom and Office Facility (the "NMCREEC Office Facility") to be located at the Nancy M. Cummings Research, Extension, and Education Center (the "Cummings Center") in Salmon, Idaho is envisioned to support the full range of research and extension activities provided by the Cummings Center. The NMCREEC Office Facility will house offices for researchers, principal investigators, graduate students, and interns, as well as office space for various needs. In addition, the proposed facility will house a classroom sized for approximately 120 persons in support of the Cummings Center's outreach, education, and extension missions. The project cost of approximately \$2.1 million is expected to be funded through gifts and donations, supplemented by funds provided by the College of Agricultural and Life Sciences. Design work is underway now, slated for completion by April 2018, and subsequent construction to be completed by summer 2019.

(Remainder of page intentionally left blank.)

OUTSTANDING DEBT

The University has the following debt outstanding as of January 1, 2018:

Name of Issue	Date Incurred	Final Maturity Date	Principal Amount of Original Indebtedness	Principal Amount of Debt Outstanding (January 1, 2018)
Adjustable Rate General Revenue Bonds, Series 2007B ⁽¹⁾	2007	2041	35,035,000	34,435,000
General Revenue Bonds, Series 2010B	2010	2032	10,150,000	10,150,000
Taxable General Revenue Bonds, Series 2010C	2010	2041	13,145,000	13,145,000
Adjustable Rate General Revenue Refunding Bonds,	2011	2041	60,765,000	54,640,000
General Revenue and Refunding Bonds, Series 2013A	2013	2033	8,745,000	3,890,000
Taxable General Revenue Bonds, Series 2013B	2013	2033	6,325,000	5,280,000
General Revenue Bonds, Series 2014	2014	2045	48,660,000	47,830,000
General Revenue Refunding Bonds, Series 2015A	2015	2026	16,280,000	14,355,000
Total Bonded Indebtedness ^{(2) (3)}			<u>\$223,795,000</u>	<u>\$183,725,000</u>

(1) Includes the Defeased Bonds. .

(2) All of these Bonds are currently Outstanding under the Resolution.

(3) Totals do not take into account the issuance of the Series 2018A Bonds or the defeasance and redemption of the Defeased Bonds.

Source: The University

For additional information regarding the University's outstanding debt, see Notes 9 and 10 of "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016."

FINANCIAL STATEMENTS

The financial statements of the University as of and for the Fiscal Years ended June 30, 2017 and 2016, which are included as APPENDIX A to this Official Statement, have been audited by Moss Adams LLP, independent auditors, except that the financial statements of the University's discretely presented component unit as described in Note 18 to such audited financial statements, and the University of Idaho Health Benefits Trust as described in Note 11 to such audited financial statements, were audited by other auditors, as stated in their report appearing therein. These financial statements are the most recent audited financial statements of the University.

Moss Adams has not been engaged to perform and has not performed, since the date of such report, any procedures on the financial statements addressed in the report. Moss Adams has not performed any procedures relating to this Official Statement, and has not consented to the use of the financial statements of the University in this Official Statement.

TAX MATTERS

SERIES 2018A BONDS

In the opinion of Bond Counsel, assuming continuous compliance with certain covenants described below: (i) interest on the Series 2018A Bonds is excluded from gross income pursuant to Section 103 of the Tax Code; (ii) interest on the Series 2018A Bonds is excluded from alternative minimum taxable income as defined in Section 55(b)(2) of the Tax Code except that

such interest is required to be included in calculating the “adjusted current earnings” adjustment applicable to corporations for purposes of computing the alternative minimum taxable income of corporations as described below; and (iii) interest on the Series 2018A Bonds is excluded from gross income for purposes of income taxation by the State of Idaho.

The Tax Code imposes several requirements which must be met with respect to the Series 2018A Bonds in order for the interest thereon to be excluded from gross income and alternative minimum taxable income (except to the extent of the aforementioned adjustment applicable to corporations). Certain of these requirements must be met on a continuous basis throughout the term of the Series 2018A Bonds. These requirements include: (a) limitations as to the use of proceeds of the Series 2018A Bonds; (b) limitations on the extent to which proceeds of the Series 2018A Bonds may be invested in higher yielding investments; and (c) a provision, subject to certain limited exceptions, that requires all investment earnings on the proceeds of the Series 2018A Bonds above the yield on the Series 2018A Bonds to be paid to the United States Treasury. The exclusion of interest on the Series 2018A Bonds from gross income for Idaho income tax purposes is dependent on the interest on the Series 2018A Bonds being excluded from gross income for federal income tax purposes. The University will covenant and represent that it will take all steps to comply with the requirements of the Tax Code to the extent necessary to maintain the exclusion of interest on the Series 2018A Bonds from gross income and alternative minimum taxable income (except to the extent of the aforementioned adjustment applicable to corporations) under such federal income tax laws in effect when the Series 2018A Bonds are delivered. Bond Counsel’s opinion as to the exclusion of interest on the Series 2018A Bonds from gross income (for federal and Idaho income tax purposes) and alternative minimum taxable income (to the extent described above) is rendered in reliance on these covenants, and assumes continuous compliance therewith. The failure or inability of the University to comply with these requirements could cause the interest on the Series 2018A Bonds to be included in gross income (for federal and Idaho income tax purposes), alternative minimum taxable income or both from the date of issuance. Bond Counsel’s opinion also is rendered in reliance upon certifications of the University and other certifications furnished to Bond Counsel. Bond Counsel has not undertaken to verify such certifications by independent investigation.

Section 55 of the Tax Code contains a 20% alternative minimum tax on the alternative minimum taxable income of corporations. Under the Tax Code, 75% of the excess of a corporation’s “adjusted current earnings” over the corporation’s alternative minimum taxable income (determined without regard to this adjustment and the alternative minimum tax net operating loss deduction) is included in the corporation’s alternative minimum taxable income for purposes of the alternative minimum tax applicable to the corporation. “Adjusted current earnings” includes interest on the Series 2018A Bonds.

The Tax Code contains numerous provisions which may affect an investor’s decision to purchase the Series 2018A Bonds. Owners of the Series 2018A Bonds should be aware that the ownership of tax-exempt obligations by particular persons and entities, including, without limitation, financial institutions, insurance companies, recipients of Social Security or Railroad Retirement benefits, taxpayers who may be deemed to have incurred or continued indebtedness to purchase or carry tax-exempt obligations, foreign corporations doing business in the United States and certain “subchapter S” corporations may result in adverse federal and state tax consequences. Under Section 3406 of the Tax Code, backup withholding may be imposed on payments on the Series 2018A Bonds made to any owner who fails to provide certain required

information, including an accurate taxpayer identification number, to certain persons required to collect such information pursuant to the Tax Code. Backup withholding may also be applied if the owner underreports "reportable payments" (including interest and dividends) as defined in Section 3406, or fails to provide a certificate that the owner is not subject to backup withholding in circumstances where such a certificate is required by the Tax Code. With respect to any of the Series 2018A Bonds sold at a premium, representing a difference between the original offering price of those Series 2018A Bonds and the principal amount thereof payable at maturity, under certain circumstances, an initial owner of such bonds (if any) may realize a taxable gain upon their disposition, even though such bonds are sold or redeemed for an amount equal to the owner's acquisition cost. Bond Counsel's opinion relates only to the exclusion of interest on the Series 2018A Bonds from gross income (for federal and Idaho income tax purposes) and alternative minimum taxable income as described above and will state that no opinion is expressed regarding other federal or state tax consequences arising from the receipt or accrual of interest on or ownership of the Series 2018A Bonds. Owners of the Series 2018A Bonds should consult their own tax advisors as to the applicability of these consequences.

The opinions expressed by Bond Counsel are based on existing law as of the delivery date of the Series 2018A Bonds. No opinion is expressed as of any subsequent date nor is any opinion expressed with respect to pending or proposed legislation. Amendments to the federal or state tax laws may be pending now or could be proposed in the future that, if enacted into law, could adversely affect the value of the Series 2018A Bonds, the exclusion of interest on the Series 2018A Bonds from gross income (for federal and Idaho income tax purposes) or alternative minimum taxable income or both from the date of issuance of the Series 2018A Bonds or any other date, the tax value of that exclusion for different classes of taxpayers from time to time, or that could result in other adverse tax consequences. In addition, future court actions or regulatory decisions could affect the tax treatment or market value of the Series 2018A Bonds. Owners of the Series 2018A Bonds are advised to consult with their own tax advisors with respect to such matters.

The Internal Revenue Service (the "Service") has an ongoing program of auditing tax-exempt obligations to determine whether, in the view of the Service, interest on such tax-exempt obligations is includable in the gross income of the owners thereof for federal income tax purposes. No assurances can be given as to whether or not the Service will commence an audit of the Series 2018A Bonds. If an audit is commenced, the market value of the Series 2018A Bonds may be adversely affected. Under current audit procedures the Service will treat the University as the taxpayer and the 2018 Bond owners may have no right to participate in such procedures. The University has covenanted not to take any action that would cause the interest on the Series 2018A Bonds to lose its exclusion from gross income for federal income tax purposes or lose its exclusion from alternative minimum taxable income except to the extent described above for the owners thereof for federal income tax purposes. None of the University, the Underwriter, or Bond Counsel is responsible for paying or reimbursing any 2018 Bond holder with respect to any audit or litigation costs relating to the Series 2018A Bonds.

[Premium Bonds. The initial public offering price of certain maturities of the Series 2018A Bonds (the "Premium Bonds"), as shown on the inside cover page, are issued at original offering prices in excess of their original principal amount. The difference between the amount of the Premium Bonds at the original offering price and the principal amount payable at maturity represents "bond premium" under the Tax Code. As a result of requirements of the Tax

Code relating to the amortization of bond premium, under certain circumstances an initial owner of a Premium Bond may realize a taxable gain upon disposition of such a bond, even though such bond is sold or redeemed for an amount equal to the original owner's cost of acquiring such bond. All owners of Series 2018A Bonds are advised that they should consult with their own tax advisors with respect to the tax consequences of owning and disposing of Series 2018A Bonds, whether the disposition is pursuant to a sale of the Series 2018A Bonds or other transfer, or redemption.

Original Issue Discount. The initial public offering price of certain maturities of the Series 2018A Bonds (the "Discount Bonds"), as shown on the inside cover page hereof, is less than the amount payable on such Series 2018A Bonds at maturity. The difference between the amount of the Discount Bonds payable at maturity and the initial public offering price of the Discount Bonds will be treated as "original issue discount" for federal income tax purposes. The original issue discount on the Discount Bonds is treated as accruing over the respective terms of such Discount Bonds on the basis of a constant interest rate compounded at the end of each six-month period (or shorter period from the date of original issue) ending on April 1 and October 1 with straight line interpolation between compounding dates. In the case of a purchaser who acquires the Discount Bonds in this offering, the amount of original issue discount accruing each period (calculated as described in the preceding sentence) constitutes interest which is excluded from gross income, alternative minimum taxable income and Idaho taxable income under the conditions and subject to the exceptions described in the preceding paragraphs and will be added to the owner's basis in the Discount Bonds. Such adjusted basis will be used to determine taxable gain or loss upon disposition of the Discount Bonds (including sale or payment at maturity).

Beneficial Owners who purchase Discount Bonds in the initial offering at a price other than the original offering price shown on the inside cover page hereof and owners who purchase Discount Bonds after the initial offering should consult their own tax advisors with respect to the tax consequences of the ownership of the Discount Bonds. Beneficial Owners who are subject to state or local income taxation (other than Idaho state income taxation) should consult their tax advisor with respect to the state and local income tax consequences of ownership of the Discount Bonds. It is possible that, under the applicable provisions governing determination of state and local taxes, accrued original issue discount on the Discount Bonds may be deemed to be received in the year of accrual even though there will not be a corresponding cash payment.]

ESCROW VERIFICATION

_____ will verify the accuracy of certain mathematical computations regarding the sufficiency of the escrow established to pay the Defeased Bonds in full on the redemption date. Such verification shall be based in part upon information supplied by the Underwriter.

MUNICIPAL ADVISOR

The Regents have retained PFM Financial Advisors LLC as its municipal advisor (the "Municipal Advisor") in connection with the issuance of the Series 2018A Bonds. The Municipal Advisor has not been engaged to undertake, and has not undertaken to make, an independent verification or to assume responsibility for the accuracy, completeness, or fairness

of the information contained in this Official Statement. The Municipal Advisor will act as an independent advisory firm and may not acquire any portion of the Series 2018A Bonds from the issuer as principal or as a syndicate member.

RATINGS

Moody's Investors Service has assigned its municipal rating of "___" to the Series 2018A Bonds.

The ratings reflect only the views of the rating agencies. An explanation of the significance of the ratings may be obtained from the rating agencies. There is no assurance that such ratings will continue for any given period of time or that the ratings may not be revised or withdrawn entirely if, in the judgment of the rating agencies, circumstances so warrant. Any downward revision or withdrawal of such ratings will be likely to have an adverse effect on the market price or marketability of the Series 2018A Bonds.

LITIGATION

The University has reported that, as of the date hereof, there is no litigation pending or threatened that, if decided adversely to the interests of the University, would have a materially adverse effect on the operations or financial position of the University. There is no litigation of any nature now pending or threatened restraining or enjoining the issuance or sale of the Series 2018A Bonds or in any way contesting or affecting the validity of, or having a material adverse effect on, the Series 2018A Bonds, the pledge and application of Pledged Revenues, or the existence or powers of the University.

APPROVAL OF LEGAL MATTERS

All legal matters incident to the authorization and issuance of the Series 2018A Bonds are subject to the approval of Hawley Troxell Ennis & Hawley LLP, Bond Counsel to the University. Bond Counsel's approving opinion in the form of APPENDIX F hereto will be delivered with the Series 2018A Bonds. Certain legal matters will be passed upon for the University by the Office of General Counsel. Certain matters will be passed upon by Hawley Troxell Ennis & Hawley LLP, in its role as disclosure counsel to the University.

CONTINUING DISCLOSURE

The University will enter into a Continuing Disclosure Undertaking (the "*Undertaking*") for the benefit of the Beneficial Owners of the Series 2018A Bonds. Pursuant to the Undertaking, the University will agree to send certain information annually and to provide notice of certain events to the Municipal Securities Rulemaking Board pursuant to the requirements of Section (b)(5) of Rule 15c2-12 (the "*Rule*") adopted by the Securities and Exchange Commission. The information to be provided on an annual basis, the events which will be noticed on an occurrence basis, and a summary of other terms of the Undertaking, including termination, amendment, and remedies, are set forth in the Undertaking, the proposed form of which is attached as APPENDIX E to this Official Statement.

Except as described in this paragraph and the following paragraphs, the Regents have not failed in the past five years to perform any obligation with respect to any existing undertaking to

provide continuing disclosure under the Rule. For Fiscal Year 2013, the University filed its audited financial statements with the MSRB on December 30, 2013, three days late.

In 2014, the University determined that certain of the annual financial information and operating data to be provided under its existing undertakings has not been fully updated as part of the annual filings of the audited financial statements.

The University also failed to timely file notices with the MSRB in connection with the following rating changes. On March 18, 2014, S&P upgraded Assured Guaranty to "AA." The University's Series 2003 Bonds and Series 2007 Bonds were insured by Assured Guaranty. On October 6, 2011, S&P downgraded the short-term rating of Dexia Credit Local ("Dexia") to "A-2" and on December 15, 2011, Moody's downgraded the short-term rating of Dexia to "P-2." Dexia provides a standby bond purchase agreement with respect to the University's Series 2007B Bonds.

The University filed a notice on June 18, 2014 with the MSRB of its failure to file such required information and provide such rating change notices, and has filed a notice of rating changes and a financial information report including all such required annual financial information and operating data for Fiscal Year 2013.

Although the University has not concluded that any of these instances of noncompliance was material to the market, the University participated in the SEC's Municipalities Continuing Disclosure Cooperation Initiative ("*MCDC Initiative*"). The University has received a no-action letter in response to its self reporting. The University has also reviewed and strengthened its disclosure policies and procedures. See "APPENDIX E- PROPOSED FORM OF CONTINUING DISCLOSURE UNDERTAKING." In connection with this financing, the University discovered its 2014, 2015, and 2016 enrollment data reported did not include the most current fall enrollment data. On _____, the University filed a notice of failure to file such information and filed the updated enrollment data. A failure by the University to comply with the Undertaking must be reported in accordance with the Rule and must be considered by any broker, dealer or municipal securities dealer before recommending the purchase or sale of the Series 2018A Bonds in the secondary market. Consequently, such a failure may adversely affect the transferability and liquidity of the Series 2018A Bonds and their market price.

THE REGENTS OF THE UNIVERSITY OF IDAHO

By _____
Vice President for Finance

APPENDIX A
AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY
FOR THE FISCAL YEARS ENDED JUNE 30, 2017 AND 2016

**APPENDIX B
SCHEDULE OF STUDENT FEES**

University of Idaho Tuition and Fee Schedule
Academic Years as Indicated
As Approved by the State Board of Education

5 YEAR HISTORY OF STUDENT TUITION (MATRICULATION) & FEES - FY 2014 THROUGH FY 2018

	FY2014	FY2015	FY2016	FY2017	FY2018
A. Undergraduate Tuition:					
Full-Time Resident Undergraduate Tuition	\$ 2,267.15	\$ 2,392.03	\$ 2,501.30	\$ 2,581.16	\$ 2,673.07
Full-Time Non-Resident Undergraduate Tuition	8,805.15	9,157.03	9,503.30	9,985.16	10,835.07
Part-Time Resident Undergraduate Tuition	267.50	280.50	292.50	302.00	311.73
Part-Time Non-Resident Undergraduate Tuition	921.50	957.50	992.50	1,042.00	1,128.73
B. Graduate Tuition:					
Full-Time Resident Graduate Tuition	\$ 2,798.15	\$ 2,941.03	\$ 3,102.30	\$ 3,230.16	\$ 3,361.07
Full-Time Non-Resident Graduate Tuition	9,336.15	9,706.03	10,104.30	10,634.16	11,523.07
Part-Time Resident Graduate Tuition	362.50	379.50	398.50	414.00	429.73
Part-Time Non-Resident Graduate Tuition	1,030.00	1,131.50	1,176.50	1,237.00	1,336.73
C. Fees (See Fee Details in H./I. Below):					
Full-Time Fees	\$ 994.85	\$ 999.97	\$ 1,008.70	\$ 1,034.84	\$ 1,070.93
Part-Time Fees	58.50	58.50	58.50	60.00	62.27
Summary: Total Combined Tuition and Fees					
D. Undergraduate (A. + C.):					
Full-Time Resident Undergraduate Tuition & Fees	\$ 3,262.00	\$ 3,392.00	\$ 3,510.00	\$ 3,616.00	\$ 3,744.00
Full-Time Non-Resident Undergraduate Tuition & Fees	9,800.00	10,157.00	10,512.00	11,020.00	11,906.00
Part-Time Resident Undergraduate Tuition & Fees	326.00	339.00	351.00	362.00	374.00
Part-Time Non-Resident Undergraduate Tuition & Fees	980.00	1,016.00	1,051.00	1,102.00	1,191.00
E. Graduate (B. + C.):					
Full-Time Resident Graduate Tuition & Fees	\$ 3,793.00	\$ 3,941.00	\$ 4,111.00	\$ 4,265.00	\$ 4,432.00
Full-Time Non-Resident Graduate Tuition & Fees	10,331.00	10,706.00	11,113.00	11,669.00	12,594.00
Part-Time Resident Graduate Tuition & Fees	421.00	438.00	457.00	474.00	492.00
Part-Time Non-Resident Graduate Tuition & Fees	1,088.50	1,190.00	1,235.00	1,297.00	1,399.00
F. Professional Fees: Paid in addition to above tuition and fees					
Law Fee Full-Time	\$ 4,094.00	\$ 4,299.00	\$ 4,504.00	\$ 5,067.00	\$ 5,442.00
Law Fee Part-Time	455.00	478.00	500.00	563.00	605.00
Art & Architecture Full-Time	513.00	534.00	553.00	623.00	651.00
Art & Architecture Part-Time	51.00	53.00	55.00	62.00	65.00
Art & Architecture Part-Time Graduate	57.00	59.00	61.00	69.00	72.00
Bioregional Planning Fee - Full Time	525.00	525.00	553.00	-	-
Bioregional Planning Fee - Part Time	53.00	53.00	61.00	-	-
G. Other:					
In-Service Fee - Undergraduate		\$ 103.00	\$ 106.00	\$ 110.00	\$ 114.00
In-Service Fee - Graduate	121.00	125.00	131.00	138.00	143.00
Western Undergraduate Exchange Fee	1,631.00	1,696.00	1,755.00	1,808.00	1,872.00
H. Full-Time Fee Details:					
Facility Fee	\$ 395.25	\$ 395.25	\$ 395.25	\$ 410.25	\$ 410.25
Student Computing and Network Access Fee	62.70	62.70	62.70	62.70	82.70
Activity Fees/Dedicated Fees:	536.90	542.02	550.75	561.89	577.98
Total Full-Time Fees	\$ 994.85	\$ 999.97	\$ 1,008.70	\$ 1,034.84	\$ 1,070.93
I. Part-Time Fee Details:					
Facility Fee	\$ 18.70	\$ 18.70	\$ 18.70	\$ 20.20	\$ 20.20
Student Computing and Network Access Fee	6.00	6.00	6.00	6.00	8.27
Activity Fees/Dedicated Fees:	33.80	33.80	33.80	33.80	33.80
Total Part-Time Fees	\$ 58.50	\$ 58.50	\$ 58.50	\$ 60.00	\$ 62.27

**APPENDIX C
GLOSSARY OF TERMS USED
IN THE RESOLUTION AND OFFICIAL STATEMENT**

APPENDIX D
SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION

APPENDIX E
PROPOSED FORM OF CONTINUING DISCLOSURE UNDERTAKING

**APPENDIX F
PROPOSED FORM OF OPINION OF BOND COUNSEL**

APPENDIX G

APPENDIX H Book Entry Only System

THE DEPOSITORY TRUST COMPANY

SAMPLE OFFERING DOCUMENT LANGUAGE
DESCRIBING BOOK-ENTRY-ONLY ISSUANCE

(Prepared by DTC--bracketed material may apply only to certain issues)

1. The Depository Trust Company ("DTC"), New York, NY, will act as securities depository for the securities (the "Securities"). The Securities will be issued as fully-registered securities registered in the name of Cede & Co. (DTC's partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully-registered Security certificate will be issued for [each issue of] the Securities, [each] in the aggregate principal amount of such issue, and will be deposited with DTC. [If, however, the aggregate principal amount of [any] issue exceeds \$500 million, one certificate will be issued with respect to each \$500 million of principal amount, and an additional certificate will be issued with respect to any remaining principal amount of such issue.]

2. DTC, the world's largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a "banking organization" within the meaning of the New York Banking Law, a member of the Federal Reserve System, a "clearing corporation" within the meaning of the New York Uniform Commercial Code, and a "clearing agency" registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.6 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments (from over 100 countries) that DTC's participants ("Direct Participants") deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants' accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation ("DTCC"). DTCC is the holding company for DTC, National Securities Clearing Corporation and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly ("Indirect Participants"). DTC has a Standard & Poor's rating of: AA+. The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at www.dtcc.com.

3. Purchases of Securities under the DTC system must be made by or through Direct Participants, which will receive a credit for the Securities on DTC's records. The ownership interest of each actual purchaser of each Security ("Beneficial Owner") is in turn to be recorded on the Direct and Indirect Participants' records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Securities are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of

4. To facilitate subsequent transfers, all Securities deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Securities with DTC and their registration in the name of Cede & Co. or such other DTC nominee do not affect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Securities; DTC's records reflect only the identity of the Direct Participants to whose accounts such Securities are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

[6. Redemption notices shall be sent to DTC. If less than all of the Securities within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.]

8. Redemption proceeds, distributions, and dividend payments on the Securities will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from Issuer or Agent, on payable date in accordance with their respective holdings shown on DTC's records. Payments by Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, Agent, or Issuer, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds, distributions, and dividend payments to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of Issuer or Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

G-2

10. DTC may discontinue providing its services as depository with respect to the Securities at any time by giving reasonable notice to Issuer or Agent. Under such circumstances, in the event that a successor depository is not obtained, Security certificates are required to be printed and delivered.

11. Issuer may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Security certificates will be printed and delivered to DTC.

12. The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that Issuer believes to be reliable, but Issuer takes no responsibility for the accuracy thereof.

EXHIBIT H

BID FORM

(See Attached.)

OFFICIAL BID FORM

The Regents of the University of Idaho
\$_____ General Revenue Refunding Bonds, Series 2018A

(Electronic Proposals available via Parity; see Official Notice of Sale)

Members of the Board

c/o PFM Financial Advisors LLC

Sale Date: January 22, 2018

FAX (612) 338-7264

For all or none of the principal amount of \$_____ ⁽¹⁾ the Regents of the University of Idaho, General Revenue Refunding Bonds, Series 2018A, dated February 13, 2018, legally issued and as described in the Official Notice of Sale, we will pay the Board \$_____ (not less than \$_____) plus accrued interest on the total principal of \$_____, ⁽¹⁾ to date of delivery, provided the Series 2018A Bonds bear interest at the following rates.

<u>Year</u>	<u>Amount⁽¹⁾</u>	<u>Interest Rate</u>	<u>Year</u>	<u>Amount⁽¹⁾</u>	<u>Interest Rate</u>
2019		_____%	2031		_____%
2020		_____%	2032		_____%
2021		_____%	2033		_____%
2022		_____%	2034		_____%
2023		_____%	2035		_____%
2024		_____%	2036		_____%
2025		_____%	2037		_____%
2026		_____%	2038		_____%
2027		_____%	2039		_____%
2028		_____%	2040		_____%
2029		_____%	2041		_____%
2030		_____%			

⁽¹⁾ The University reserves the right to adjust the issue size following the opening of proposals. See "Notice of Sale" herein.

We hereby designate that the following Series 2018A Bonds be aggregated into term bonds maturing on April 1 of the following years and in the following amounts (leave blank if no term bonds are specified):

<u>Years Aggregated</u>	<u>Maturity Year</u>	<u>Amount</u>
_____ through _____	_____	_____
_____ through _____	_____	_____
_____ through _____	_____	_____
_____ through _____	_____	_____
_____ through _____	_____	_____

The Series 2018A Bonds mature on April 1 in each of the years as indicated above and interest is payable semiannually each April 1 and October 1, commencing October 1, 2018.

In making this offer, we accept the terms and conditions as defined in the Notice of Sale published in the Official Statement dated _____, and certify that we are an Underwriter and have an established industry reputation for underwriting new issuances of municipal bonds. Our good faith deposit in the amount of \$_____ has been submitted according to the terms outlined in the Official Notice of Sale. All blank spaces of this Official Statement are intentional and are not to be construed as an omission.

NOT PART OF THIS PROPOSAL:

Explanatory Note: According to our computation, this bid involves the following:

\$_____

Net Interest Cost

_____ %

True Interest Cost (TIC)

Respectfully submitted,

Syndicate Manager

By _____

(A list of the firms associated with us in this bid is on the reverse side of this bid form.)

The foregoing offer is hereby accepted by and on behalf of the Regents of the University of Idaho, this 22nd day of January, 2018.

Vice President for Finance

* Subsequent to the bid opening the par amount of the Series 2018A Bonds was changed to \$_____, and the bid price to \$_____, resulting in a net interest cost of \$_____ and true interest rate of _____ %.

THIS PAGE INTENTIONALLY LEFT BLANK



October 23, 2017

Memorandum

To: Brian Foisy, Linda Campos, John Keatts, University of Idaho
From: Heather Casperson, Thomas Toepfer, PFM Financial Advisors LLC
RE: Competitive versus Negotiated Sale

When financing capital projects, the University may issue debt on a competitive or negotiated basis. The purpose of this memorandum is to provide information on these methods of accessing capital.

A **competitive bond sale** occurs when an issuer selects a specific date and time to receive bids from underwriters for a bond issue. A common electronic web based bidding platform is Parity®. This platform shows the issuer when bids are received, at what time, without revealing the specifics of the bid until reaching the bid deadline. After the bid deadline it provides the details of all bids received, and ranks the bids based on the bidding criteria outlined in the Official Notice of Sale. The purchaser of the bonds is selected based upon which underwriting firm submits the most favorable bid.

A **negotiated bond sale** occurs when the issuer selects a specific underwriting firm to be the purchaser of the bonds. The underwriting firm may be selected as a result of a competitive selection process. The date of pricing the bonds is determined by the issuer, the financial advisor and the underwriter, collectively. Prior to the pricing date, the underwriter markets the bonds and gets orders from investors indicating at which interest rate levels investors are willing to purchase the bonds. The underwriter will then make an offer to purchase the bonds and negotiates with the University the final purchase price. Substantial empirical evidence supports the proposition that competitive sales produce lower borrowing costs for municipal issuers. The following table outlines major factors differentiating whether a bond issue is suited for a competitive or negotiated sale.

Attributes	Competitive Sale	Negotiated Sale
Issuer		
Type of Organization	Broad-based, general-purpose government	Special-purpose, independent authority
Frequency of Issuance	Regular borrower in public market	New or infrequent issuer of debt
Market Awareness	Active secondary market with wide investor base	Little or no institutional base, but growing dealer interest



Attributes	Competitive Sale	Negotiated Sale
Credit Quality		
Rating	"A" or better	Below single "A"
Pledged Revenues	GO or from common revenue stream	Project supported revenues
Security Structure	Conventional resolution and cashflow; rate covenant and coverage	Unusual or weak covenants; subordinated debt
Trend	Stable	Improving or under stress
Market Conditions		
Interest Rates	Stable, predictable market	Volatile or declining market
Demand	Strong investor demand, good liquidity, light forward calendar	Oversold market, heavy supply
Debt Structure		
Tax Status	Tax-exempt, no concerns or taxable less than \$100 million	Taxable greater than \$100 million
Debt Instrument	Traditional serial and term, full-coupon bonds	Aggressive use of innovative bond structuring, derivative products, swaps, or variable-rate debt instruments

The government finance officers association (GFOA), a professional association of state/provincial and local finance officers in the U.S. and Canada with more than 19,000 members, published ***Selecting and Managing the Method of Sale of State and Local Government Bonds***, describing GFOA's recommendations for bond sale methodology. This piece states that state and local government issuers should sell their debt using the method of sale that is the most likely to achieve the lowest cost of borrowing while taking into account both short-range and long-rang implications for taxpayers and ratepayers. The GFOA further believes that the presence of the following four factors may favor the use of a competitive sale; we comment on how each condition relates to the University's upcoming bond sale:

1. ***The rating of the bonds, either credit enhanced or unenhanced, is at least in the single-A category.*** The University's outstanding Bonds carry unenhanced Aa3/A+ credit ratings from Moody's Investors Service and S&P Global Ratings, respectively.
2. ***The bonds are general obligation bonds or full faith and credit obligations of the issuer or are secured by a strong, known and long-standing revenue stream.*** The University's Bonds are secured by a broad revenue stream of the University, including student fees; sales and service



revenues; revenues received by the University as reimbursement for facility and administrative costs in conjunction with grants and contracts for research activities conducted by the University, excluding state appropriations. Bonds secured by general revenues of a University are a common security type for public universities.

3. ***The structure of the bonds does not include innovative or new financing features that require extensive explanation to the bond market.*** The University plans to issue long-term, fixed rate bonds, a structure that is widely used and understood in the bond market.
4. ***The issuer is well known and frequently in the market.*** The University is a known issuer in the market with over \$180 million of debt.

Examples of public universities which have similar ratings that have sold bonds on a competitive sale basis in the last two years are as presented in the table below.

Issuer	Credit Ratings from Moody's/S&P/Fitch
The Board of Trustees of the University of Alabama	Aa2/AA/NR
Appalachian State University	Aa3/NR/NR
Board of Regents of the University of Houston System	Aa2/AA/NR
Central Washington University	A1/NR/NR
Clemson University	Aa2/NR/AA
Coastal Carolina University	A1/NR/A+
East Carolina University	Aa2/AA-/NR
Eastern Washington University	A1/NR/NR
Eastern Kentucky University	Aa3/NR/NR
Mayville State University	NR/A-/NR
Morehead State University	Aa3/NR/NR
Murray State University	Aa3/NR/NR
Nevada System of Higher Education	Aa2/AA-/NR
North Dakota State University	Aa3/AA-/NR
Northern Kentucky University	Aa3/NR/NR
Oregon State University	Aa3/NR/NR
Pennsylvania Higher Educational Facilities Authority	Aa3/AA/AA-
University of Kentucky	Aa2/AA/NR
University of Louisville	Aa3/AA-/NR
University of Maine System	NR/AA-/NR
University of Washington	Aaa/AA+/NR
University System of Maryland	Aa1/AA+/AA+
Western Washington University	A1/NR/NR
Western Kentucky University	Aa3/NR/NR

THIS PAGE INTENTIONALLY LEFT BLANK