



STATE BOARD OF EDUCATION MEETING
April 16, 2020

(At this time the office location is closed to the public in accordance with Governor Little's Stay at Home Order issued March 25, 2020 in response to the public health emergency caused by the COVID-19 pandemic)

Public Participation: Facebook Live Streaming - <https://www.facebook.com/idsboe/>

Thursday, April 16, 2020, 9:00 a.m.

BOARDWORK

1. Agenda Review / Approval – Action Item
2. Minutes Review / Approval – Action Item
3. Rolling Calendar – Action Item
4. K-20 Performance Measures – Information Item

UNIVERSITY OF IDAHO BOARD OF REGENTS

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section II – Finance

1. University of Idaho – Planning and Design Authorization – Meat Science and Innovation Center - Action Item
2. University of Idaho – P3 Transaction – Information Item

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education – Information Item
2. Professional Standards Commission – Appointments – Action Item

WORK SESSION

BUSINESS AFFAIRS AND HUMAN RESOURCES

- A. Student Tuition and Fee Rates (Academic Year 2020-2021)
 1. University of Idaho – Student Tuition & Fee Rates – Action Item
 2. Boise State University – Student Tuition & Fee Rates – Action Item
 3. Idaho State University – Student Tuition & Fee Rates – Action Item
 4. Lewis-Clark State College – Student Tuition & Fee Rates – Action Item

CONSENT

BAHR – SECTION II

1. FY2021 Appropriations - Action Item
2. FY2021 Opportunity Scholarship Educational Cost - Action Item
3. University of Idaho – Property Disposal - Action Item
4. Idaho State University – Easement Agreement - Action Item
5. Intercollegiate Athletics – FY 2019 Gender Equity Reports – Action Item

IRSA

6. Boise State University – Master of Art in Teaching English Language Arts – Proposal for Discontinuation – Action Item
7. Boise State University – Master in Teaching in Elementary Education – Action Item
8. Boise State University – Master of Teaching in Secondary Education – Action Item

PPGA

9. Data Management Council Appointments – Action Item
10. Indian Education Committee Appointment – Action Item
11. State Rehabilitation Council Appointment – Action Item

SDE

12. Professional Standards Commission – Boise State University – Educator Preparation Program Mid-cycle Review Recommendation – Action Item
13. Request for Waiver of 103% Student Transportation Funding Cap – Action Item
14. Emergency Provisional Certificates – Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.L. – Continuing Education And Prior Learning – Second Reading – Action Item
2. Boise State University – Graduate Certificate in Accounting Foundations – Action Item
3. Boise State University – Master of Science in Accountancy Foundations – Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Board Policy I.J. Use of Institutional Facilities – Second Reading - Action Item
2. Coronavirus (COVID-19) – Soft Closure – Reentry Criteria – Action Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section II – Finance

3. Intercollegiate Athletics – FY2019 Revenue and Expenses Reports – Information Item
4. Intercollegiate Athletics – Compensation Reports - Information Item
5. FY2022 Budget Guidelines - Action Item

ELECTION OF OFFICERS – Action Item

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
APRIL 16, 2020

1. Agenda Approval

Changes or additions to the agenda

BOARD ACTION

I move to approve the agenda as posted.

2. Minutes Approval

BOARD ACTION

I move to approve the minutes from the February 12-13, 2020 Regular Board meeting, and the March 13, 2020, March 16, 2020, March 23, 2020, and March 30, 2020 Special Board meetings.

3. Rolling Calendar

BOARD ACTION

I move to set April 21-22, 2021 as the date and the University of Idaho as the location for the April 2021 regularly scheduled Board meeting.

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DRAFT MINUTES – February 12-13, 2020



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

STATE BOARD OF EDUCATION MEETING

February 12-13, 2020

Boise State University

Simplot Ballroom

Student Union Building

Boise, Idaho

A regularly scheduled meeting of the Idaho State Board of Education was held February 12-13, 2020 at Boise State University in Boise, Idaho. Board President Debbie Critchfield presided and called the meeting to order at 10:00am (MST).

Present:

Debbie Critchfield, President
Dr. David Hill, Vice President
Andrew Scoggin*, Secretary
Emma Atchley*

Dr. Linda Clark
Shawn Keough
Sherri Ybarra, State Superintendent

Absent:

Kurt Liebich

*Except where noted

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Wednesday, February 12, 2020

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

M/S (Hill/Scoggin): I move to approve the agenda as posted, but with PPGA Tab 3 removed. The motion carried 7-0. Mr. Liebich was absent from voting.

Board Vice President Dave Hill requested unanimous consent to remove Planning, Policy and Governmental Affairs Tab 3, an update from the Office of School Safety and Security, from the agenda due to a scheduling conflict. There were no objections.

2. Minutes Review / Approval

BOARD ACTION

M/S (Hill/Atchley): I move to approve the minutes from the December 18, 2019 Regular Board Meeting as submitted. The motion carried 7-0. Mr. Liebich was absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Hill/Keough): I move to set June 10, 2020 as the date for the June 2020 regularly scheduled Board meeting as a teleconference originated from the Board of Education office and set February 17-18, 2021 as the date for the February 2021 regularly scheduled Board meeting and Boise as the location. The motion carried 7-0. Mr. Liebich was absent from voting.

Board President Debbie Critchfield stated that, because the December 2019 hybrid meeting was successful, the June 2020 meeting will also be held via teleconference.

4. K-20 Performance Measures

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

Board Member Andy Scoggin stated that the Board is still waiting for some of the data to be available as it pertains to several of the measures. Tracie Bent, Chief Planning and Policy Officer, reminded the Board that the K-20 Performance Measures and Strategic Plan would be discussed during the Work Session, and those items that are currently listed as TBD would be brought before the Board for approval during the second day of the Board Meeting, with one notable exception. The new benchmarks for the Idaho Reading Indicator are pending the spring 2020 administration of the assessment.

There were no additional questions or comments from the Board.

BOISE STATE UNIVERSITY BOARD OF TRUSTEES

BOISE STATE UNIVERSITY COMMUNITY FORUM

There were 13 participants for the community forum who addressed the Board to share their personal experiences at Boise State University (BSU) and how BSU benefits the local community and economy. Dr. Marlene Tromp, BSU President, welcomed the Board Members to campus and began the forum by introducing the first speaker:

- *Mark Wheeler, Dean of Extended Studies at BSU* – Mr. Wheeler discussed the growth of online education opportunities at BSU in order to meet student needs. He shared that 1 out of 4 courses at BSU is online, and if growth patterns continue it will be 1 out of 3 courses. He also shared that an estimated 13,000 students will take an online course this year, and that 70% of courses offered during the summer will be taken online; as part of a pilot program, BSU has dropped summer tuition for online courses by 20%. Initiatives to increase online course availability are aiding in making education more affordable, accessible, and flexible their students. Mr. Wheeler discussed that BSU is viewing online education as a way to extend their reach, provide more opportunities for rural students, and create partnerships to facilitate research that serves community needs.
- *Sin Ming Loo, Professor of Electrical Engineering at BSU* – Professor Loo discussed his joint appointment with Idaho National Laboratory (INL) and how students and faculty are able to take courses with INL, as well as the importance of cybersecurity education. He shared that he would like to present a “bigger picture” of cybersecurity education at a future Board Meeting.
- *Amy Vecchione, Associate Professor and Department Head, Scholarly Communications and Data at BSU* – Ms. Vecchione discussed the important work happening in the Albertson’s Library MakerLab, which provides an information-rich environment that inspires students to solve problems in their communities using tools such as sewing machines, 3-D printers, and microcutters. She went on to say that the most important piece of equipment is the community of learners that comes together with different ideas and experiences to create information that solves problems.
- *Holly Levin, Assistant Director of BroncoFit Program at BSU* – Ms. Levin discussed the BroncoFit program, which is BSU’s initiative to become America’s healthiest learning environment using the 8 dimensions of well-being: emotional, social, occupational, intellectual, physical, spiritual, financial, and environmental. There are ongoing, campus-wide initiatives that support the program, which is

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housed within the College of Health Sciences, and the program's ultimate goal is to have the BroncoFit philosophy imbedded in campus culture.

- *Lindsey Hartke, Professional Staff Association President at BSU* – Ms. Hartke shared that the Professional Staff Association (PSA) has decided to focus on 3 main goals this year, which they feel represent and support the areas of interest expressed by professional staff colleagues: diversity and inclusion; professional staff compensation packages, multi-year contracts, and self-evaluations; and a more concentrated effort on PSA events on campus and in the community, as well as an increased partnership with school and state leadership.
- *Olivia Thomas and Tyler Chapman, senior students in the Games, Interactive Media and Mobile technology (GIMM) program within the College of Innovation and Design at BSU* – Ms. Thomas shared that the GIM program is dedicated to learning practical skills, such as coding and 3-D modeling, and applying those skills to make people's lives better. Ms. Thomas and Mr. Chapman are part of GIM's development team called "GIMM Works" which works on various innovative projects throughout the year, and shared about one of their most recent projects called "Bronco Beam". "Bronco Beam" is an app that sends a notification to students when there is leftover food after catered events, and aims to reduce food insecurity among students as well as food waste on campus.
- *Brittany Brand, Associate Professor in the Department of Geosciences at BSU and Director of the BSU Hazard and Climate Resilience Consortium* – The goal of the BSU Hazard and Climate Resilience Consortium is to create more resilient communities by educating and preparing people for future events. Ms. Brand shared that by collaborating with faculty, staff and students in the areas of psychology and anthropology, the consortium is able to affect changes in behavior, and, in turn, develop community partnerships in service of building more resilient communities. The foundational project for the consortium is to develop a resiliency strategy for the Treasure Valley, which makes BSU the first university to create a resiliency strategy for a region.
- *Kathleen Keys, Interim Director of the School of the Arts and Associate Dean of the College of Arts and Sciences at BSU* – Ms. Keys and her colleague, Professor Dan Scott, Chair of the Department of Art, Design and Visual Studies, shared the immediate impacts of the new Center for the Visual Arts, which opened its doors on the BSU campus in August 2019. Ms. Keys shared that students are inspired, safe and thriving in the new building, and that, following a visit to the new building in October, National Endowment for the Arts Chairwoman Mary Ann Carter stated that, "Boise State University has now set the standard for visual arts facilities in higher education in the nation."
- *Mat Erpelding, Vice President of Government & Community Relations for the Boise Metro Chamber of Commerce* – The Boise Metro Chamber of commerce believes that BSU is an essential economic engine in the Treasure Valley. Mr. Erpelding shared that as BSU has shifted away from the traditional classroom model, it has increased collaborative work with community partners and further

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prepared students to choose the workforce. Mr. Erpelding ran the BSU Outdoor Program for several years, leaving BSU as a full-time employee in 2009, and he was pleased to share that many former students have gone on to achieve great things within the Boise community; he discussed that in addition to the academic outcomes at BSU, student affairs presents opportunities for students to explore their community, aiding in the retention of Treasure Valley residents and adding value to the economy.

- *Hannah Brown, “True Blue” scholarship recipient studying psychology at BSU* – Ms. Brown shared she initially thought that the financial burden would not make college worth it, and the “True Blue” scholarship made her think otherwise. She did not know what she wanted to study when she was first accepted to BSU, but was able to explore different majors and eventually decided on psychology. She also shared that the scholarship has provided many opportunities that she otherwise would not have had, including a work-study position within the psychology department, and that the counseling and mentorship she has received at BSU have been invaluable.
- *Emilio Amaro, Landscape Foreman within the Campus Facilities department at BSU* – Mr. Amaro has worked for BSU for the past 9 years, and spoke on behalf of the 1,277 classified employees at BSU. He shared that classified employees have worked with administration to improve efficiency and “do more with less”, and that the consensus among classified employees is that BSU is ready to jump to the “next level” in terms of improvements for employee resources and benefits.
- *Kaleb Smith, Associated Students of Boise State University (ASBSU) President* – Mr. Smith gave an overview of current student government projects, sharing that ASBSU: has recently hosted several voter registration events and a mayoral debate in order to encourage students to be more civically involved; provided over \$170,000 to students via the funding board for events, research, travel, and student engagement; and expanded the on-campus food pantry in collaboration with the Idaho Food Pantry Mobile Food Bank.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Boise State University – Annual Progress Report

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

Before elaborating on Boise State University’s Annual Progress Report, BSU President Dr. Marlene Tromp shared how proud she is to be a part of BSU, and how strongly she feels that higher education truly makes an impact on the world. Dr. Tromp began her presentation by discussing BSU’s unique trajectory, with BSU beginning as a community college and becoming a collaborative, innovative research university with faculty and staff dedicated to student success. BSU was named one of the top 50 most innovative universities in the nation. As of October 2019, 26,000 students were enrolled at BSU, and BSU is home to Idaho’s largest graduate school as well as 1/3 of higher education students statewide.

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Impactful research on campus is increasing, and Dr. Tromp discussed that when students participate in research it significantly changes their education experience and has an impact on the Treasure Valley community. Dr. Tromp elaborated on BSU's steady increase of enrollment and graduation rates, and referenced Dean Mark Wheeler's presentation earlier in the morning about online education and non-traditional students. Dr. Tromp then shared about BSU's commitment to rural and under-served students and the development of curriculum methods that are designed around community needs, as well as hybrid delivery methods with faculty traveling to rural communities to teach. Payette, Mountain Home, and McCall, Idaho are pilot communities during the fall 2020 semester, and the goal is to grow the program by three communities each year. Dr. Tromp discussed the increasing importance of cybersecurity education, and shared her belief that Idaho can become a national leader in cybersecurity education programming. She also shared her hope that cybersecurity education can be integrated into the rural education programs.

Finally, Dr. Tromp shared about several areas for which BSU is nationally recognized, which are summarized within the Annual Progress Report as "Game Changers", and BSU's goals moving forward which include: revamping the advising process, developing a new strategic planning process, advancing the research mission to be inclusive of all students, and to further demonstrate that BSU deeply cares for all members of the community.

The Boise State University Annual Progress Report is included in the agenda materials for the February 12-13, 2020 Board Meeting.

Board Member Scoggin left the meeting at 11:44am (MST).

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

Prior to beginning discussion of the IRSA agenda items for Boise State University, Board Member and IRSA Committee Chair Dr. Linda Clark introduced TJ Bliss as the new Chief Academic Officer for the Office of the State Board of Education.

1. Boise State University – Communication Management Certificate

BOARD ACTION

M/S (Clark/Hill): I move to approve the request by Boise State University to create an online, certificate in Communication Management as presented in Attachment 1. The motion carried 6-0. Mr. Liebich and Mr. Scoggin were absent from voting.

AND

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M/S (Clark/Atchley): I move to approve the request by Boise State University to charge an online program fee of \$350 per credit, in conformance with the program budget submitted to the Board in Attachment 1. The motion carried 6-0. Mr. Liebich and Mr. Scoggin were absent from voting.

There were no questions or comments from the Board.

2. Boise State University – Media Content Management Certificate

BOARD ACTION

M/S (Clark/Hill): I move to approve the request by Boise State University to create an online, certificate in Media Content Management as presented in Attachment 1. The motion carried 6-0. Mr. Liebich and Mr. Scoggin were absent from voting.

AND

M/S (Clark/Hill): I move to approve the request by Boise State University to charge an online program fee of \$350 per credit, in conformance with the program budget submitted to the Board in Attachment 1. The motion carried 6-0. Mr. Liebich and Mr. Scoggin were absent from voting.

There were no questions or comments from the Board.

3. Boise State University – Public Health Certificate

BOARD ACTION

M/S (Clark/Atchley): I move to approve the request by Boise State University to create a certificate in Public Health to be offered wholly online. The motion carried 6-0. Mr. Liebich and Mr. Scoggin were absent from voting.

AND

M/S (Clark/Atchley): I move to approve the request by Boise State University to charge an online program fee of \$350 per credit for students enrolled in the wholly online Certificate in Public Health program. The motion carried 6-0. Mr. Liebich and Mr. Scoggin were absent from voting.

There were no questions or comments from the Board.

At 12:00pm (MST) the Board recessed for 1 hour, returning at 1:00pm (MST).

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Public Charter School Commission – Annual Report

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

Jenn Thompson, Director of the Public Charter School Commission (PCSC), began her presentation by giving an overview of the structure of the PCSC. The PCSC consists of 7 commissioners (3 appointed by the Governor, 2 appointed by the President Pro Tempore, and 2 appointed by the Speaker of the House), each serving a 4-year term, and members serve on either the new petition committee or the renewal committee. The PCSC serves 52 schools statewide, many of which are clustered around large areas of population, and this comprises about 19,000 students or 7% of students attending public schools in Idaho. Much of the work the PCSC does is the work of a risk management team, providing risk assessment, risk monitoring, and risk management as it relates to taxpayer dollars and student achievement.

Through its renewal committee, the PCSC is considering revisions to their academic framework in order to ensure alignment between the State Department of Education's accountability standards and the PCSC's performance standards. Upon reevaluation, schools in good standing (who are receiving academic honors) are guaranteed renewal, and schools who are in critical or remediation standing will receive additional help from the PCSC. There is also an option to receive conditional renewal, whether the PCSC will have the opportunity to revisit the school mid-term to ensure growth and progress in their outcomes. Ms. Thompson elaborated that, in terms of maintaining standards, the PCSC's role is to educate and inform, while each school's role is to oversee and enforce. The PCSC utilizes an annual report for each school as a means to hold the commission accountable for communicating with schools and help schools understand how they are performing in terms of the standards they are being held to by the commission.

Alan Reed, Chair of the Public School Charter Commission, reiterated that the goal of the PCSC is to provide an opportunity for students to learn and grow in a unique fashion that parents feel comfortable with, ensuring that education can be taught to the student rather than to the class. Ms. Thompson discussed the resources and support that the State Department of Education provides for the PCSC, recognizing Michelle Clement-Taylor as the School Choice Coordinator and stating that many resources that charter schools need are already provided by the SDE.

Board Member Clark inquired how the establishment of the performance framework has affected the PCSC and the governance of charter schools. Ms. Thompson shared that three schools have requested transfers from their school district authorizer to the PCSC within the last year. She also stated that many districts lack the resources to support their charter schools, and that there has been an increase in the amount of new applications (not renewals or transfers).

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Board Member Atchley shared her interest in the performance framework and inquired whether there are common elements of the framework for all charter schools, or if each school is unique. Ms. Thompson responded that academic growth and college and career readiness are the key standards for all schools, although the way curriculum is delivered varies by school. Additionally, schools have the ability to add a mission-specific standard. Chairman Reed shared that the goal of the performance framework is to make it easier for schools to “direct their own path”, rather than things being mandated from the commission level. He stated that the PCSC wants schools to be at a point where they are able to manage themselves and set their own path toward their accomplishments.

Board Member Clark shared her concerns about the minority population achievement, which is behind other students in Idaho, and said that, academically, charter schools and public schools are comparable, but that charter schools do not reflect the same diversity as public schools. Ms. Thompson stated that there is no preferential enrollment. A new school in its first year has the ability to recruit a diverse student group, but once the school is operational and the sibling preference comes into play, it is more difficult to create diversity. Chairman Reed shared that part of this challenge is the lottery process, and stated that it is important to create awareness of the lottery process for minority families.

Matt Freeman, Executive Director, shared that Idaho recently received a federal grant that will focus on new schools that target under-served populations. Ms. Thompson shared that three schools have recently opened that are geared toward under-served student populations. Board President Critchfield stated that the Board aims to take interest and action in working with the agencies it supports, and that it is important to look for ways to remove barriers and obstacles to serving all students better.

There were no further questions or comments from the Board.

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education

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

Board Member Sherri Ybarra, State Superintendent of Public Instruction, shared that the major focus during the 2020 Legislative Session has been on the administrative rules, and that her staff have been present at committee hearings to answer questions.

Supt. Ybarra shared an update on the accountability and flexibility of the Every Student Succeeds Act (ESSA) requirements. States are now permitted to use either the ACT or the SAT as their state test for high school students. The choice of assessment must be uniform statewide, and the assessment must be peer-reviewed and aligned to state

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standards. Supt. Ybarra shared that the ACT has already been peer-reviewed (based on other states standards) and that there would be a cost associated with peer-reviewing the SAT. Senator Steven Thayne has proposed a resolution to evaluate testing, and believes that the decision should be made based on what Idaho needs to measure. Districts are able to apply for a testing flexibility waiver, which would require districts to work with the State Superintendent and the State Board of Education to select an alternate test; additionally, students in those districts must continue to take the established test while the district explores alternative options.

Board President Critchfield added that it's impossible to have a conversation about standards without having a conversation about testing, as they are linked. She added that since the Board has not received any alternatives for the standards, they are not in a position to support removal of the standards.

Supt. Ybarra shared the dates of the State Department of Education 2020 Legislative Roadshow, which invites superintendents, charter school administrators, business managers, and other representatives of school districts and public charter schools to hear the latest news pertaining to education and meet with the SDE team. Each event will be from 8:30am-2:30pm:

- Region 1 – Tuesday, April 14th, Coeur d'Alene, Hampton Inn & Suites
- Region 2 – Wednesday, April 15th, Lewiston, Lewis-Clark State College
- Region 4 – Wednesday, April 22nd, Twin Falls, Brickhouse
- Regions 5 & 6 – Thursday, April 23rd, Idaho Falls, Hilton Garden Inn
- Region 3 – Friday, April 24th, Boise, Galaxy Event Center (Meridian)

The SDE will host the Principal's Mentoring Project February 27-28 at the Galaxy Event Center in Meridian, which is geared toward mentorship of new principals in their first year. This event is the only state-sponsored mentorship program for new principals.

The SDE will also host the Annual Idaho Prevention and Support Conference in Sun Valley April 9-10. The conference focuses on innovation, best practices, collective problem solving, and motivation to most effectively address youth risk behaviors.

Supt. Ybarra shared that the SDE recently received the Garrett Lee Smith grant for the amount of \$3.6 million to aid in youth suicide prevention. There will be a pilot program beginning in fall 2020 with the goal to add 10 schools each year, totaling 50 schools over the 5 years of the grant.

Supt. Ybarra shared that the SDE is currently updating their strategic plan, which guides the work of the department. The updated plan will reflect collective priorities, but will retain ongoing goals alongside the new goals that align with Governor Little's "Our Kids, Idaho's Future" taskforce recommendations. A new goal incorporated into the plan is for all children to be reading at grade level by the 3rd grade.

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The SDE is planning a literacy summit to support the state's reading goal, and the intensive one-day event will focus on early literacy for kindergarten-2nd grade and will feature several speakers and breakout sessions. The event will be held this summer, and any teacher or partner interested in participating is welcome to attend.

There were no further questions or comments from the Board.

Board Member Scoggin rejoined the meeting at 1:48pm (MST).

2. Progress Update on Idaho's Mastery-based Education Initiative

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

Superintendent Ybarra shared that legislation was approved in 2019 to lift the cap on mastery-based education, and the SDE has been working to support schools who are striving to implement the transition to this initiative through the Idaho Mastery Education Network (IMEN).

Aaron McKinnon, SDE Mastery-Based Education Coordinator, shared that mastery-based education focuses on an education system "where student progress is based on demonstration of mastery of competencies and content, not seat time or the age or grade level of the student". IMEN now operates in 23% of Idaho's Local Education Agencies (LEAs) and in 12% of Idaho's Charter Schools; LEAs are continually working to explore what IMEN goals mean for their schools and districts, and are heavily involved in the various stages of planning, design and implementation. House Bill 110, approved in 2015, established three statutory responsibilities of the SDE as part of Idaho's mastery-based education initiative: A. Provide ongoing statewide outreach and communications, B. Facilitate and maintain the Idaho Mastery Education Network (IMEN), C. Create a statewide sustainability plan for statewide scaling. Ensure IMEN members also develop plans that include a process to develop rubrics and assessments necessary to determine mastery and award credit.

IMEN is funded with a \$1.4 million ongoing appropriation, with 28% being allocated for levels 1 and 2 for schools undergoing planning and design phases and 72% being allocated for levels 3 and 4 for schools undergoing implementation and sustainability phases. The IMEN framework serves as a guiding resources as interest grows and progress is made, and next steps for the program include developing a foundation and evaluation plan, ongoing outreach and communication, and creating policy flexibility.

Board President Critchfield stated that participating in mastery-based education initiatives is not a requirement, and that there should be a process on the local level prior to districts choosing to adopt a mastery-based education framework. Board Member Scoggin stated that mastery-based education is focused on students mastering

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certain concepts before they move onto the next level, which is a break from the decades-long system of a time-based schedule. Supt. Ybarra discussed that this initiative is a local effort, and that community and school support are needed to move forward. She also shared that there has been some pushback at various stages of development of the program, but that this is part of the process.

There were no additional questions or comments from the Board.

3. Adoption of PRAXIS II Tests, Idaho Cut Scores, and Content Assessment

BOARD ACTION

M/S (Ybarra/Clark): I move to accept the recommendation of the Professional Standards Commission to approve the current Praxis II assessments and Idaho cut scores as provided in Attachment 1. The motion carried 7-0. Mr. Liebich was absent from voting.

AND

M/S (Ybarra/Hill): I move to amend the State Board-approved Content, Pedagogy and Performance Assessments rubric, to add the requirement of specific endorsement content coursework listed in IDAPA 08.02.02, in addition to a bachelor's degree in a specific content area. The motion carried 7-0. Mr. Liebich was absent from voting.

Idaho Administrative Code requirements for obtaining a standard instructional certificate include demonstration of proficiency on the Board-approved content area assessment, known as the Praxis II. This item includes the Professional Standards Commission (PSC) recommendation on updated cut scores for the Praxis II and an amendment of the content and pedagogy for the performance assessment rubric to ensure that all candidates for certification have completed the required coursework in their chosen content area. Lisa Colon-Durham, Director of Certification and Professional Standards at the SDE, explained that the amendment would allow for a bachelor's degree to be completed in lieu of the Praxis II, but would require a content area certification in addition to the degree regardless of the subject area.

Board Member Atchley shared her concern that these amendments may be putting up unnecessary barriers to certification, and Ms. Colon-Durham explained that candidates are given further flexibility when they are allowed to utilize the Praxis II *or* a bachelor's degree with a content area certification/endorsement. Board Member Clark inquired as to whether this amendment will affect the quality of teachers in Idaho's classrooms or contribute to the teach shortage, and Supt. Ybarra and Ms. Colon-Durham elaborated that language will be added to ensure that candidates' coursework aligns with the

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content area they will be teaching. The goal is to ensure that candidates are prepared to teach efficiently and remain in the classroom.

There were no further questions or comments from the Board.

4. Setting Interim and Long-term Achievement Goals and Literacy Targets
This item was provided in the agenda materials as an information item.

Superintendent Ybarra discussed that the Every Student Succeeds Act (ESSA) plan was drafted between 2016-2017 and was brought to the Board for approval in June 2017 with only one year of data to consider. The plan ensures focus on the “right” goals and it is important to regularly refocus in order to stay on track as new data is available. Supt. Ybarra emphasized that one overall test score merely provides a “snapshot” of progress, and she hopes that moving forward it will be possible to be able to reflect a “motion picture” of the progress that is being made.

Karlynn Laraway, Director of Assessment and Accountability for the State Department of Education, gave an overview of the current ESSA plan, which outlines the current goals for English language arts, math, English language learner growth to proficiency, 4 & 5 year graduation rate, and literacy targets for grades K-3. The K-3 literacy targets were the main focus of Ms. Laraway’s presentation, and she reiterated the need to, with guidance from the Board, establish new targets base on the new Idaho Reading Indicator (IRI) data. Ms. Laraway stated that targets have been recalculated for 2020-2021 in the ESSA plan amendment. The new baseline for the plan will be based on 2019 data.

Board Member Scoggin asked for clarification for the efforts that will be made to reach the new goals, when data shows that the state is not on track with current goals. Ms. Laraway stated that “behind every data point is single student”, and that if educators focus on each student the results will add up. She elaborated that it has been helpful to break down student data analysis into smaller groups in order to see a full picture of student improvement.

Supt. Ybarra stated that, “we may not be reaching our goals, but you need to see where we started”. She mentioned Board Member Liebich’s comment during the December 2019 Board Meeting that Idaho is working with a federal achievement model, which doesn’t always translate to a school level. She went on to say that it is important to refocus and reset goals now that more data is available.

Karen Seay, Director of Federal Programs for the SDE, shared that her staff works with schools through the lens of federal programs, with the focus being on the schools in the bottom 5% and schools who are not achieving a 60% graduation rate. Ms. Seay pointed out that it is important for goals to be achievable and realistic, based on the starting

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point. She also said that in order to support mastery-based education progress, there needs to be time provided for teachers to collaborate and discuss learning and classroom habits, and identify a rubric for growth.

Board Member Clark shared her appreciation for the discussion of growth as it relates to the ESSA goals. ESSA provides greater flexibility for states, and there is now an option to utilize proficiency *and* growth to measure student improvement and achievement. She inquired what the impact will be in terms of schools' standing if they are showing growth but not yet meeting proficiency targets. Supt. Ybarra stated that this matter would be discussed during the Work Session, where the Board will discuss including growth as part of the performance measures, rather than measuring success solely by whether or not students meet proficiency targets.

At 2:40pm (MST) the Board recessed for 10 minutes, returning at 2:50pm.

WORK SESSION

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

A. Every Student Succeeds Act – Consolidated State Plan

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

Board President Critchfield prefaced the item by stating that the discussion of goals would be step one, and there wasn't an expectation that every decision would be made during the discussion. She discussed that the long-term expectation is determine how accountability is defined and applied, and that the Board will continue the discussion over time in order to improve upon what is already in place.

Superintendent Ybarra reminded the Board that while the deadline to submit amendments for federal review and approval has been moved to the first week of March, but that changes can be made at any time. She also stated that it would be beneficial to discuss segments of the plan over the course of the next few Board Meetings, with the goal of submitting amendments during the next legislative session. The current accountability model is 50% proficiency and 50% growth, and Supt. Ybarra believes that the growth percentage should be weighted more heavily to put emphasis on growth rather than proficiency scores.

Board Member Clark shared that, when the plan was first put in place, data was not available to bolster the targets. She stated that every student should be growing whether or not they achieve proficiency, and that the plan amendments should reflect this. Supt. Ybarra reiterated that she supports placing higher emphasis on growth, and suggests weighting growth more heavily and extending timeframe for goal achievements.

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Board Member Atchley agreed that the first component that should be considered is the ratio for growth to proficiency, and Board Member Clark inquired as to whether there were specific ESSA requirements for the ratio. Karlynn Laraway, Director of Assessment and Accountability for the State Department of Education, shared that proficiency is how ESSA defines achievement; the requirement is that plans must have proficiency as a gauge for academic achievement, but states are able to add another academic indicator. Matt Freeman, Executive Director reminded that Board that decisions did not need to be made during the Work Session, and that Board staff can develop appropriate numbers to continue the discussion at a future Board Meeting.

Board Vice President Hill inquired if the ESSA plan is a way for Idaho to measure itself or a way for the Federal Department of Education to measure Idaho. Supt. Ybarra shared that the plan was initially presented as measurements that were set for Idaho, but the Board is now in a position to make adjustments so that the plan is a better measurement for Idaho achievements. Board Vice President Hill stated that the Board should hold themselves accountable for setting goals that are achievable and focus on growth; targets should be set at the state level and then translated to be realistic and achievable for individual districts based on their student demographic. Ms. Laraway stated that schools that are currently under-performing would be the first to have these goals set.

Board Member Clark reminded the group that the ESSA plan began as a federal government requirement for Title I schools in order to measure the results of schools receiving federal funding. Board President Critchfield posed the question of how detailed the Board should be in terms of the actual achievement levels, and suggested that an item that could be confirmed during the Work Session is the timeframe. Ms. Laraway stated that the initial timeframe was set with the mentality of measuring students from grades 3-8, which would yield six years of data. Board Member Keough inquired how the data is skewed when it is not the same group of students being measured for the entire six years, and whether teachers are being provided with the proper resources to meet the goals in six years. Ms. Laraway that data for individual students is available and that the change in student group does have an impact on overall data measurement.

Board Member Clark mentioned that teachers are ultimately the ones who will set goals for individual students, but the Board can be helpful by providing “bands” to allow students are similar achievement levels to be measured in groups. Ms. Laraway stated that there are percentile brackets for proficiency but these brackets do not include growth as a measurement; there needs to be adequate data to analyze growth for each student than solely individual cut scores. Ms. Laraway will bring models of growth weighted against proficiency and examples of achievement “bands” to be discussed at a future Board Meeting.

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There were no further questions or comments from the Board.

B. High School Graduation Requirements

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

The Board did not discuss the high graduation requirements in depth during this meeting. Board President Critchfield encouraged feedback and input on the requirements, and the Board will discuss the requirements during a future Work Session.

Board Vice President Hill voiced his support for providing options for students and not “forcing everyone through one door”; he believes there should be an opportunity for all students, regardless of the pathway or future they are pursuing. Matt Freeman, Executive Director, reminded Board Members that one of the graduation requirements is the completion of a college entrance exam and stated that this will be considered when setting the calendar for future discussions. Board Member Clark agreed with Board Vice President Hill, mentioning that the implementation of alternate routes toward high school graduation is timely since the system has “blurred the lines” between high school and postsecondary education with the option of dual credit courses. Specific areas/pathways for consideration of future high school graduation requirements were provided in the agenda material by Board staff. Additional feedback should be provided to Ms. Bent, the Board’s Chief Planning and Policy Officer.

There were no additional questions or comments from the Board.

C. K-20 Strategic Plan

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

Board Vice President Hill introduced the item by stating that the Board discusses the K-20 Strategic Plan on an annual basis, and that the amended plan would be presented for approval during day 2 of the Board Meeting. Matt Freeman, Executive Director, shared that the typical strategic planning timeline is as follows:

- October Board Meeting – Review performance measures and discuss potential revisions
- February* Board Meeting – Review strategic plan on day 1 and approve strategic plan on day 2
- April Board Meeting – Institutions and agencies bring forward their strategic plans for Board approval

*Historically, the Board has reviewed and approved the strategic plan during the December Board Meeting, but, since the December Board Meeting is now being held via teleconference, the Board will take action on the strategic plan during the February Board Meeting.

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Board Vice President Hill began the discussion by stating that several of the targets, up until now, have not been defined since data was not readily available, and that the Board will need to set targets as a result of the current production data.

Kevin Satterlee, Idaho State University President, emphasized that when targets are set, there needs to be guidance for students to help them understand what the targets are and what the methodology should be to achieve them. Bill Laude, Principal Research Analyst, stated that the Board has decided to move away from a production model in favor of assessing goals for growth based on student performance at each institution.

Cynthia Pemberton, Lewis-Clark State College President, discussed that individualized targets do not lend themselves to integration and collaboration, and asked if the four, four-year institution presidents should have a conversation about their vision for these goals. Board Member Scoggin mentioned the element of a systemized approach and the concept of Outcome-Based Funding (OBF), and inquired whether some or all of the goals that are set should relate to institution outcomes. Mr. Freeman mentioned the population-based goals that are currently in place, and stated that, in terms of funding, the Board may want to explore a model that is more system-wide. The request for credential based production targets was made by the Board at the February 2019 Board meeting and was initiated in part by the recommendations of the Governor's Higher Education Task Force.

Board Member Keough shared that it is important to engage the institution presidents and give them ample time to discuss the implementation of their ideas, even if it means not voting on the framework in the immediate future. Board Vice President Hill reminded the Board that this item was included in the agenda because the Board voted to implement work-groups in service of production targets, and that the institution presidents should work to develop realistic and achievable production targets that can be aggregated as a whole.

Marlene Tromp, Boise State University President, stated that each institution has goals relating to production targets, and that these goals can be developed in a meaningful way with the Board's help. Board President Critchfield stated that what the institutions are being asked to do as been streamlined, and that the Board needs to ensure that the process is not being duplicated as it relates to the ongoing 7-year timeline. Board Vice President Hill shared that the vote to approve the strategic plan on day 2 of the Board Meeting would not include the production targets, and that those targets would be left as "TBD" to be voted on at a future Board Meeting.

Board Member Scoggin shared that he is more concerned with the methodologies than the goals themselves, and shared that it is important that the Board focus on the

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progress being made once the goals are set. Board President Critchfield agreed, and said that in the future the Board should spend more time talking about methodologies for achieving goals.

Mr. Freeman commented on the areas of Attachment 3 that were highlighted to reflect suggested considerations and revisions. Bill Laude, Principal Data Analyst, responded that there was discussion of data elements that could be added to provide more information about how goals could be considered, and that the revisions are qualitative for the sake of adding details.

There were no additional questions or comments from the Board.

EXECUTIVE SESSION (Closed to the Public)

M/S (Hill/Scoggin): I move to go into Executive Session pursuant to Section 74-209(1)(c), Idaho Code, “to acquire an interest in real property which is not owned by a public agency”. A roll call vote was taken and the motion passed 7-0. Mr. Liebich was absent from voting.

Board Members entered into Executive Session at 4:26pm (MST).

M/S (Hill/Clark): I move to go out of Executive Session. The motion carried 7-0. Mr. Liebich was absent from voting.

Board Members exited Executive Session at 4:47pm (MST) when they recessed for the evening.

The Board convened in Executive Session to consider an exempt matter, which is permissible under the Open Meeting Law, Idaho Code, Title 74, Section 206(1)(c). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in this matter it will occur at a future meeting properly noticed under the Open Meeting Law.

Thursday February 13, 2019, 8:00am (MST), Boise State University, Simplot Ballroom, Boise, Idaho

Board Vice President Dave Hill requested unanimous consent to reorder the agenda, moving the Business Affairs and Human Resources items before the Planning, Policy and Governmental Affairs items. There were no objections.

OPEN FORUM

There were 6 participants for the Open Forum:

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- *Danyelle Davis, President of the Idaho Association for Teachers of Language and Culture (IATLC)* – Ms. Davis spoke in support of House Bill 480, introduced by Representative Jerald Raymond, which supports the Seal of Biliteracy. The Seal of Biliteracy highlights work that language teachers are doing statewide, gives recognition to students, and creates partnerships with parents for English learners.
- *Representative John Gannon* – Rep. Gannon, District 17, addressed the Board regarding the property tax crisis and the impact that the property purchase by Boise State University will have on property taxes for Boise residents.
- *Tamara Hunter* – Ms. Hunter addressed the Board regarding her concern for the increasing property tax rates.
- *Ken Pigeon* – Mr. Pigeon addressed the Board regarding his concern for the increasing property tax rates.
- *Steve Yuam* – Mr. Yuam addressed the Board regarding his concern for the increasing property tax rates.
- *Randy Robbins* – Mr. Robbins addressed the Board regarding his concern for the increasing property tax rates.

CONSENT

BOARD ACTION

M/S (Hill/Clark): I moved to approve the consent agenda. The motion carried 7-0. Mr. Liebich was absent from voting.

BAHR

Section II – Finance

1. Boise State University/Idaho State University - Purchasing Policy Revisions

BOARD ACTION

M/S (Hill/Clark): I move to approve the request by Boise State University to revise its purchasing policy as submitted in Attachment 1, to find it substantially consistent with Title 67, Chapter 92 Idaho Code; and to authorize the University to implement the revised purchasing policy effective February 14, 2020. The motion carried 7-0. Mr. Liebich was absent from voting.

AND

BOARD ACTION

M/S (Hill/Clark): I moved to approve the request by Idaho State University's proposed revised purchasing policy as submitted in Attachment 2, to find it substantially consistent with Title 67, Chapter 92 Idaho Code; and to authorize the University to implement the revised purchasing policy effective February 14, 2020. The motion carried 7-0. Mr. Liebich was absent from voting.

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2. Boise State University – Security Services Contract

BOARD ACTION

M/S (Hill/Clark): I move to approve Boise State University's request to proceed with a contract for security services with MAV Event Services as outlined herein. The motion carried 7-0. Mr. Liebich was absent from voting.

3. University of Idaho – Capital Project Construction and Financing Phases – NLine Turbine Project

BOARD ACTION

M/S (Hill/Clark): I move to approve the request by the University of Idaho for construction and short term financing of the proposed Energy Micro-turbines, for a total cost of \$3,300,000 as described in the materials presented to the Board. Approval included the authority for the Vice President for Finance and Administration to execute all necessary and requisite contracts to implement the project and the project financing. The motion carried 7-0. Mr. Liebich was absent from voting.

4. University of Idaho – Designated Depository Contract with Wells Fargo

BOARD ACTION

M/S (Hill/Clark): I move to approve the request by University of Idaho for continuing its banking services relationship with Wells Fargo Bank, N.A. The motion carried 7-0. Mr. Liebich was absent from voting.

5. University of Idaho – Ground Lease to SBA Towers X, LLC

BOARD ACTION

M/S (Hill/Clark): I move to approve the request by the University of Idaho to enter into the proposed lease agreement in substantial conformance to Attachment 1 as presented to the Board, and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all documents related to and necessary for execution and fulfillment of the lease. The motion carried 7-0. Mr. Liebich was absent from voting.

IRSA

6. Council on Academic Affairs and Programs (CAAP) By-Laws

BOARD ACTION

M/S (Hill/Clark): I move to approve the proposed bylaws for the Council on

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Academic Affairs and Programs. The motion carried 7-0. Mr. Liebich was absent from voting.

7. Graduate Medical Education (GME) Committee Appointment

BOARD ACTION

M/S (Hill/Clark): I move to approve the appointment of Dr. Barton Hill to the Graduate Medical Education Committee to replace Dr. Mark Roberts, as a representative of Family Medicine Residency in Idaho, effective immediately to complete a two (2) year term, expiring on June 30, 2020. The motion carried 7-0. Mr. Liebich was absent from voting.

PPGA

8. Institution President Approved Alcohol Permits

BOARD ACTION

M/S (Hill/Clark): I move to accept the report on institution president approved alcohol permits as provided in Attachment 1. The motion carried 7-0. Mr. Liebich was absent from voting.

9. Data Management Council Appointment

BOARD ACTION

M/S (Hill/Clark): I move to approve the appointment of Dr. Marcia Grabow to the Data Management Council as a representative of a school district for a term commencing March 1, 2020 and ending June 30, 2021. The motion carried 7-0. Mr. Liebich was absent from voting.

10. Indian Education Committee Appointment

BOARD ACTION

M/S (Hill/Clark): I move to appoint Mr. Jesse LaSarte, representing the Coeur d'Alene Tribe to the Indian Education Committee effective immediately and expiring June 30, 2021. The motion carried 7-0. Mr. Liebich was absent from voting.

11. Idaho State University – Facility Naming – Alumni Center

BOARD ACTION

M/S (Hill/Clark): I move to waive the application Board Policy I.K and to approve the request by Idaho State University to name the future Alumni Center the "Idaho Central Credit Union Bengal Alumni Center." The motion carried 7-0. Mr. Liebich was absent from voting.

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12. Public Postsecondary Peer Institutions

BOARD ACTION

M/S (Hill/Clark): I move to approve the list of peers proposed by BSU, ISU, UI, and LCSC for use in assessing instructional and institutional performance as provided in Attachment 1. The motion carried 7-0. Mr. Liebich was absent from voting.

13. Updated State Definition – Persistently Dangerous Schools

BOARD ACTION

M/S (Hill/Clark): I move to approve the definition of persistently unsafe schools as provided in Attachment 1. The motion carried 7-0. Mr. Liebich was absent from voting.

SDE

14. Boise State University – Proposed Certification Program Elementary and Secondary Education

BOARD ACTION

M/S (Hill/Clark): I move to accept the Professional Standards Commission recommendation to conditionally approve the Master in Teaching Secondary Education program offered through Boise State University, as submitted in Attachment 2. The motion carried 7-0. Mr. Liebich was absent from voting.

15. Emergency Provisional Certification

BOARD ACTION

M/S (Hill/Clark): I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Elena Hutchinson, Natasha Luker, Layci Adcock, Skye Hetherington, Jessica Kerns, Michele Loftis, Ambur Miller, Jenna DeKruyf, Alexis Doxey, Kirsten Bame, Carie Brackenbury, Kristina Craner, Heather Gibby, Kimberly Koepnick, Cassandra Smouse, Bryce Salmon, Amanda Stewart, Teresa Stewart, Bryce Frandsen, Rachelle Gilbert, Taylor Gee, Mary Charley, Chelsey Ricaldi, Justin Haag, Andrew Bailey, James Broyles, Amy Christean, Sally Elliott, Adea Christensen, Matthew Coleman, Carey Farnsworth, Kelly Dahl, Kirstin Wert, Derek Bates and Mindy Stewart to teach the content area and grade ranges at the specified school districts as provided herein for the 2019-2020 school year. The motion carried 7-0. Mr. Liebich was absent from voting.

There were no questions or comments from the Board.

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BUSINESS AFFAIRS AND HUMAN RESOURCES

Section II – Finance

1. Boise State University – Property Purchase

BOARD ACTION

M/S (Atchley/Clark): I move to approve the request by Boise State University to purchase the property located at 960 Broadway Avenue, Boise, for an amount not to exceed \$22.5 million, subject to bond financing approval; to authorize Vice President and Chief Financial Officer to execute all necessary documents to complete the purchase as outlined herein, to authorize the assumption of the existing non-university tenant leases, and to find that this acquisition is necessary to the ordinary operation of BSU. The motion carried 7-0. Mr. Liebich was absent from voting.

Todd Kilburn, Chief Financial Officer, introduced the item and shared that it is a request from Boise State University to purchase a space at 960 Broadway Avenue in Boise that they are currently leasing. Mark Heil, Vice President and Chief Financial Officer at BSU, elaborated that the building is a 90,000 square-foot facility build in the mid-1980's, and that BSU currently occupies 25% of the space. The intention is that the building will become an administrative hub for BSU and free up space in the middle of campus for other academic programs and activities. Mr. Heil also shared that the facility will be cash flow-positive, with the excess being placed into a maintenance reserve. Board Member Clark inquired what the cost would be if BSU were to build a comparable facility to accommodate anticipated growth, and Mr. Heil shared that duplicating the facility would be a \$35 million dollar expense.

Board President Critchfield prompted Mr. Heil to comment on the concerns brought to the Board's attention during the Open Forum regarding property tax burdens. Mr. Heil shared that he has been a Boise resident for the past 26 years and has also been affected by the property tax challenges. He believes that the challenges are more in relation to the increase in real estate prices than to the purchase of private property. BSU is experiencing a need to accommodate an increase in in-person students, in addition to the increase of online students, and the close proximity of the new building will help to alleviate this. Board President Critchfield added that the property purchase is within the legal bounds of what BSU is able to do, that BSU is not seeking to change how things are taxed, and that the goal of the purchase is to provide more access to facilities on campus for students.

There were no additional questions or comments from the Board.

2. Boise State University – Authorization for Issuance of General Revenue Bonds

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BOARD ACTION

M/S (Atchley/Hill): Finding the proposed project to be necessary for the proper operation of the institution and economically feasible, I move to approve a Supplemental Resolution for the Series 2020A and 2020B Bonds, the title of which is as follows:

SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Project and Refunding Bonds, in one or more series, of Boise State University; setting forth certain requirements of the terms of sale and such bonds; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to \$56,730,000; 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.

A roll call vote was taken and the motion carried 7-0. Mr. Liebich was absent from voting.

Todd Kilburn, Chief Financial Officer discussed that the bonds in question are necessary to purchase the Broadway property. Mark Heil, Vice President and Chief Financial Officer at BSU stated that the bonds will be used to finance the purchase of the Broadway building and to re-fund three bonds from past years. Board Member Atchley inquired whether there would be any changes to the current bonds, and Mr. Heil stated that the re-funding mechanism would leave the bond limit neutral, replacing the existing bonds and matching the maturities.

There were no additional questions or comments from the Board.

3. Idaho State University – Capital Project Bidding and Construction Phases – EAMES Phase III

BOARD ACTION

M/S (Atchley/Hill): I move to approve the request from Idaho State University for bidding and construction for the EAMES Phase III renovation as described herein and to authorize the Vice President for Finance and Business Affairs to execute all necessary and requisite consulting contracts to bid, award, and complete the construction phase of the project for an amount not to exceed \$3,000,000. The motion carried 7-0. Mr. Liebich was absent from voting.

Glen Nelson, Vice President for Finance and Business Affairs at Idaho State University, introduced the item and shared that the Board has approved Phase I and Phase II of

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the EAMES project at prior Board Meetings. Phase III would allow ISU to move on-site power and diesel programming to a new facility and expand the program using federal grant funding from the EDA, which will provide approximately 75% of the funding. There were no questions or comments from the Board.

4. Idaho State University – Bengal Pharmacy Transition

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

Glen Nelson, Vice President for Finance and Business Affairs at Idaho State University, shared that when the Bengal Pharmacy was initially implemented, an LLC was formed where the sole member was the foundation. Bringing the Bengal Pharmacy back into the university will better align the pharmacy with educational efforts and allow for more streamlined management of the program.

There were no questions or comments from the Board.

5. University of Idaho – Authorization for Issuance of General Revenue Bonds

BOARD ACTION M/S (Atchley/Hill): Finding the proposed project to be necessary for the proper operation of the institution and economically feasible, I move to approve a Supplemental Resolution for the Series 2020A Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Regents of the University of Idaho Authorizing the Issuance and Providing for the Sale of General Revenue and Refunding Bonds, Series 2020A; Delegating Authority to Approve the Terms and Provisions of the Bonds and the Principal Amount of the Bonds up to \$65,000,000; 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.

A roll call vote was taken and the motion carried 7-0. Mr. Liebich was absent from voting.

Brian Foisy, Vice President for Finance and Administration at the University of Idaho, discussed that the UI intends to utilize new revenue bonds to re-fund existing revenue bonds at lower interest rates to construct the new Idaho Central Credit Union Arena. The anticipated results are \$4.3 million in savings over the remaining years of the bonds.

Board Member Scoggin inquired that this proposal is in alignment with what has been previously presented to the Board, and Mr. Foisy confirmed that it

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is in alignment with the information presented during the April 2019 Board Meeting. Board President Critchfield emphasized that it is important to discuss that these projects are different from tuition funds; Mr. Foisy discussed that there are no student tuition dollars or state appropriations that will go toward this project, and this project has no impact on the institution's operating budget.

There were no additional questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

~~3. Office of School Safety and Security – Update~~

Board Member Hill requested unanimous consent on Day 1 of the Board Meeting to remove this item from the agenda due to scheduling conflicts. There were no objections.

4. STEM Action Center – STEM School Designation

BOARD ACTION

M/S (Hill/Clark): I move to approve the request by the STEM Action Center Board to designate North Idaho STEM Charter Academy in Rathdrum and Southside Elementary in Lake Pend Oreille School District #84 as Designated STEM Schools for 2020-2024. The motion carried 7-0. Mr. Liebich was absent from voting.

Board Member Hill serves as the Chair of STEM Action Center Board, and discussed that the STEM Action Center has a process to evaluate schools who pose themselves for STEM school designation.

There were no additional questions or comments from the Board.

5. Division of Career Technical Education

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

Clay Long, Idaho Career-Technical Education (CTE) Administrator, presented the Perkins V State Plan alongside James Barrett-Spencer, CTE Federal Oversight Compliance Coordinator, and Heather Luchte, CTE Director of Performance Management. Mr. Long gave an overview of Perkins V, discussing the comprehensive needs assessment that each district must complete every two years which evaluates schools on the follow components:

- Student Performance
- Size, Scope, and Quality
- Industry and Occupational Alignment
- Program of Study Implementation

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- Recruitment, Retention and Training for CTE Personnel
- Equal Access

Mr. Long stated that CTE has worked to receive and collect input from stakeholders on the new plan document, and that that process would continue throughout the 30-day public comment period beginning February 14, 2020. CTE will continue to make revisions before bringing the document before the Board for approval.

Board Member Clark inquired whether school districts would be involved in the conversation during the public comment period; Mr. Long confirmed that they would have the opportunity to participate and that there has been discussion of communicating the “why” behind the revisions and how the funds should be used for the sake of CTE projects within schools.

Board Member Clark inquired if there are CTE pathway projects within rural school districts. Ms. Luchte shared that 44% of schools in rural districts offer CTE pathways. Board Vice President Hill shared that he has heard concern that federal funding can only be applied to CTE pathway programs, which contain a capstone project and a measurable outcome, and that many rural schools who lack the resources to offer full pathways depend on “cluster” programs. Mr. Barrett-Spencer shared that some states do not include state funding for CTE and rely solely on Perkins V funding; if a school does not have a pathway program, they are not eligible to receive Perkins V funding. Board Vice President Hill shared his concern that this can be discriminatory toward rural schools are not able to provide pathways. Mr. Long stated that CTE strives to ensure that the matrix being used to support programs works in unison with school needs, and that the comprehensive needs assessment aids in program development.

Board President Critchfield inquired as to what the initial reaction has been to the Perkins V plan; Mr. Long shared that it has not yet been submitted for public comment, but he anticipates that the feedback will be favorable.

There were no additional questions or comments from the Board.

6. Career Technical Education Work Group Report

BOARD ACTION

M/S (Hill/Clark): I move to adopt the recommendations of the Career Technical Education Work Group as provided in Attachment 1. Individual implementation of any recommendation will be brought back to the Board for final approval. The motion carried 7-0. Mr. Liebich was absent from voting.

Board Member Clark introduced the item and began by expressing thanks to the 14 individuals who represented constituencies within CTE that served on the work group from July-December 2019. She discussed that the work group recommendations focus

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on several long-term recommendations as well as several short term actions that can be taken. An important recommendation in regard to the Board's oversight of CTE is for the implementation of a CTE advisory council, which would advise the Board and work under the Planning, Policy and Governmental Affairs committee. The work group report includes recommendations for who should serve on this council.

The report also recommended that there should be an increased partnership between the Board and the Workforce Development Council (WDC). A major issue that came up in the work group is the need for to expand the apprenticeship program, and the Board recommendation is to work with the WDC to accomplish this.

Board Member Clark discussed several other items that were brought up during the CTE Work Group meetings, including: issues with hybrid program delivery and access in rural communities, a long-term need for recognizing those who have worked in the private sector and are not eligible to be placed on the career ladder, communication strategies for CTE program opportunities that are available in schools, and transparency in regard to how dual credits are earned and transferred to a post-secondary institution following the completion of a high school course.

Board Vice President Hill shared that the work group was established because CTE is becoming increasingly integrated into the educational framework. The work group is solely advisory, and CTE will bring applied use of recommendations to the Board for approval in the future.

Tracie Bent, Chief Planning and Policy Officer, stated that, in relation to how dual credits are earned and transferred after completion of a high school course, while technical competency credits and exams are unique to each institution. If a student goes to a different institution, the articulation agreement with the original institution would no longer apply. Board Member Clark stated that postsecondary institutions are trying to strategize how to integrate students into a CTE program who already have prior coursework.

There were no additional questions or comments from the Board.

7. Our Kids, Idaho's Future – Task Force Recommendations

BOARD ACTION

M/S (Hill/Scoggin): I move to adopt the Governor's Our Kids, Idaho's Future Task Force recommendations as provided in Attachment 1. The motion carried 7-0. Mr. Liebich was absent from voting.

Board President Critchfield stated that Governor Brad Little has incorporated several priorities identified by the taskforce and incorporated them into his FY2021 budget

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recommendations. She also stated that the Board has not publicly endorsed the taskforce's recommendations, and that doing so would be a sign of support.

There were no additional questions or comments from the Board.

8. Legislative Update

BOARD ACTION

M/S (Hill/Clark): I move the Board oppose any further legislation that limits local control for levies, bonds or school calendars. *This motion was withdrawn.*

M/S (Hill/Scoggin): I move the Board opposes any additional restrictions to current statutory framework for local control on levies, bonds, or school calendars during the 2020 legislative session. The motion carried 7-0. Mr. Liebich was absent from voting.

AND

M/S (Hill/Scoggin): I move that the Board supports the Governor's initiatives and priority for teacher pay and career ladder build out. The motion carried 7-0. Mr. Liebich was absent from voting.

Tracie Bent, Chief Planning and Policy Officer, introduced the item and provided an update on the education-related legislation introduced during the 2020 Legislative Session. Ms. Bent shared that since the Board Meeting agenda was finalized, several of the items listed in the attachments have changed and new bills have been introduced and moved forward.

Senate Bill 1235, regarding the loan repayment program, and Senate Bill 1236, regarding educational interpreters, have passed the House and are awaiting action from the Governor. Senate Bill 1248, regarding seed certification, has passed the Senate Agricultural Affairs Committee with a do-pass recommendation and is on the third reading calendar in the Senate; it will be referred to the House if it passes the Senate.

Ms. Bent shared that all pending rule dockets and omnibus rule dockets have now been heard and acted upon by both the House Education Committee and the Senate Education Committee, with the exception of docket 08-0203-1903, which is still pending in the House Education Committee. The House has accepted the omnibus docket containing the exceptions to the content standards, the educator preparation standards, high school graduation math requirements, and the review of the educator preparation programs. On the first day of the February Board Meeting, February 12, 2020, the Senate Education Committee heard the same docket and accepted it in its entirety with no exceptions.

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Two areas that have been brought forward to the Board include a proposed senate bill for the Idaho Promise Mentor Program, which was heard in the Senate Education Committee is now Senate Bill 1324. The Idaho Charter School Network's request for legislation to establish a timeline and process for charter schools that are experiencing financial difficulties was scheduled for a hearing on February 13, 2020. Ms. Bent also pointed out that there is an increased number of legislative items this year which affect bonds, levies, and property taxes, which, in turn, affect public schools as well as postsecondary institutions. These items also affect the timeframe for which districts are able to bring failed levies back before the public. Supt. Ybarra shared that the State Department of Education is concerned about the elimination of March and August levy elections, and that several superintendents have contacted her to voice their opposition to these items.

Ms. Bent also discussed Senate Bill 1326, which refers to a loan repayment program for teachers working in rural areas or in districts with high populations of low-income students, and Senate Bill 1278, which allows for a reimbursement to school districts that offer driver's training programs to their students that is out of funds collected when Idaho residents apply for their driver's license.

A list of the legislation discussed during the Legislative Update can be found in the agenda materials for the February 12-13, 2020 Board Meeting.

Prior to going to motion, following presentation and discussion of the item, the Board recessed at 10:11am (MST) for 20 minutes, returning at 10:31am.

9. K-20 to Career State Longitudinal Data System – Update

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

Cathleen McHugh, Chief Research Officer, Andy Mehl, Education Analytics System Program Manager, and Chris Campbell, Chief Technology Officer for the State Department of Education, provided an update on the State Longitudinal Data System (SLDS). Ms. McHugh explained that the SLDS is currently used to support Apply Idaho, Direct Admissions, grant reporting, Go On analysis, reports provided to the Board and the legislature, and various data requests received throughout the year. She also shared that her team's current priority is ensuring that the Education ID (EDUID) system, which provides a unique identifier to track students through their K-12 and post-secondary careers, is operating smoothly. Ms. McHugh's team is also utilizing Apply Idaho as a means to match students with their EDUID upon application, rather than asking institutions to match students with their EDUID once they have been admitted.

Ms. McHugh discussed that it is important for institutions to understand what data is needed for each variable within the Post-secondary Measures of Academic Progress

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(PMAP), and that the expectations should be uniform for all institutions. Additionally, their team's goal is to incorporate variables into PMAP that ensure that data sets are consistent across the board. Ms. McHugh also discussed the element of transparency in data management. Her team is also working on mapping various data sources, and hope to increase efficiency in conveying the need for data and the process for data acquisition and use. Mr. Campbell echoed Ms. McHugh's comments. He shared that there is a new tool available that has improved data quality and increased the transparency of data within the system. The main goal for the tool is to allow districts to have a visual representation of the data that is presented, as well as a better understanding of the representation of enrollment information. Mr. Campbell also reiterated Ms. McHugh's discussion of the EDUID tool, sharing that it can be used to run an algorithm each time a new EDUID is generated to search for duplicates or other possible enrollment history. The SDE is continually meeting with staff in the Office of the State Board of Education to continue to develop the EDUID tool and make the information more streamlined.

Board Member Clark referenced a federal grant that was previously received via the Department of Labor that allowed for student data to be tracked as they enter the workforce, Mr. Mehl confirmed that the grant allowed for this development. Board Member Clark also inquired as to whether there is a single data system for the State of Idaho. Mr. Mehl responded that while there is not a single data system, there are linkages in place that provide the ability to follow students throughout the K-20 system and into the workforce.

Board Vice President Hill stated that the Board's concern is ensuring that the reports that are generated and provided to the Board are of the highest quality and integrity, with limited uncertainty, to allow for accurate and well-informed decision making. Ms. McHugh stated that there are improvements that can be made, and that much of her work involves statistical analysis to determine if there are issues in data reporting or if data is used for other purposes than what it was initially collected for. Board Member Clark inquired as to what is needed to complete the SLDS so that data processing, acquisition and use are uniform. Ms. McHugh responded that her team is focusing on using staff more efficiently and communicating better. Mr. Campbell agreed, and stated that there are variances in the data depending on the needed use, and that the process allows the provision of data to be aligned to each request.

Board Member Clark stated that the Board's decisions are only as good as the data that the decisions are based off of, and that quality is of the utmost importance. Supt. Ybarra added that it is important to remember that districts are continually updating data, and that there are protocols in place that guide districts as they collect and report data. Board President Critchfield suggested that Ms. McHugh and Mr. Campbell work through the PPGA to better understand those protocols, and come back to the Board with recommendations on how they can be improved.

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Ms. McHugh added that if she receives a request for K-12 data, she immediately sends it to Mr. Campbell or Kelly Everitt, Communications Specialist for the State Department of Education, to ensure that that data is protected.

There were no additional questions or comments from the Board.

10. K-20 Strategic Plan

BOARD ACTION

M/S (Hill/Atchley): I move to approve the 2021-2026 K-20 Education Strategic Plan as amended. The motion carried 7-0. Mr. Liebich was absent from voting.

Tracie Bent, Chief Planning and Policy Officer, gave a brief overview of the Board's discussion the previous day and summarized the proposed amendments:

- Goal 2 (Educational Readiness) – Add the words, “by assuring they are ready to learn at the next educational level”
- Goal 2 (Educational Readiness), Objective A, Performance Measure 2 – Addition of measures which were provided by the State Department of Education following the availability of data; this measure will be brought back to the Board for further amendment following the receipt of the spring Idaho Reading Indicator (IRI) scoring data
- Goal 3 (Educational Attainment) – Based on Board discussion during 2/12 Work Session, this item will remain listed as a “TBD” as the Board works with institutions to set realistic and achievable goals.
- Goal 4 (Workforce Readiness), Objective A, Performance Measure 3 – “Ratio” was changed to “Percent” for the comparison of STEM to non-STEM baccalaureate degrees

There were no additional questions or comments from the Board.

The consolidated K-20 Strategic Plan is included in the attachments for the February 12-13, 2020 Board Meeting.

11. Presidents' Council Update

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

All 8 presidents of Idaho's public higher education institutions presented an update on the work being done within the President's Leadership Council (PLC). Kevin Satterlee, Idaho State University President, began the presentation by sharing that the PLC is operating with a cooperative spirit that will move higher education in Idaho forward. Each president gave an update on the major themes that the PLC has been working to address during their meetings:

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Jeff Fox, College of Southern Idaho President, discussed the PLC's work on Board Policy III.Z. He reminded the Board that this policy defines regional missions for the state's 4-year institutions, and that the PLC hopes to enhance collaborative opportunities. The PLC is working with the Council on Academic Affairs and Programs to edit the language of the policy in order to better serve this vision.

Scott Green, University of Idaho President, discussed the statewide cybersecurity education program, which is a pilot program to deliver coordinated educational offerings for cybersecurity training. He shared that the PLC determined that this was determined as a priority in October 2019, and that the PLC has been working to identify partners and key stakeholders, including the Idaho National Laboratory. The Council on Academic Affairs and Programs has prepared a preliminary report for current and future opportunities for cybersecurity education, and a representative has been identified from each institution to drive the initiative. President Green also stated that Governor Little has included \$1 million for cybersecurity education in his budget recommendations.

President Satterlee discussed how higher education institutions can leverage the dual credit/dual enrollment program. The PLC wants to strategically utilize dual enrollment in order attract students, accelerate the progress toward a degree, and decrease the overall cost of higher education for Idaho students. Rick Aman, College of Eastern Idaho President, elaborated that the goal is to make students aware of dual enrollment opportunities as early as 6th grade and eventually have students transferring from 2-year institutions to 4-year institutions essentially debt-free. President Satterlee stated that the PLC is working with the State Department of Education to further these goals.

President Green shared that the PLC would also like to support increased research collaboration between institutions, and build on the research partnerships that Boise State University, Idaho State University, and the University of Idaho already have in place.

Matt Freeman, Executive Director, discussed the Huron recommendations and the workforce optimization efforts. He shared that Governor Little was present at the last PLC meeting in late January 2020 to discuss work on the higher education funding model and the Huron report recommendations. The discussion centered around moving the Workforce Optimization and Purchasing-ERP Planning work-groups into the BAHHR committee and moving the System Academic Collaboration work-group into the IRSA committee and CAAP. In further discussion with the Board, Board President Critchfield has asked Board Vice President Hill, Board Member Clark, and Board Member Scoggin to lead a work-group with the 4-year institution presents and the CFOs to work on a funding model in order to move forward with the new framework.

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Marlene Tromp, Boise State University President, discussed the institutions' role in advocacy for higher education. She shared that the PLC's goal is to build on their efforts to increase collaboration between institutions in order to advocate for several themes of education that have already been identified of value. President Tromp discussed that degrees lend themselves to higher financial earnings and those who earn degrees are more likely to spend time with their families and give back to their communities, and that the PLC plans to focus on in-demand fields while developing a plan for how to streamline communication moving forward.

President Satterlee also discussed the formation of the Higher Education Funding Model work-group, which will explore how higher education is funded and consider contributing to the cost. The goal for this work-group is to work directly with staff from Governor Little's office and create a report with recommendations by July.

Following the overview of the priorities that the PLC has been focusing on, each president discussed how their institution is approaching the institution FY2020 1% rescission and the FY2021 2% base reduction:

President Satterlee shared that Idaho State University has address the FY2020 1% rescission by means of a cut in employee and hiring expenses totaling about \$850,000, and he elaborated that this involved deciding not to fill positions as they became open. For the FY2021 2% base reduction, President Satterlee shared that ISU is seeking areas to cut without affecting the student experience, and is working to bring the campus together to generate ideas for budget reduction.

President Tromp shared that Boise State University's 1% rescission totaled about \$1.05 million, which was achieved by reducing the reappropriated carry-forward that is distributed to each college on an annual basis, and the 2% reduction brings their base budget to \$2.1 million. BSU is reducing costs by not filling vacant positions, reducing travel, increased teaching loads in some cases in order to reduce reliance on adjunct faculty, and reducing funding for the library, the Council on Economic Education, and to Boise State Public Radio. President Tromp shared that these were somewhat painful cuts to make, but that BSU chose these areas because they each have higher opportunities for philanthropic donations.

President Fox discussed that the College of Southern Idaho is currently reviewing all open positions to determine if they need to be rehired and examining other areas that can be reduced such as travel budgets. He emphasized that CSI is doing their best to make sure that the cuts are not harming the student experience.

Cynthia Pemberton, Lewis-Clark State College President, discussed that LCSC is managing the cuts by means of vacant positions. The reduction was planned for in the case that enrollment did not stabilize and built into institution processes, and LCSC is

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absorbing the rescission through reductions in program funding and by seeking suggestions from the campus community for further reductions.

President Green shared that the University of Idaho has adopted a \$14 million budget reduction plan, and are holding ongoing meetings with the Deans and Finance Vice Presidents each month. He shared that the UI has implemented an voluntary furlough program, which has saved approximately \$275,000 to date.

Bert Glandon, College of Western Idaho President, discussed the 5% holdback for the budget in FY2019 that made the 1% rescission in FY2020 more manageable. CWI is achieving salary savings with vacant positions and has renegotiated leases resulting in cost savings.

President Aman shared that the College of Eastern Idaho is in a unique situation as a new institution, and is addressing the 1% rescission by means of salary savings. CEI is focusing on not hiring new full-time faculty, increasing enrollment, and filling in as needed with adjuncts to adjust to anticipated growth.

Rick MacLennan, North Idaho College President, is approaching the cuts by means of a three-year budget reduction plan, utilizing a soft position freeze, reevaluation of all positions, and an early retirement option as methods for the primary 1% rescission.

There were no additional questions or comments from the Board.

Board Vice President Hill requested unanimous consent to rearrange the agenda, moving Planning, Policy and Governmental Affairs item #14 before item #12 due to scheduling conflicts. There were no objections.

14. Idaho Association for the Education of Young Children – Preschool Development Grant

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

Beth Oppenheimer, Executive Director for the Idaho Association for the Education of Young Children (IAEYC), shared that the IAEYC works to develop programs for the growth, development and education for young children. The IAEYC recently received a preschool development grant called “Birth to Five”, and was awarded \$3.3 million. The purpose of the grant is to fund states who are conducting needs assessments and enhance parental choice and knowledge in relation to early childhood education. The IAEYC will utilize the grant to conduct a statewide needs assessment, create a statewide plan to support collaboration and coordination among existing early childhood education programs, and seek opportunities to utilize existing state, federal, and local resources to improve transitions between early childhood education programs and school systems.

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The “Birth to Five” grant has a one year timeline, and all activities must be completed by December 31, 2020. Ms. Oppenheimer shared that the IAEYC hopes to partner with local resources to highlight the best practices in early learning and improve the quality of early childhood education programs in Idaho. Board Member Atchley inquired, in regard to the efforts to improve upon existing programs, if there will also be efforts directed toward rural communities who are more in need of new programs rather than existing programs. Ms. Oppenheimer shared that a significant portion of the grant activities will revolve around assessing where the “gaps” in opportunity lie, and then factoring those “gaps” into the strategic plan; additionally, the second component is the opportunity to implement changes that are drafted in the strategic plan.

There were no additional questions or comments from the Board.

At 12:24pm (MST) the Board recessed for 53 minutes, returning at 1:17pm.

Board Member Atchley left the meeting at 12:24pm (MST).

12. Board Policy – I.J. Use of Institutional Facilities – First Reading

BOARD ACTION

M/S (Hill/Keough): I move to approve first reading of amendments to Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, as submitted in Attachment 1. The motion carried 6-0. Mrs. Atchley and Mr. Liebich were absent from voting.

Kevin Satterlee, Idaho State University President, stated that the updated policy, following revisions by the President’s Leadership Council, will delegate the approval of alcohol permits to the institution president and does not require an updated Board approval on an annual basis or monthly basis. The policy provides service for alcohol at special events, within special timeframes, in the presence of food and non-alcoholic beverages. In terms of tailgating, alcohol may be sold, but not in designated tailgating areas. The only issue that has been raised is the small chance that an event takes place on campus that does not require an event or invitation, and the President’s Leadership Council will make a revision to include this occurrence at their next meeting, between the first and second reading of the policy.

There were no additional questions or comments from the Board.

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13. Board Policy – By-laws – Second Reading

BOARD ACTION

M/S (Hill/Keough): I move to approve the second reading of Board policy – Bylaws as submitted in Attachment 1. The motion carried 6-0. Mrs. Atchley and Mr. Liebich were absent from voting.

Tracie Bent, Chief Planning and Policy Officer, introduced the item and stated that there were no revisions between the first and second reading of this policy. The amendments make technical corrections, officially change the title of the “President’s Council” to the “President’s Leadership Council”, and shifts the reporting of the President’s Leadership Council from being a working group of the Planning, Policy and Governmental Affairs committee to reporting directly to the Board. It also removes the Athletics Committee and the Agency Heads Committee from the policy.

There were no questions or comments from the Board.

15. Temporary Rule – 2020-2021 Omnibus Rule Making

BOARD ACTION

M/S (Hill/Scoggin): I move pursuant to Section 67-5226, Idaho Code, the Governor has found that temporary adoption of these rules is appropriate to protect the public health, safety, and welfare of the citizens of Idaho and confer a benefit on its citizens.

These rules implement the duly enacted laws of the state of Idaho, provide citizens with the detailed rules and standards for complying with those laws, and assist in the orderly execution and enforcement of those laws.

The expiration of these rules without due consideration and processes would undermine the public health, safety and welfare of the citizens of Idaho and deprive them of the benefit intended by these rules.

The Governor has also found that the fee(s) or charge(s) being imposed or increased is/are justified and necessary to avoid immediate danger to the agency/department/board/commission’s budget, to the state budget, to necessary state functions and services, and to avoid immediate danger of a potential violation of Idaho’s constitutional requirement that it balance its budget.

Therefore, we are adopting these temporary rules to be effective upon sine die of the 2020 session of the Idaho Legislature. The approval is conditional and will only become effective if the rules are not otherwise approved or rejected by the Legislature and/or not extended pursuant to the Idaho Administrative Procedure

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Act, including sections 67-5291 and 67-5292, Idaho Code. The motion carried 6-0. Mrs. Atchley and Mr. Liebich were absent from voting.

Tracie Bent, Chief Planning and Policy Officer, introduced the item by stating that this is an unusual action. The Governor's Office, through the Division of Financial Management, requested that all executive agencies go through the process of considering a temporary rule prior to February 21, 2020. The rule is contingent on the legislature not extending the codified rules that expire on June 30, 2020, and serves as preemptive action anticipating that the codified rules will not be extended.

Board President Critchfield inquired whether circumstances would change depending on the legislative action that takes place, and asked whether the Board would need to remove the omnibus rule if the codified rules are extended. Ms. Bent shared that the motion contains language that has contingency on legislative action, and no action will need to be taken if the circumstances requiring the temporary rule were to change.

There were no additional questions or comments from the Board.

AUDIT

1. Financial Ratios

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

Board Member Scoggin introduced the item and stated that the financial ratios are an overview of measures used to gauge financial health within the institutions. Todd Kilburn, Chief Financial Officer, stated that this item is normally brought before the Board in December, but has been moved to February since the December meeting was condensed and conducted via teleconference.

Mr. Kilburn gave a brief overview of the four ratios that comprise the Composite Financial Index (CFI) that is used to measure an institution's financial health:

- Primary reserve ratio – Sufficiency of resources and their flexibility
- Viability ratio – Capacity to repay total debt through reserves
- Return on net position ratio – Whether the institution is better off financially this year than last year
- Net operating revenues ratio – Whether an institution is living within available resources

Mr. Kilburn elaborated that an institution's CFI includes affiliated entities, such as foundations, and that a CFI is intended to be a "snapshot" of an institution's current financial health rather than a representation of the institution's strategy or mission-driven visions. Board Member Scoggin shared that the Audit Committee reviews each institution's CFI each time they meet.

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The most recent CFIs for each of the four-year institutions are included within the attachments for the February 12-13, 2020 Board Meeting.

There were no additional questions or comments from the Board.

2. Net Position Reports

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

Todd Kilburn, Chief Financial Officer, shared that each institution prepared their 2019 Net Position Reports, which serve as an outline of an institution's financial status at the end of the fiscal year. These reports are brought before the Board for review at the end of each year, and are provided in the attachments for the February 12-13, 2020 Board Meeting.

There were no additional questions or comments from the Board.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

4. Board Policy III.L. – Continuing Education and Prior Learning – First Reading

BOARD ACTION

M/S (Clark/Hill): I move to approve the first reading of proposed amendments to Board Policy III.L., Prior Learning as submitted in Attachment 1. The motion carried 6-0. Mrs. Atchley and Mr. Liebich were absent from voting.

TJ Bliss, Chief Academic Officer, introduced the item and shared that Board staff worked with the Council on Academic Affairs and Programs (CAAP) on the revision of this policy. He stated that the term "continuing education" refers to the development provided to students whether or not they are adult learners. Board Policy III.L focuses on the concept of "prior learning", which occurs prior to a student's formal education at an institution. This amendment removes the term "continuing education" and adjusts language in the policy to focus on prior learning, particularly for students with military backgrounds.

Board Vice President Hill inquired if this amendment would help insure consistency in the treatment of prior learning in Idaho's post-secondary institutions, and Mr. Bliss stated that it will. Board Member Clark stated that the provosts and faculty were involved in the discussion of the amendments, and they are supportive.

There were no additional questions or comments from the Board.

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5. University of Idaho – Program Policy

BOARD ACTION

M/S (Clark/Hill): I move to approve the University of Idaho’s program prioritization process, described in Attachment 1, as an approved program review process for evaluating programs. The motion carried 6-0. Mrs. Atchley and Mr. Liebich were absent from voting.

Board Member Clark introduced the item and stated that it is a request from the University of Idaho for an institution-wide approach to realigning academic and operational programs to revenues. John Weincek, University of Idaho Provost & Executive Vice President, shared that other institutions have gone through the program prioritization process; each institution has unique needs and has gone about the process in different ways.

There were no further questions or comments from the Board.

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

BOARD ACTION

M/S (Hill/Scoggin): I move to adjourn the meeting at 1:50pm (MST). The motion carried 6-0. Mrs. Atchley and Mr. Liebich were absent from voting.



DRAFT

**SPECIAL BOARD MEETING
March 13, 2020
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho**

A special meeting of the Idaho State Board of Education was held via teleconference on Friday, March 13, 2020, with the call originating from the large conference room in the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Debbie Critchfield presided and called the meeting to order at 4:00pm (MST). A roll call of members was taken.

Present

Debbie Critchfield, President
Dr. David Hill, Vice President
Andrew Scoggin*, Secretary
Emma Atchley*

Dr. Linda Clark
Shawn Keough
Kurt Liebich
Sherri Ybarra, State Superintendent

*Except where noted

Friday, March 13, 2020, 4:00pm (MST)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Public Postsecondary Institutions – Coronavirus – COVID-19 Response
This item was provided in the agenda materials as an information item.

Board Vice President Dave Hill asked for unanimous consent to allow the Board to make a motion to take action if necessary, pursuant to Idaho Code There were no objections.

BOARD ACTION

M/S (Hill/Clark): I move that this governing body, pursuant to Idaho Code, Section 74-204(2), amend the agenda for this meeting to allow for item number 1 which was originally noticed as an information item and discussion with the public postsecondary institutions of the Coronavirus – COVID-19 Response to be

an “action item” if required given the rapidly changing circumstances involving public health and security. A roll call vote was taken and the motion passed 8-0.

Board President Critchfield shared that purpose for this Special Board Meeting is to discuss the rapidly-changing situation surrounding the Coronavirus. She shared that it is important to remember that there are specific guidelines set for K-12 and the higher education institutions, and each entity will approach the situation differently.

Dave Jeppesen, Director of the Idaho Department of Health and Welfare (DHW) and Chair of Governor Little’s Coronavirus work-group, shared that the Centers for Disease Control (CDC) and state guidance is different for K-12 than higher education institutions. He shared that, for K-12, school closures do not necessarily stop the spread of the virus, because when children are not in school they are likely left in the care of the high-risk population while parents are at work. Additionally, school closures can put pressure on the workforce, including healthcare workers, when there is not available childcare. He added that the DHW’s preference is that K-12 districts and schools remain open unless there is an outbreak, in which case the decision to close would be up to local control. Mr. Jeppesen also added that, in terms of higher education where the student population is typically comprised of adults, it is unclear of whether closure will aid in slowing the spread of the virus, but it is recommended that courses be moved to an online format.

Board Member Liebich inquired whether there is a national recommendation and whether Idaho should follow Oregon and Washington’s example to close K-12 schools and districts. Mr. Jeppesen responded that, while there may be a point in time where the right decision would be to close schools, DHW’s recommendation is for schools to remain open unless a rapid acceleration of spread is affecting a district or school. These decisions are contingent on the rate of community spread.

Sara Stover, Senior Policy Advisor to Governor Little and member of the Coronavirus work-group, echoed Mr. Jeppesen’s comments.

Superintendent Sherri Ybarra is also serving on the Coronavirus work-group, and echoed Mr. Jeppesen’s comments. She shared that the State Department of Education (SDE) has given the CDC and DHW’s guidance to district superintendents, and advised them to remain open until the outbreak is directly affecting a district or school. However, because Idaho is a local control state, districts superintendents are able to make that decision if they feel that is the best plan of action for their district and are encouraged to stay in contact with the SDE as the situation changes. She elaborated that schools are preparing for the possible transition to online courses and that the SDE is working to create solutions for rural students who may not have access to technology or for younger children who may not benefit from technology, in the event that curriculum and instruction will need to be moved to an online format.

Supt. Ybarra stated that there is concern around standardized testing, which would require large groups of students to gather, and shared that the Federal Department of Education plans to grant waivers to individual schools should they be affected by the virus. She shared that districts are also providing guidance in terms of the course of action for students with Individualized Education Plans (IEPs). Guidance is also being provided for continued food service for students who are in need.

Board President Critchfield asked each of the four-year institution presidents to give a brief update on how their institution is planning to approach the Coronavirus.

Kevin Satterlee, Idaho State University President, shared that students and employees who are feeling ill are being asked to practice social distancing. ISU sent a team to Boise State University to observe their practice run of wholly online instruction, and are working to implement this on their campus. President Satterlee stated that ISU will begin their spring break early, beginning Wednesday, March 18. He stated that should there be a confirmed case at any of the ISU locations, all programs will be moved to online instruction either the first day following spring break or as soon as a confirmed case is announced. ISU's goal is to complete the students' courses through the remainder of the term, and that employees will transition to telecommuting where applicable. Employees and students remaining on campus will be asked to practice social distancing. President Satterlee shared that students will not be forced out of campus housing but will be encouraged to leave campus, and that all large campus events have been restricted. ISU has not made any decisions regarding the spring commencement ceremony at this time.

Board Secretary Scoggin inquired about students who have paid through the end of the term for housing and meal plans, and whether a closure would result in financial loss. President Satterlee responded that the cancellation of large campus events will result in a direct revenue loss, and that prorated refunds will be offered for students who choose to move out of the residence halls.

Board Member Liebich inquired about programs involving lab work that may not be able to be delivered online, and about the plans for student employees on campus as well as international students. President Satterlee stated that ISU has materials available for lab activities to be completed remotely if necessary. ISU will assist students with a sick leave compensation if necessary. It would be a higher risk to have international students to leave and return than it would be for them to remain where they are; President Satterlee stated that there will be quarantine protocol in place for those who are leaving and returning.

Dr. Marlene Tromp, Boise State University President, shared that her main concern is for those who are part of the vulnerable population. BSU is the largest "footprint" in the state and in Boise, which could be a location for spreading the virus. She shared that BSU's test run of a wholly online campus, which took place on the day of the Special Board Meeting, went well, and that she believes that BSU should transition to a wholly

online campus beginning Monday to due to the risk of BSU being a “vector” for virus spread.

Board Secretary Scoggin inquired about students remaining in the residence halls, and Dr. Tromp responded that BSU will not force students to leave, but will adopt new measures to prevent the spread of the virus. BSU will issue prorated refunds for housing and dining, and operate on a case-by-case basis for students who would prefer a different living arrangement. She also shared that a final decision regarding the spring commencement ceremony has not been made at this time.

Board Member Atchley acknowledged that this is a “fluid” situation, and emphasized that it is important to monitor the situation and support schools to do what is best for them. Board Secretary Scoggin echoed Board Member Atchley’s comment and shared that he was impressed with the lengthy planning that has already occurred in such a short amount of time. He also shared his concern for students who have never taken an online course, as well as the need to address the financial impact that the Coronavirus will have on the higher education system.

Dr. Cynthia Pemberton, Lewis-Clark State College President, shared that LCSC is following a plan similar to the other institution, engaging in remote opportunities where possible and continuing with preparations until there is a confirmed case of the virus on campus. LCSC’s goal is to assist students to complete the semester, and they are working to create plans for essential employees to work remotely. LCSC will test remote course delivery on March 16 and March 17. There has not been a decision regarding the spring commencement ceremony at this time, although most on-campus events have been cancelled through the end of March and all non-essential travel has been suspended.

Board Member Clark stated that it is important to give as much notice as possible regarding the cancellation of commencement ceremonies to allow family and friends to adjust or cancel their travel plans if necessary.

At this time, the Board recessed for 23 minutes to listen to a press conference hosted by Governor Little, where the first confirmed case of COVID-19 in Idaho was announced. The meeting resumed at 5:17pm (MST), and the institution presidents continued to share their contingency plans for their respective campuses.

Board Member Atchley and Board Member Scoggin left the meeting at 5:00pm (MST).

Scott Green, University of Idaho President, shared that spring break began today (March 13), and that the UI plans to transition to remote course delivery beginning on March 24. The UI will remain open at this time to provide services for students who have no other options, and are working to develop solutions for students who do not have the technology to continue courses online. The UI will provide laptops for those who may not have them to allow for social distancing. President Green shared that he

will not approve public events on campus that are anticipated to have more than 100 people in attendance, and that the UI is making arrangements for employees to work remotely if the need presents itself. High-travel areas of campus are being deep-cleaned, and all international and non-essential travel has been suspended without Dean's approval. There has not been a decision made at this time regarding the spring commencement ceremony, and this will be addressed in the coming weeks.

President Satterlee clarified that ISU's intention is to start spring break early for students, and faculty will use this time as an in-service to prepare for transition to remote course delivery. Students will officially return from spring break on March 30, and remote delivery will be fully implemented at this time.

Dr. Pemberton shared that the LCSC President's Cabinet will meet next week and may determine that remote delivery will continue past next Monday and Tuesday's test of remote delivery since spring break does not coincide with the timing of the test. She also shared that LCSC will implement "clean zones" throughout campus to allow students to have safer access to technology and work spaces.

At this time, Board President Critchfield opened the floor for Board discussion.

Board Member Keough inquired about test proctoring, and how final exams will be delivered. Dr. Pemberton stated that LCSC is ensuring that faculty are using a Learning Management System (LMS) for all aspects of instruction, including testing. She anticipates that many students will stay on campus, and LCSC has not investigated off-campus proctoring arrangements at this time.

Dr. Tromp shared that Boise State University plans to transition to wholly online course delivery beginning Monday, March 16, considering the campus population density and location.

Board Member Clark shared that she felt the need for the Board to make a motion to approve the transition to online instruction with the circumstances that have been presented by the institutions. Board President Critchfield shared that the Board has already delegated this responsibility to the Presidents in their positions; Jenifer Marcus, Deputy Attorney General, confirmed that, under Board Policy I.E, Presidents or Agency Heads have full authority and responsibility within the framework of the policies for the organization management, direction, and supervision of the institution or organization. Ms. Marcus shared that the Board may still take action in support of the institutions.

Board Member Scoggin rejoined the meeting at 5:35pm (MST).

Board Member Liebich shared that it is important to encourage students to leave campus and take courses remotely if at all possible.

Board Member Clark shared that she felt the Board should go on record in support of the work that the Presidents and campuses are doing to address the situation.

BOARD ACTION

M/S (Clark/): I move to approve the move to online instruction on the schedule and under the circumstances that have been laid out by the individual institutions with the understanding that if something changes those timelines would be moved up as appropriate to the circumstances. Motion withdrawn

M/S (Clark/Keough): I move the Board go on record in support of the institution president's decision to move to on-line instruction in light of the coronavirus pandemic and acknowledge the work that has been done on our campuses to address the many issues that are associated with this change. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board President Critchfield asked that Presidents continue to communicate with the Board, who are supportive of the work that has been done, and that status updates should be sent to Matt Freeman, Executive Director. Board Members were advised to direct questions to Mr. Freeman as well.

Board President Critchfield reminded the Board that the April Board Meeting, which was scheduled to be hosted by the University of Idaho has been moved to a remote format via teleconference.

Supt. Ybarra stated that the issue of waivers for testing will be discussed at the April Board Meeting, and that all SDE events and conferences have been cancelled through May 1, including the Suicide Prevention Conference and the Legislative Roadshow. The Legislative Roadshow will be recorded by section and posted online, and questions can be asked and answered for each region.

Board Vice President Hill shared that it is important to apply an abundance of caution around spring commencement ceremonies and asked that necessary decisions are made as early as possible to allow family and friends to adjust their travel plans accordingly. Board President Critchfield agreed and requested that the Presidents keep the Board apprised of any decisions made regarding commencement ceremonies.

Board Member Liebich stated that the institutions should be working together, since, as one institution implements a plan, other institutions will receive questions. President Satterlee stated that a daily meeting is being held in regard to the Coronavirus with representatives from each institution as well as Board staff, and that there are shared documents to compile information and collaboration efforts.

Board Member Clark shared that all 8 institutions are involved in the daily meeting, although the two-year institutions are governed by different board authorities. Dr. Rick

Aman, College of Eastern Idaho President, added that CEI is hoping to have faculty ready to deliver online coursework no later than March 30.

Board President Critchfield stated that this meeting will not be the only discussion regarding the Coronavirus, and that there will be continued communication as the situation evolves.

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

BOARD ACTION

M/S (Critchfield/Ybarra): I move to adjourn the meeting at 5:51pm (MST). The motion carried 7-0. Mrs. Atchley was absent from voting.



DRAFT

SPECIAL BOARD MEETING

March 16, 2020

Office of the State Board of Education

Len B. Jordan Building

650 W State Street, 3rd Floor

Boise, Idaho

A special meeting of the Idaho State Board of Education was held via teleconference on Monday, March 16, 2020, with the call originating from the large conference room in the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Debbie Critchfield presided and called the meeting to order at 12:30pm (MST). A roll call of members was taken.

Present

Debbie Critchfield, President

Dr. David Hill, Vice President

Andrew Scoggin, Secretary

Emma Atchley

Dr. Linda Clark

Shawn Keough

Kurt Liebich

Sherri Ybarra, State Superintendent

Monday, March 16, 2020, 12:30 p.m. (MST)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Division of Career Technical Education – Idaho Perkins V Plan – Action Item

BOARD ACTION

M/S (Hill/Clark): I move to approve the FY2020 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) State Plan as provided in Attachment 2. The motion carried 8-0.

Board Vice President Dave Hill introduced the item and reminded the Board that the Perkins V plan was presented during the February 2020 Board Meeting, and that it is now coming before the Board for approval in light of the revisions that the Division of Career and Technical Education (CTE) made following 30-day public comment period.

Clay Long, CTE State Administrator, shared that a document titled "Changes to the Perkins V Plan" is included in the attachments, and discussed the changes that were

incorporated as a result of the 30 day public comment period. He elaborated that many of the changes were to provide clarification and articulate definitions throughout the plan. Additionally, Mr. Long shared that CTE has modified the plan to reference programs of study and program requirements, as required by the grant specifications, and that Idaho defines a “program of study” as a pathway.

The revisions included:

- Further definition of the difference between secondary and post-secondary concentrators, as well as the language for the advanced AAS programming
- Modified definition of “quality” within the post-secondary AAS description
- Expanded definition of “scope” to extend the language to post-secondary programs
- An updated table to include projected funding for secondary programs, as well as an updated table to include projected funding for post-secondary funding
- The addition of budget amounts based on the fiscal year Federal allocation

Board Member Kurt Liebich asked Mr. Long to clarify that the plan will be valid for four years, with a \$7.8 million annual appropriation; Mr. Long stated that this is correct, and that the amounts are subject to change each year based on allocations for different programs. Board Member Liebich also inquired as to whether the Perkins V plan will align with the work of the Workforce Development Council, and Mr. Long shared that local needs assessments are conducted by each entity receiving funds in order to ensure that programs align with local community and workforce needs. These needs assessments must be completed before they are able to apply for funding for projects.

Board Member Linda Clark shared that employers have been very involved with school districts, creating a “full circle” of involvement. She shared her appreciate for the minor changes that were made in response to the input that was received. Mr. Long shared that he is pleased with the work that his team has done with districts statewide to help them understand how the changes will affect their programs and how CTE will support them in navigating the changes. He elaborated that CTE’s goal is to continue to work to meet the needs of school districts as well as workforce partners.

Board President Debbie Critchfield inquired what the next step in the approval process will be, and Mr. Long shared that, following Board approval, the plan will be sent to Governor Little’s office for approval and then to the State Department of Education.

There were no additional questions or comments from the Board.

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

BOARD ACTION

M/S (Hill/Atchley): I move to adjourn the meeting at 12:41pm (MST). The motion carried 8-0.



DRAFT

SPECIAL BOARD MEETING
March 23, 2020
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A special meeting of the Idaho State Board of Education was held via teleconference on Monday, March 23, 2020, with the call originating from the large conference room in the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Debbie Critchfield presided and called the meeting to order at 3:30pm (MST). A roll call of members was taken.

Present

Debbie Critchfield, President
Dr. David Hill, Vice President
Andrew Scoggin*, Secretary
Emma Atchley

Dr. Linda Clark
Shawn Keough
Kurt Liebich
Sherri Ybarra, State Superintendent

*Except where noted

Monday, March 23, 2020, 3:30 p.m. (MST)

BOARDWORK

1. Public Education – COVID-19 Response

BOARD ACTION

M/S (Liebich/Atchley): I move to approve the response framework identified in the document provided, titled COVID-19 School Operations Guidance. A roll call vote was taken and the motion carried 8-0.

Board President Critchfield stated that there are over 400,000 students (K-20) statewide, and the goal of this meeting was to provide guidance to inform local decisions and address concerns that districts cannot address by themselves. She also called attention to the extensive work that has been done among higher education

institution representatives within the last two weeks, and commented that Idaho's education system has responded to the COVID-19 crisis in a remarkable way. Board President Critchfield stated that the meeting would address school closures and the continuation of services as well as the amendments to several administrative rules listed in the agenda materials. She discussed that there is currently no community spread of COVID-19 outside of Blaine County; there is clear guidance for districts if community spread is identified, but the decision to close when there is not community spread present is a "grey area".

At this time all schools statewide are currently closed, with some schools on their normal spring break. There are no students physically attending classes in any buildings.

Governor Little has convened a K-12 Emergency Council, led by Greg Wilson, Senior Policy Advisor, which is comprised of representatives from each state region as well as Sherri Ybarra, State Superintendent of Public Instruction, Board President Critchfield, and Board Members Liebich and Clark. Board President Critchfield shared that school districts are approaching decisions that need to align with the uniform actions that have been taken statewide, and that the K-12 Emergency Council has created a document to assist districts in their decision-making process. She discussed that the document is not meant to be prescriptive, but aims to provide guidance for districts moving forward.

Board Member Scoggin joined the meeting at 3:37pm (MST).

COVID-19 SCHOOL OPERATIONS GUIDANCE

Mr. Wilson shared that the K-12 Emergency Council has met every morning for the past four days in order to provide advice to the Governor during the crisis. He discussed that the Board has authority on operational and broad issues, and that the state should take Board authority into account during this time.

Mr. Wilson discussed the "COVID-19 School Operations Guidance" document, which is included in the attachments for this meeting, stating that it provides a framework for districts to utilize as they respond to their unique population and community needs while fulfilling continuity needs and delivery of learning for students.

The main focus of the guidance document is a recommended "soft closure" of schools through April 20, 2020, in which the Board expects schools to remain physically closed but still provide essential services for communities. These services include food service wherever possible, childcare (particularly for healthcare workers and those providing community services), the delivery of virtual or distance instruction, and the delivery of special education. The goal of the document is to provide guiding principles while allowing districts to create their own plan.

The Board will schedule meetings throughout the duration of the COVID-19 crisis in order to respond to the needs of the districts and charters statewide. Board Member

Liebich discussed that the K-12 Emergency Council calls have been very collaborative and have created an opportunity for the superintendents of each region to provide feedback for their own districts and charter school leadership. He shared that the main point of concern within the council is creating a plan for schools who are approaching the end of their spring break, and stated that local school boards and superintendents need a framework to shape these decisions.

Board Secretary Scoggin asked for clarification on the definition of a “soft closure”, and Board Member Liebich clarified that students would not be permitted physically on school campuses until April 20, 2020, but there is an expectation for schools to provide special services and opportunities for students to learn.

Board Member Clark voiced her appreciation for Governor Little for organizing the K-12 Emergency Council in a way that allows input from stakeholders, and shared that she is impressed by the manner in which superintendents statewide have “taken the reigns” and established communication with one another.

Board President Critchfield shared that it is important that the date of April 20, 2020 is not regarded as an end date for the “soft closure”. This date was established with the consideration of Federal guidelines and guidelines from the Department of Health and Welfare and Public Health, and it is important to continue to monitor the situation and be ready to adjust for changes if necessary. Board Member Liebich agreed that it is important to revisit this date as the situation progresses.

Supt. Ybarra shared her praise for the districts, and discussed that the State Department of Education will host twice-weekly webinars to provide guidance. Board Member Atchley agreed that it is important to provide guidance to the districts so that they may continue instruction for students. Board Member Keough shared her appreciation for everyone’s work during the crisis.

Board President Critchfield elaborated that districts should strive to accommodate the items listed within the guidance document, and recognized that local districts and the K-12 Emergency Council will create criteria for when should reopen; the criteria will vary among districts and will be decided upon depending on how the situation progresses. She also suggested that the Board should meet weekly for the duration of the crisis to promote regular communication as the situation changes and provide guidance to the districts.

There were no additional questions or comments from the Board.

STATE DEPARTMENT OF EDUCATION

1. Provide LEA’s and Charter Schools Maximum flexibility to support students during and in response to the COVID-19 pandemic

BOARD ACTION

M/S (Ybarra/Clark): I move to waive IDAPA 08.02.03.105.03 the college entrance exam for seniors who would have taken it during the 2020 administration, and IDAPA 08.02.03.105.04 senior project for students graduating at the end of the 2019-2020 school year. A roll call vote was taken and the motion carried 8-0.

AND

BOARD ACTION

M/S (Ybarra/Liebich): I move to direct staff to include in the 2021 rule-making an exemption for juniors in the 2019-2020 school year from the college entrance exam graduation requirement. A roll call vote was taken and the motion carried 8-0.

AND

BOARD ACTION

M/S (Ybarra/Hill): I move waive the requirement in IDAPA 08.02.03.111 for the administration of the Idaho Standard Achievement Test (ISAT) and alternate assessments for students with significant cognitive disabilities, in English Language Arts, Math and Science, in grades 3-8 and high school for the 2019-2020 school year. A roll call vote was taken and the motion carried 8-0.

AND

BOARD ACTION

M/S (Ybarra/Scoggin): I move approve the waiver, pursuant to section 8401(b) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), as provided in attachment 2 and authorize the State Superintendent of Public Instruction to submit the waiver request on behalf of the State Board of Education. A roll call vote was taken and the motion carried 8-0.

Board President Critchfield stated that the current situation does not mean “business as usual”, and that it is important to acknowledge that schools are doing the best they can and that the Board is present to assist in any way possible.

Board Member Liebich inquired about the financial impact for waiving standard testing requirements. Supt. Ybarra stated that she has not yet discussed this issue with her team, but will update the Board once this item is addressed.

There were no additional questions or comments from the Board.

2. Temporary Rule Amending IDAPA 08.02.02.004 Rules Governing Uniformity, Transportation and Standards for Idaho School Buses and Operations

BOARD ACTION

M/S (Ybarra/Keough): I move to approve the revised **Standards for Idaho School Buses and Operations as submitted in Attachment 2**. A roll call vote was taken and the motion carried 8-0.

AND

M/S (Ybarra/Hill): I move to approve the **Temporary Rule amending IDAPA 08.02.02.004 Rules Governing Uniformity, Documents Incorporated by Reference, as submitted in Attachment 1, contingent upon the approval of the Governor and with the effective date as the date of the Governor's approval**. A roll call vote was taken and the motion carried 8-0.

The first motion allows for miles to be reimbursed to districts when buses are used for delivering meals and other operational services. Supt. Ybarra stated that 80% of a district's transportation budget is for staffing, and allowing for this reimbursement will be helpful for them.

Board Member Scoggin inquired whether these amendments will be time-limited, or if the Board will have to rescind the amendments later. Tracie Bent, Chief Planning and Policy Officer shared that the amendments are temporary, but the Board will need to re-promulgate this administrative rule to incorporate language for situations like this moving forward. The temporary rule will be revisited in the future, but this amendment will ease district concerns regarding transportation.

There were no additional questions or comments from the Board.

At this time, Supt. Ybarra introduced Colleen Fillmore, Director of Child Nutrition Programs within the Idaho State Department of Education, who discussed that several hundred sites statewide have been approved to serve meals, sometimes hundreds of meals in one day. Ms. Fillmore shared that her team is working to receive maximum flexibility with Federal guidelines, and have received three waivers that pertain to the Family First Act to allow schools to efficiently serve their students and communities. She shared that some sites are serving national school lunch, some are serving grab-and-go meals, and some are working with the Department of Transportation and the Department of Childhood Nutrition to transport and deliver meals. Board Member Scoggin shared his appreciation for the rapid movement that has occurred to address the child nutrition component.

Board President Critchfield brought up special education programming, sharing that there have been communications from the US Department of Education within the last week regarding flexibility and how to satisfy student needs in terms of distance learning. There have also been communications from SDE to guide districts as to how they can support special education and distance learning. Supt. Ybarra introduced Charlie Silva,

Director of Special Education within SDE, who has been hosting webinar trainings for the districts to share recent guidance from the USDE regarding special education. Ms. Silva shared that one of the biggest challenges is identifying communication methods for special education students, since some students would do well with online delivery methods while others will need different methods of instruction, and the SDE is working to communicate with families regarding the needs of their children.

Board Member Liebich shared that some districts in other parts of the country are avoiding distance learning for special education programs because it cannot be uniform. Ms. Silva stated that this is correct, and that there was initial guidance that stated that districts should considering closing, putting a “pause” on free and public education. She shared that this initial guidance was misunderstood, and that the focus is now on allowing districts to focus on the future and putting plans in place if the situation were to worsen. Ms. Silva shared that she is confident that SDE and the Board can address special education needs for Idaho students.

Board President Critchfield then brought up the continuation of operations and how teacher evaluations will continue as they pertain to the career ladder. Ms. Bent stated that administrative rule requires two evaluations, but there are special conditions for circumstances where it may not have been possible for the second evaluation to be completed; by now, administrators should have completed one evaluation.

Board President Critchfield also discussed the topic of employment, which the Board will address in the future, and shared that concerns about classified staff have been shared during the K-12 Emergency Council meetings and during the superintendent webinars. She encouraged school districts to use the talents of classified staff members to the best of their abilities during the crisis.

Ms. Bent will contact the Board Members to establish a standing meeting schedule for the coming weeks. Mr. Wilson stated that regular meetings will allow for frequent updates for the Board and the SDE, as well as an opportunity to continually provide guidance to the districts as the situation continues to change.

There were no additional questions or comments from the Board.

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

BOARD ACTION

M/S (Liebich/Hill): I move to adjourn the meeting at 4:45pm (MST).



DRAFT

SPECIAL BOARD MEETING
March 30, 2020
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A special meeting of the Idaho State Board of Education was held via Zoom teleconference on Monday, March 30, 2020. At this time, the Office of the State Board of Education is closed to the public in accordance with Governor Little's State at Home Order issued March 25, 2020 in response to the public health emergency caused by the COVID-19 pandemic. Board President Debbie Critchfield presided and called the meeting to order at 3:00pm (MST). A roll call of members was taken.

Present

Debbie Critchfield, President
Dr. David Hill, Vice President
Andrew Scoggin
Emma Atchley

Dr. Linda Clark
Shawn Keough
Kurt Liebich
Sherri Ybarra, State Superintendent

Monday, March 3, 2020, 3:00 p.m. (MST)

BOARDWORK

1. Public Education – Issues related to the COVID-19 Epidemic

K-12 Education Update

Greg Wilson, Senior Policy Advisor to Governor Little, stated that is has been two weeks since all districts and charters elected to an extended spring break, and that last week the Board recommended that all districts statewide participate in the "soft closure" through April 20, 2020. Mr. Wilson reminded the group that the K-12 Emergency Council is comprised of four Board Members (Board President Critchfield, Superintendent Ybarra, Board Member Liebich, and Board Member Clark) as well as representatives from each region's superintending group and various stakeholder groups. The K-12 Council has been meeting daily to in order to provide council to the

Governor, the Board, the Superintendent, and district leadership statewide. Regional groups and charter groups have been meeting frequently and the Council, in conjunction with Supt. Ybarra's twice-weekly webinars, aims to provide council for their effort and provide an opportunity for open communication.

Mr. Wilson shared that Governor Little announced an additional 1% financial holdback on March 27, 2020, extending to K-12, which amounts to approximately \$19 million. This holdback was discussed in during the K-12 Emergency Council to gauge what districts and charters would need from the State. Additionally in light of President Trump's announcement that social distancing should continue until April 30, 2020, the Council discussed whether the "soft closure" of schools should be extended. Mr. Wilson also shared that the stimulus bill signed last week by President Trump could provide up to \$48 million for K-12 schools statewide; the stimulus will impact schools and charters different depending on how many Title I students are enrolled.

Superintendent Ybarra echoed Mr. Wilson's comments, and elaborated that Idaho's estimated allocation of the surplus bill would be \$47.8 million. She shared that this would be in addition to the \$50 million allocated for 2019-2020 and that the 90% of the allocation would be distributed based to the districts based on the Title I formula. The State must apply for a waiver to receive these funds, and the funds must be used for certain things.

Board President Critchfield recommended that the Board have an in-depth conversation next week regarding Idaho's "soft closure" date in light of President Trump's announcement extending social distancing guidelines through April 30. Board Member Liebich stated that he believes there should be certain criteria developed in conjunction with Public Health officials to aid in local districts' decisions regarding timelines for reopening. Board Member Atchley shared that it is important that the Board works to ensure that students continue to receive as much instruction as possible during this time, elaborating that students should still be receiving content that reflects the standards regardless of the delivery method. Board Member Liebich also voiced his concerns about how the "soft closure" will impact students moving to the next grade and how it will impact graduating seniors who are expecting to begin college in during the fall semester.

Board President Critchfield invited Board Members to e-mail Matt Freeman, Executive Director, if there is anything they would like to discuss regarding the possible extension of the "soft closure" during next week's Special Board Meeting.

There were no additional questions or comments from the Board.

Postsecondary Education Update

Dani Dunstan, President Kevin Satterlee's Chief of Staff at Idaho State University, has been leading a daily conference call with representatives from each of Idaho's eight

higher education institutions; the group has been meeting each morning since March 12, 2020. The group is comprised of institution representatives in the areas of communications, human resources, and executive leadership from each campus, as well as Board President Critchfield and representatives from the Office of the State Board of Education and Governor Little's Office. Each call provides an update on the COVID-19 situation at the state and national level and allows for each institution to share what they are doing in the areas of the transition to online delivery of course content, the delivery of remote student services, human resources planning and the transition to telework, and communications strategies.

Collaboration is encouraged so that institutions may gain insight from each other to come up with creative solutions for common problems they may be experiencing. Ms. Dunstan shared that across institutions, the majority of instruction and essential services have been transitioned to online delivery and telework while non-essential services have temporarily been suspended, students remaining in campus housing are being encouraged to move to a more permanent home if the option is available, and each institution is taking a thoughtful approach in communicating with students, staff, and community members. Institutions are also preparing for the financial impact and beginning to plan for summer courses.

Board Member Liebich inquired when institutions may be able to gauge possible enrollment numbers for next year. Ms. Dunstan shared that in a normal year projections are monitored throughout the semester, but current projections may not be reliable because of the COVID-19 crisis. Dr. Cynthia Pemberton, Lewis-Clark State College President, echoed Ms. Dunstan's statements regarding enrollment, and added that enrollment may vary if students elect to remain closer to home during future semesters. Scott Green, University of Idaho President, shared his concerns that the UI will have decreased enrollment due to the fact that they are a "destination campus". Dr. Marlene Tromp, Boise State University President stated that it is important to be adaptive during this time in order to support faculty and staff, so that they are able to support students.

Matt Freeman, Executive Director, shared that as a result of the Coronavirus Aid, Relief, and Economic Security (CARES) Act being passed by Congress last week, \$12.5 billion will be allocated for public and private higher education institutions nationwide. The distribution of these funds will be distributed based on the full-time enrollment of Pell Grant recipients (75%) and full-time enrollment of non-Pell Grant recipients (25%). 50% of the funds distributed to institutions must go directly to students in the form of emergency financial aid grants to provide support as a result of the disruption of campus services due to COVID-19; the funds for students will be distributed through the Pell Grant system. The other 50% of the distributed funds will be applied to lost revenue, expenses incurred during the transition to telework and online course delivery, and payroll. Mr. Freeman shared that there is a waiver that states must apply for to receive these funds, and that the Board has not yet received any estimates for the amount of funds Idaho will receive.

Mr. Freeman also shared that there have been discussions with the four, four-year institution Presidents to determine where the Board can assist in terms of policy changes during this time. These policy changes, which will provide greater flexibility for employment and course fees for institutions, will likely be discussed during next week's Special Board Meeting.

There were no additional questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Career Technical Education – Partial Waiver – Board Policy IV.E.7, Career Technical Assessment Requirements

BOARD ACTION

M/S (Hill/Clark): I move to waive the requirement in Board Policy IV.E.7 for students in career technical education cluster and pathway programs to take a technical skills assessment or workplace readiness assessment for the remainder of the 2019-2020 school year. A roll call vote was taken and the motion carried 8-0.

Clay Long, State Administrator for the Division of Career Technical Education, shared that this item is a request for a waiver of workplace readiness assessments and technical skills assessments for the current school year. He added that if this motion passes, districts would still be able to offer these assessments for their purposes, but it would no longer be a Board requirement.

There were no questions or comments from the Board.

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

BOARD ACTION

M/S (Hill/Atchley): I move to adjourn the meeting at 3:55pm (MST). The motion carried 8-0.

The Idaho State Board of Education will be conducting a virtual Special Board Meeting on Mondays at 3:00pm during the COVID-19 Pandemic to receive updates on the status of public education in Idaho and to take action as necessary.

BOARDWORK
APRIL 16, 2020

	FY2015	FY2016	FY2017	FY2018	FY2019 ¹	Benchmark
Goal 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.						
Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.						
Development of a single K-20 data dashboard and timeline for implementation	FY2020					
Objective B: Alignment and Coordination -Ensure the articular and transfer of students throughout the education pipeline.						
Percent of community college transfers who graduate from four-year institutions ¹	2011-12 cohort	2012-13 cohort 15%	2013-14 cohort 15%	2014-15 cohort 16%	2015-16 cohort 17%	25% or more
Percent of postsecondary first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and/or language arts ¹	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	
Two-year institutions	64%	69%	62%	62%	52%	Less than 55%
Four-year institutions	25%	43%	40%	32%	29%	Less than 20%
Goal 2: EDUCATIONAL READINESS - Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities.						
Objective A: Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.						
Percentage of students scoring at grade level on the statewide reading assessment (broken out by grade level, K-3)*	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	
Kindergarten	NA	NA	NA	NA	64.1%	TBD
1st Grade	NA	NA	NA	NA	67.5%	TBD
2nd Grade	NA	NA	NA	NA	75.9%	TBD
3rd Grade	NA	NA	NA	NA	73.7%	TBD
Percentage of students meeting proficient or advanced on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school)	2014-15	2015-16	2016-17	2017-18	2018-19	by 2022/ESSA Plan Goal
Math						
5th Grade	NA		42.3%	43.8%	45.5%	58.59%
8th Grade	NA		39.5%	42.1%	41.6%	57.59%
High School	NA		33.2%	34.2%	34.7%	53.30%
ELA						
5th Grade	NA		54.2%	55.8%	57.3%	68.04%
8th Grade	NA		52.9%	54.7%	54.4%	67.64%
High School	NA		60.3%	60.6%	60.3%	73.60%
Science						
5th Grade	NA		66.5%	65.6%	64.8%	FY21 Baseline
High School	NA		65.2%	67.3%	62.8%	FY21 Baseline

BOARDWORK

APRIL 16, 2020

	FY2015	FY2016	FY2017	FY2018	FY2019 ¹	Benchmark
	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	
High School Cohort Graduation Rate	77.3%	78.9%	79.7%	79.7%	80.6%	At least 95%
Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
ACT	36%	36%	33%	34%	11/1/2019 ⁷	At least 60%
English		77%	71%	72%		
Mathematics		54%	49%	49%		
Reading		59%	57%	57%		
Science		46%	44%	45%		
		2016 graduates	2017 graduates	2018 graduates	2019 graduates	
SAT		25% Test changed	33%	33%	11/1/2019 ⁷	At least 60%
Evidence-Based Reading and Writing (ERW)		Test changed	62%	60%		
Mathematics		25%	35%	35%		
Percent of high school graduates who participated in one or more advanced opportunities ²	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
Any Advanced Opportunities	84%	88%	90%	90%	91%	At least 80%
Specific Advanced Opportunities						
Advanced Placement	41%	40%	39%	41%	41%	
International Baccalaureate	8%	7%	3%	2%	1%	
Dual Credit	43%	65%	58%	66%	69%	
Technical Competency Credit	40%	55%	62%	59%	56%	
Industry Certification	NA	NA	NA	2%	3%	
Percent of dual credit students who graduate high school with an Associates Degree ^{1, 13}	1%	1%	1%	2%	2%	At least 3%
Percent of high school graduates who enroll in a postsecondary institution	2014 graduates	2015 graduates	2016 graduates	2017 graduates	2018 graduates	
Within 12 months of high school graduation	53%	53%	53%	50%	11/1/2019 ⁸	At least 60%
	2012 graduates	2013 graduates	2014 graduates	2015 graduates	2016 graduates	
Within 36 months of high school graduation	NA	NA	64%	64%	11/1/2019 ⁸	At least 80%
Objective B: School Readiness - Explore opportunities to enhance school readiness.						
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	
Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.*	NA	NA	NA	NA	45.0%	TBD
	2014-15	2015-16	2016-17	2017-18	2018-19	
Number of students participating in early readiness opportunities facilitated by the state.	NA	NA	NA	NA	NA ⁹	TBD
Goal 3: EDUCATIONAL ATTAINMENT -Ensure 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.						

*Benchmark will be set following Spring 2020 Administration of the Idaho Reading Indicator.

BOARDWORK
APRIL 16, 2020

	FY2015	FY2016	FY2017	FY2018	FY2019 ¹	Benchmark
Objective A: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.						
	2014 cohort	2015 cohort	2016 cohort	2017 cohort	2018 cohort	
Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study	40%	42%	42%	42%	11/15/2019 ¹²	At least 60%
Percentage of new full-time degree seeking students who return (or who graduate) for second year in an Idaho postsecondary institution ¹	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	
Two-year institutions						
New student	54%	54%	58%	56%	56%	At least 75%
Transfer	NA	55%	63%	66%	61%	At least 75%
Four-year institutions						
New student	75%	75%	73%	75%	73%	At least 85%
Transfer	76%	76%	76%	76%	74%	At least 85%
Total number of certificates/degrees produced, by institution per year ¹		2015-16	2016-17	2017-18	2018-19	
Certificates of at least one year*	2014-15	1,499	1,438	1,641	1,665	TBD
College of Eastern Idaho	98	102	109	110	108	TBD
College of Southern Idaho	179	192	151	154	146	TBD
College of Western Idaho	191	229	240	402	508	TBD
North Idaho College	251	746	690	687	616	TBD
Boise State University	64	0	0	0	0	TBD
Idaho State University	192	208	230	276	272	TBD
Lewis-Clark State College	21	22	18	12	15	TBD
University of Idaho	0	0	0	0	0	TBD
Associate degrees	2014-15	3,197	3,325	3,503	3,451	TBD
College of Eastern Idaho	97	118	121	93	147	TBD
College of Southern Idaho	845	919	817	800	840	TBD
College of Western Idaho	895	996	979	984	886	TBD
North Idaho College	676	306	473	610	670	TBD
Boise State University	168	145	116	119	133	TBD
Idaho State University	374	362	405	472	428	TBD
Lewis-Clark State College	204	351	414	425	347	TBD
University of Idaho	0	0	0	0	0	TBD
Baccalaureate degrees	2014-15	6,808	6,865	6,924	7,033	TBD
Boise State University	3,154	3,174	3,317	3,373	3,472	TBD
Idaho State University	1,155	1,228	1,168	1,166	1,233	TBD
Lewis-Clark State College	544	541	528	587	626	TBD
University of Idaho	2,017	1,865	1,852	1,798	1,702	TBD

*Benchmark setting pending feedback from the Presidents Leadership Council

BOARDWORK
APRIL 16, 2020

	FY2015	FY2016	FY2017	FY2018	FY2019 ¹	Benchmark
Percent of full-time, first-time freshman graduating within 150% of time or less ¹	2012-13 cohort 2013-14 cohort 2014-15 cohort 2015-16 cohort 2016-17 cohort					
Two-year institutions	18%	20%	22%	25%	26%	At least 50%
Four-year institutions	42%	41%	42%	46%	47%	At least 50%
Objective B: Timely Degree Completion - Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).						
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting ¹	20% to 24%	21%	21%	22%	24%	50% or more
Two-year institutions		7%	6%	7%	8%	
Four-year institutions		26%	27%	28%	30%	
Percent of new degree-seeking freshmen completing a gateway math course within two years ¹	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	
	35%	39%	42%	46%	46%	60% or more
Median number of credits earned at completion of Associate's or Baccalaureate degree program ¹						
Transfer students						
Associate	86	106	103	100	93	69
Baccalaureate	140	127	121	124	126	138
Non-transfer students						
Associate	79	101	98	97	99	69
Baccalaureate	130	127	127	126	124	138
Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic locations.						
Annual number of state-funded scholarships awarded and total dollar amount ⁴						
Total Scholarships Awarded	1,525	1,774	3,487	3,795	4,403	At least 3,000
Armed Forces and Public Safety Officer Scholarship	5	10	10	11	13	
Opportunity Scholarship	1,520	1,764	3,461	3,739	4,254	
Opportunity Scholarship for Adult Learners	0	0	0	0	57	
Postsecondary Credit Scholarship	0	0	16	45	79	
Total Dollar Amount of Scholarships Awarded ⁴	\$4,980,388	\$5,300,248	\$10,074,212	\$11,822,718	\$14,641,323	At least \$16 M
Armed Forces and Public Safety Officer Scholarship	\$63,814	\$176,000	\$152,038	\$174,497	\$185,627	
Opportunity Scholarship	\$4,916,574	\$5,124,248	\$9,901,424	\$11,585,371	\$14,237,582	
Opportunity Scholarship for Adult Learners	\$0	\$0	\$0	\$0	\$104,564	
Postsecondary Credit Scholarship	\$0	\$0	\$20,750	\$62,850	\$113,550	
	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	
Proportion of postsecondary graduates with student loan debt ⁵	71%	47%	48%	49%	11/15/2019 ¹⁰	Less than 50%

BOARDWORK
APRIL 16, 2020

	FY2015	FY2016	FY2017	FY2018	FY2019 ¹	Benchmark
Percent of students who complete the Free Application for Federal Student Aid (FAFSA) ⁶	NA	NA	NA	2017-18 seniors 47%	2018-19 seniors 44%	60% or more
Percent cost of attendance (to the student) [<i>Inaccurately reported as change in cost</i>]		FY2015	FY2016	FY2017	FY2018	96% or less of peers
Two-year institutions	\$12,817					
Students living off campus	\$24,554	5%	-3%	13%	-10%	
Four-year institutions	\$12,817					
Students living on campus		3%	-2%	-2%	4%	
Students living off campus	\$24,554	7%	0%	-3%	-8%	
Average net price to attend public institution.	FY2014	FY2015	FY2016	FY2017	FY2018	
Four-year institutions	108%	101%	93%	96%	Fall 2019 ¹¹	90% or less of peers
Expense per student FTE	FY2014	FY2015	FY2016	FY2017	FY2018	
	\$21,187	\$22,140	\$23,758	\$24,512	5/1/2020 ¹¹	Less than \$20,000
Two-year institutions	\$12,817	\$13,883	\$15,168	\$15,432		
Four-year institutions	\$24,554	\$25,118	\$26,691	\$27,701		
Number of degrees produced ¹	14,026	10,005	10,190	10,427	10,484	At least 15,000
Goal 4: WORKFORCE READINESS - Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical						
Objective A: Workforce Alignment - Prepare students to efficiently and effectively enter and succeed in the workforce.						
Percentage of students participating in internships	5%	5%	5%	5%	6%	10% or more
Percentage of undergraduate students participating in undergraduate research. ¹						
BSU	29%	35%	37%	37%	43%	Greater than 40%
ISU	41%	43%	42%	41%	38%	Greater than 50%
UI	61%	64%	65%	61%	58%	Greater than 60%
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields ¹ (CCA/IPEDS Definition of STEM fields)	NA	1:0.24	1:0.25	1:0.25	1:0.24	1:0.25 or more
Increase in postsecondary programs tied to workforce needs	6	23	20	20	22	10
Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.						
Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.	NA	NA	4	8	11	8
Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho ³	NA	NA	WWAMI - 50%	WWAMI-51%	WWAMI-51% University of Utah - 11/22/2019	At least 60%

BOARDWORK
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	FY2015	FY2016	FY2017	FY2018	FY2019¹	Benchmark
Percentage of Family Medicine Residency graduates practicing in Idaho						
Boise	43%	47%	56%	53%	54%	At least 60%
ISU	86%	43%	71%	29%	43%	At least 60%
CDA	NA	NA	50%	83%	72%	At least 60%
Percentage of Psychiatry Residency Program graduates practicing in Idaho.	NA	NA	NA	NA	NA	At least 50%
Medical related postsecondary programs (other than nursing) ¹	NA	85	102	108	118	100
Notes: (1) FY2019 performance measures for the postsecondary institutions are preliminary. (2) The Department of Education calculates these rates based on the procedures established for the accountability metrics. However, these are only calculated for graduates while the accountability metrics cover all students. (3) At this time, this only includes WWAMI graduates. (4) Not included are GEAR UP Scholarships as these scholarships are federally funded. (5) Only federal loans are included in this estimate. Graduates from both four and two-year institutions are included. (6) FAFSA completion is calculated as of May of a student's senior year. (7) This data is released by College Board and ACT, Inc. in late October. (8) This data element cannot be computed until all PMAP data is loaded. (9) The process for calculating this metric has not yet been established. (10) This data is released by the Department of Education in mid-fall. (11) This metric is contingent on the IPEDS data release. (12) The Public Use Microdata Sample of the American Community Survey will be released November 14, 2019. (13) This metric only includes information from the public postsecondary institutions.						

**DEPARTMENT OF EDUCATION
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TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	PROFESSIONAL STANDARD COMMISSION APPOINTMENTS APPOINTMENTS	Action Item

**STATE DEPARTMENT OF EDUCATION
APRIL 16, 2020**

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 Education with the Board. Areas of discussion will include, but not be limited to:

- 2020 Standards Review Timeline

BOARD ACTION

This item is for informational purposes only.

**STATE DEPARTMENT OF EDUCATION
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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Appointments to the Professional Standards Commission

REFERENCE

April 2016	Board requested changes to the recommendation for appointments to the Professional Standards Commission to reflect a more diverse geographical representation of the state.
June 2016	Board approved six appointments and two reappointments to the Professional Standards Commission and discussed changing practices and reaching out to broader communities when filling openings on the Commission in order to assure more equal representation and diversity of the members.
August 2016	Board approved one appointment to the Professional Standards Commission.
April 2017	Board approved one appointment and three reappointments to the Professional Standards Commission.
August 2017	Board approved one appointment to the Professional Standards Commission.
April 2018	Board approved seven appointments/reappointments to the Professional Standards Commission.
June 2018	Board approved one appointment to the Professional Standards Commission.
April 2019	Board approved seven appoints to the Professional Standards Commission.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC). The Commission consists of eighteen (18) members including one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) in pupil personnel services. The Idaho School Superintendents' Association, the Idaho Association of Secondary School Principals, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of

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higher education may submit nominees for (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Four (4) positions on the PSC are open for a three (3)-year appointment, effective July 1, 2020: public higher education (1), school superintendent (1), special education administrator (1), and certificated secondary classroom teacher (1). Nominations were sought from the Idaho Association of Colleges for Teacher Education (IACTE), the Idaho Education Association (IEA), Northwest Professional Educators (NWPE), the Idaho Indian Education Committee, the Idaho Association of Special Education Administrators (IASEA) and the Idaho School Superintendents' Association (ISSA). Nominations from IACTE, ISSA, IASEA, and IEA were submitted for consideration:

Public Higher Education:

- Emma Wood, Idaho State University, IACTE
- Mark Neill, Idaho State University, IACTE
- Jennifer Snow, Boise State University, IACTE

School Superintendent:

- Paula Kellerer, ISSA
- N. Shalene French, ISSA
- Luke Schroeder, ISSA

Special Education Administrator:

- Ramona Lee, IASEA
- Holly Tanner, IASEA
- Kimberly Shaner, IASEA

Secondary Classroom Teacher:

- Charmaine Van Buskirk, IEA
- Lindsey McKinney, IEA
- Erin Murillo, IEA

IMPACT

Board action allows for appointment and reappointment of members to the Professional Standards Commission, solidifying membership for the 2020-2021 meeting year.

ATTACHMENTS

- Attachment 1 – Current Professional Standards Commission Members
- Attachment 2 – Emma Wood Resume
- Attachment 3 – Mark Neill Resume
- Attachment 4 – Jennifer Snow Resume
- Attachment 5 – Paula Kellerer Resume
- Attachment 6 – N. Shalene French Resume

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Attachment 7 – Luke Schroeder Resume
Attachment 8 – Ramona Lee Resume
Attachment 9 – Holly Tanner Resume
Attachment 10 – Kimberly Shaner Resume
Attachment 11 – Charmaine VanBuskirk Resume
Attachment 12 – Lindsey McKinney Resume
Attachment 13 – Erin Murillo Resume

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1252(2), Idaho Code, “Except for the member from the staff of the State Department of Education, and the member from the staff of the Division of Career Technical Education, three (3) nominees for each position on the commission shall be submitted to the State Superintendent of Public Instruction, for the consideration of the State Board of Education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho Association of School Superintendents may submit nominees for one (1) position, the Idaho Association of Secondary School Principals may submit nominees for one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho School Boards Association may submit nominees for one (1) position; the Idaho Association of Special Education Administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position.”

Additionally, Section 33-1252, Idaho Code, requires not less than seven (7) members be certificated classroom teachers in the public schools system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. While not required, historical practice has been to identify whether a teacher serving on the commission is an elementary or secondary school teacher to assure a balance in the representation on the Commission.

BOARD ACTION

I move to appoint Emma Wood as a member of the Professional Standards Commission for a three-year term beginning July 1, 2020, and ending June 30, 2023, representing Public Higher Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to appoint Paula Kellerer as a member of the Professional Standards Commission for a three-year term beginning July 1, 2020, and ending June 30, 2023, representing School Superintendents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Ramona Lee as a member of the Professional Standards Commission for a three-year term beginning July 1, 2020, and ending June 30, 2023, representing Special Education Administrators.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Charmaine Van Buskirk as a member of the Professional Standards Commission for a three-year term beginning July 1, 2020, and ending June 30, 2023, representing Secondary Classroom Teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2019-2020 Professional Standards Commission Members

Clara Allred
Special Education Administrator

Iris Chimburas
Elementary Classroom Teacher
Lapwai School District #341

Karen Pyron
School Board Member
Butte County School District #111

Steve Copmann
Secondary School Principal
Cassia County Joint School District #151

Kathy Davis, Chair
Secondary Classroom Teacher
St. Maries Joint School District #041

Kristi Enger
Career-Technical Education
Division of Career-Technical Education

Mary Flores
Public Higher Education-Letters & Sciences
Lewis-Clark State College

Mark Gorton
Secondary Classroom Teacher
Lakeland Joint School District #272

Mark Haynal
Public Higher Education
Lewis-Clark State College

Marjean Lewis
School Superintendent

Charlotte McKinney
Secondary Classroom Teacher
Mountain View School District #244

Peter McPherson
Chief Deputy Superintendent
Idaho State Department of Education

Terah Moore
Private Higher Education
College of Idaho

Elisa Saffle
Elementary School Principal
Bonneville Joint School District #093

Marianne Sletteland
Exceptional Child Education
Potlatch School District #285

Jennifer Snow
Public Higher Education
Boise State University

Topher Wallaert
Elementary Classroom Teacher
Mountain Home School District #193

Mike Wilkinson
School Counselor
Twin Falls School District #411

Dr. Emma F. Wood
Idaho State University
Department of Teaching and Educational
Studies
(208) 282-5443
Email: woodemma@isu.edu

Education

PhD, Idaho State University, 2017.
Major: Instructional Design

MA, California State University - Northridge, 2006.
Major: Deaf and Hard of Hearing/Special Education

BA, California State University - Northridge, 2003.
Major: Deaf Studies

ACADEMIC AND PROFESSIONAL POSITIONS

Interim Assistant Dean for Educator Preparation, College of Education, Idaho State University.
(August 2019 – Present)

College of Education Assessment Coordinator, Idaho State University. (August 2014 – August 2019)

Assistant Lecturer, College of Education, Idaho State University. (August 2013 – July 2014)

Special Projects Contract, College of Education, Idaho State University. (January 2013 – August 2013)

Adjunct, Idaho State University, Special Education. (August 2009 – December 2012)

Transcriptionist for the Deaf and Hard of Hearing, Idaho State University. (August 2008 - May 2009).

Teacher Aide and Sign Language Interpreter, Simi Valley Elementary School. (June 2002 – April 2004)

Transcriptionist for the Deaf and Hard of Hearing, California State University - Northridge. (August 2000 - May 2004).

TEACHING

Teaching Experience

Idaho State University

EDUC 1150, Educational Careers, 1 section

EDUC 4485, Independent Problems in Education, 2 sections

EDUC 5597, Sheltered Instruction, 1 section

SPED 3350, Creating Inclusive Classrooms, 41 sections

SPED 5550, Creating Inclusive Classrooms, 3 sections

K12 Schools

Middle School Deaf and Hard of Hearing Resource Room (all subjects)

Preschool and Kindergarten Deaf and Hard of Hearing Self-contained Classroom

Community

American Sign Language teacher for parents

Delivering Professional Development Experience

Idaho State University

Charlotte Danielson's Framework for Teaching, College of Education Faculty, Fall 2013

Livescribe Smartpen Training, College of Education Faculty, Spring 2013

Course Development

SPED 3350, Creating Inclusive Classrooms

Face to face course

Hybrid course

Asynchronous online course

SPED 5550, Inclusive Classrooms

Asynchronous online course

EDUC 5597, Danielson's Framework for Teaching: Administrators

Asynchronous online course

Supervision

Student Teacher

Special Education, Spring 2014

Special Education – Deaf/Hard of Hearing, Spring 2019

Pre-Internship

History, Middle School, Fall 2020

RESEARCH

Published Intellectual Contributions

Refereed Journal Articles

Romrell, D., Kidder, L. C., Wood, E. F. (2014). The SAMR Model as a Framework for Evaluating mLearning. *Journal of Asynchronous Learning Networks*, 18(2).

<http://jaln.sloanconsortium.org/index.php/jaln/article/download/435/105>

Conference Proceedings

Streagle, K. & Wood, E. (2016). Teaching, modeling, and implementing UDL for pre-service teachers. In J. E. Gardner, & D. Hardin (Eds.), *Proceedings of the 2nd Annual UDL-IRN Summit* (pp. 37-39). Towson, MD.

Wood, E. (2017). Virtual checklists: Enhancing personal progress monitoring. In J. E. Gardner, & D. Hardin (Eds.), *Proceedings of the 4th Annual UDL-IRN Summit* (pp. 85-87). Orlando, FL.

Presentations Given

Wood, E. (Presenter & Author), Sammons, D. (Author Only), & Denner, P. (Author Only). UDL-IRN, "Virtual Checklists: Enhancing Personal Progress Monitoring", Orlando, FL (March 2017)

Drake, M. A. (Presenter & Author) & Wood, E. (Presenter & Author), UDL-IRN Summit, "Learning Universal Design Through UDL," Towson University, MD (March 2016)

Streagle, K. (Presenter & Author) & Wood, E. (Presenter & Author), UDL-IRN, "Teaching, Modeling, and Implementing UDL for Pre-Service Teachers," Boloxi, MS (March 2015).

Drake, M. A. (Leader) & Wood, E. F. (Leader), IABE, "Help! How to Support All Students to be Resourceful, Strategic, and Motivated Learners," Boise, Idaho (January 29, 2015).

Wood, E. F. (Leader) & Romrell, D. (Leader), AECT, "Livescribe Echo Goes to College: Innovative uses of a SmartPen," Jacksonville, Florida. (November 7, 2014).

Wood, E. F. (Presenter & Author), Romrell, D. (Presenter & Author), AECT, "Using Twitter to Increase Social Presence and Create a Community of Learners," Jacksonville, Florida. (November 7, 2014).

Wood, E. F. (Presenter & Author), Kidder, L. (Presenter & Author), AECT, "Student Driven Online Collaboration: Tools That Work," Association of Education and Communication Technology, Anaheim, California. (November 1, 2013).

Wood, E. F., eISU, "Rubrics in Moodle 2.0," Instructional Technology and Resource Center, Idaho State University. (October 2012).

Wood, E. F. (Presenter & Author), Machen, L. (Presenter & Author), Devries, T. (Presenter Only), Idaho State University Disability Awareness Week, "Universal Design for Learning," Disability Services, Idaho State University. (October 2010).

Wood, E. F. (Presenter & Author), Mercaldo, D. J. (Presenter & Author), Paraprofessional Conference, "Language Development," Regional Special Education Office, Idaho State University. (October 2009).

SERVICE AND COMMITTEE WORK

State Service

Committee Member, STATE STANDARDS REVIEW, Core Teacher Standards (November 2016)

Committee Member, STATE STANDARDS REVIEW, Preservice Technology Teacher Standards (November 2015)

Committee Member, STATE STANDARDS REVIEW, Deaf and Hard of Hearing Teacher

Standards (November 2015)

Guest Presenter, IDAHO COALITION ON EDUCATOR PREPARATION, (April 3, 2019)

Committee Member, IDAHO ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION,
DEANS AND DIRECTORS, (November 2018 – Current)

Quality Matters Peer Review Summer Project, Instructional Technology Resource Center (ITRC),
Member, (June 2, 2014 - June 13, 2014).

Quality Matters *Accessibility and Usability Resource Site* Content Matter Expert, (January 2018 –
Present).

Universal Design for Learning, Higher Education Design Lab Facilitator, (March 2017 – May
2018).

Institutional Service

Conference Organizer, DISTINGUISHED VOICES IN EDUCATION, College of Education. (April
3, 2014 - May 29, 2014).

Committee Member, NATIONAL YOUTH LEADERSHIP NETWORK, (September 2012 - August
2013).

Committee Member, MOMENTUM PATHWAYS – ACADEMIC MAPS and MOMENTUM YEAR
PROJECT GROUP, (May 2019 – September 2019)

Committee Member, UNIVERSITY ASSESSMENT, (April 2017 – Present)

Committee Member, UNIVERSITY ASSESSMENT, Assessment Software and Technology,
subcommittee, (September 2018 – September 2019)

Committee Member, UNIVERSITY ASSESSMENT, University Comprehensive Assessment Plan
Update, subcommittee, (August 2019)

Quality Matters Peer Review Summer Project, ITRC, Member, (June 2, 2014 - June 13, 2014).

Quality Matters *Accessibility and Usability Resource Site* Content Matter Expert, (January 2018 –
Present).

Community Service

Committee Member, HEAD START POLICY COUNCIL MEMBER, (September 2008 - May
2010).

Coordinator – Small Talk, SUCCESS BY SIX INITIATIVE, (August 2009 - August 2010).

Consulting

Academic, Merri Ann Drake, Idaho Coaching Network - Region IV. (October 10, 2014 - Present).

AWARDS AND HONORS

Master's with Distinction, Master's Degree, 2006

Summa Cum Laude, Bachelor's Degree, 2003

Torch Bearer Award, Deaf Studies department, 2003

Professional Memberships

Member, Association for Educational Communications and Technology. (January 2013 - 2018).

Member, Kappa Delta Phi, (2013 - Present)

Development Activities Attended

Brown Bag Discussions, "Quality Matters," Idaho State University, Pocatello, Fall 2013.

Conference, "AACTE 2014," Indianapolis, Indiana. (March 1, 2014 - March 3, 2014).

Continuing Education, "APPQM," Idaho State University, Pocatello. (2013).

Conference, "2013 Fall CAEP Conference," Council for the Accreditation of Educator Preparation, Arlington, Virginia. (September 19, 2013 - September 21, 2013).

Conference, "Association of Higher Education and Disabilities (AHEAD)," New Orleans, Louisiana. (July 10, 2012 - July 13, 2012).

Seminar, "IRIS Faculty Seminar," Claremont College, Portland, Oregon. (March 1, 2012 - March 3, 2012).

ADDITIONAL SKILLS AND EXPERIENCE

- Multiple years of experience with implementing and maintaining data management systems (Filemaker Pro, Taskstream)
- Project management
- Career-Path Internship implementation in off-campus tutoring program with supporting data management system.
- Certified American Sign Language Interpreter
 - Idaho License #SIGN-4073 (Expires: May 2021)
 - Utah Certified Professional Level (Expires: July 2020)

Mark W. Neill
Associate Professor
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EDUCATION

1999 Ed.D. The University of Montana, Missoula, Montana
Primary Emphasis: Higher Education Administration
1995 M.Ed. The University of Montana, Missoula, Montana
Primary Emphasis: K-12 Education Administration
1977 B.S. Western Montana College, Dillon, Montana
Primary Emphasis: Secondary Education
Majors: Biological Science
Health & Physical Education

PROFESSIONAL EXPERIENCE

Higher Education

2019-2020 Interim Dean
College of Education
Idaho State University, Pocatello, ID
2018-2019 Assistant Dean of Educator Preparation
Associate Professor
Department of School Psychology and Educational Leadership (SPEL)
College of Education
Idaho State University, Pocatello, ID
2017-2018 Assistant Dean of Educator Preparation
Associate Professor/Department Chair
Department of Teaching and Educational Studies (TES)
College of Education
Idaho State University, Pocatello, ID
2016-2017 Assistant Dean of Educator Preparation
Associate Professor/Department Chair
Department of School Psychology and Educational Leadership (SPEL)
Department of Teaching and Educational Studies (TES)
College of Education
Idaho State University, Pocatello, ID
2013-2016 Associate Professor/Department Chair
Department of School Psychology and Educational Leadership (SPEL)
Department of Teaching and Educational Studies (TES)
College of Education
Idaho State University, Pocatello, ID

2009 – 2013 Associate Professor/Program Area Leader
Graduate Department of Educational Leadership & Instructional Design
College of Education
Idaho State University, Pocatello, ID

2007 – 2009 Assistant Professor/Program Area Leader
Graduate Department of Educational Leadership & Instructional Design
College of Education
Idaho State University, Pocatello, ID

2005 – 2007 Assistant Professor/Assistant Department Chair
Department of Educational Leadership
College of Education
Idaho State University, Pocatello, ID

2004 - 2005 Assistant Professor
Department of Educational Leadership
College of Education
Idaho State University, Pocatello, ID

TEACHING

Courses taught

Idaho State University

EDLA 6608 Organizational Leadership & Education Administration
EDLA 6609 Principalship
EDLA 6613 Using Data to Improve School Leadership
EDLA 6614 Curriculum, Instruction, & Assessment
EDLA 6615 Supervision of Instruction
EDLA 6630 Education Equity & Ethics
EDLA 6649 Issues in Educational Leadership
EDLA 6651 Master's Case Study (capstone course)
EDLA 6657 Educational Leadership Internship
EDLA 6664 Public School Monetary Policy
EDLA 6644 Instructional Leadership
EDLA 6662 Superintendency
EDLA 7722 Data Driven Decision-Making
EDLA 7737 Educational Specialist Practicum
EDLA 7751 Educational Specialist Case Study (capstone course)
EDLP 7700 Change Strategies
EDLP 7702 Supervision & Empowerment
EDLP 8800 Introduction to Doctoral Studies
EDLP 8801 Capstone Doctoral Seminar
EDLP 8830 Comprehensive Examination
EDLP 8850 Doctoral Dissertation

The University of Montana

EDLD 565 Secondary Level Curriculum & Instruction

Administrative roles

Interim Dean	College of Education	2019-2020
Assistant Dean	College of Education	2018-2019
Assistant Dean	College of Education	2017-2018
Chair	Department of Teaching & Educational Studies	
Assistant Dean	College of Education	2016-2017
Chair	Department of School Psychology & Educational Leadership	
	Department of Teaching & Educational Studies	
Chair	Department of School Psychology & Educational Leadership	2015-2016
	Department of Teaching & Educational Studies	
Chair	Department of School Psychology & Educational Leadership	2014 - 2015
Chair	Department of Educational Leadership & Instructional Design	2013 - 2014
Program Lead	Department of Educational Leadership (M.Ed., Ed.S., Ed.D.)	2007 –2013
Assistant Chair	Department of Educational Leadership	2005 – 2007

Graduate Committee Work

Doctoral dissertations

Chair = 6

Committee Member = 29

Active Dissertations

Chair = 5

Committee Member = 2

Graduate Committees in the College of Education

Education Specialist Case Studies = 17

Masters Case Studies = 109

Graduate Faculty Representative (Outside of the COE)

Doctoral = 2

Master's = 34

SCHOLARSHIP

Publications

Refereed journals (Externally-reviewed publications).

Karhinen, N. E., Freudenthal, J. J., **Neill, M. W.**, & Bowen, D. M. (2018). *A model online oral health education course for foster youth in transition.* (Under review)

Mortensen, P. S., Neill, M. W., & Storie, G. M. (2018). *Principal perceptions of state teacher evaluation requirements.* Rural schools (on-line edition).

Fan, C., Bocanegra, J. O., Ding, Y., **Neill, M. W.** (2016). Examining School Psychologists' Perceptions of RTI Implementation. *Trainers' Forum.*

*Farnsworth, T. J., Lawson, J., **Neill, M.**, Neill, K., Seikel, A., & Peterson, T. (2015). Understanding the leadership dimensions of implementing and sustaining inter-professional education. *Journal of Allied Health* 44(3), 152-157.

* *J. Warren Perry Award* - 2016 ASAHP Annual Conference (October 19, 2016), New Orleans, LA

- Neill, M. W., & Mathews, J. G. (2009, spring). Does the use of technological intervention improve student academic achievement in mathematics and language arts for an identified group of at-risk middle school students? *Southeastern Teacher Education Journal* 2(1), 57-66.
- Neill, M. W., & Saunders, N. S. (2008). Servant leadership: Enhancing quality of care and staff satisfaction. *Journal of Nursing Administration*, 38(9), 395-400, Richmond, VA: Lippincott, Williams, & Wilkins.
- Neill, M., Hayward, K., & Peterson, T. (2007, August). Student perceptions of the Inter-professional team in practice through the application of servant leadership principles. *CJIC Journal of Interprofessional Care*, 21(4), 425-432, Oxon, UK: Informa Healthcare.
- Neill, M. (2006, August). Highly qualified teachers: Provisions, problems, & prospects. *Catalyst for Change: Journal of the National School Development Council*, 34(2), 3-9. Marlborough, MA: National School Development Council.
- Wang, Wan-Hsing, & Neill, M. W. (2006, spring). Instructor and student attitudes, perceptions, and motivation regarding the use of hypermedia instructional technology in the cosmetology program. *International Journal of Learning*, 12(9). Melbourne, Australia: Common Ground Publishing.
- Brogan, G. H., Mathews, J. G., & Neill, M. W. (Spring 2005). Is the principalship in peril? Task performance factors effecting job satisfaction of high school principals in a mountain west state. *Journal for Effective School*. 4(1), 47-63. Pocatello, ID: Intermountain Center for Educational Effectiveness.

Chapters in manuals

- Neill, M. W. (2008, Spring). Leadership in Victim Services, *Idaho Victim Assistance Academy Manual*: Boise, ID.

Monographs

- Neill, M. W., Thomas, G. J., Sanders, S. C. (2013). *The importance of the six Idaho foundation standards for school principals and the performance indicators related to each of those standards as perceived by Idaho superintendents*. Prepared for the Idaho Department of Education Professional Standards Commission. January 2013.
- Harris, K., & Neill, M. W. (2010, January). Creating academically proficient schools (Web only). *Principal Leadership*, 10(5). Available at: <http://www.principals.org/Content.aspx?topic=61221>
- Neill, M. W. (Spring 1998). The two faces of multiculturalism. *Educational Leadership of Montana* 1, 16-18. Great Falls, MT: Montana Association for Curriculum & Development.

**Presentations
International**

Hayward, K. S. & Neill, M. W. (July 7, 2007). *Leadership in interprofessional education and clinical practice*. Workshop presented at the Beyond the Borders: International nursing education in the 21st century conference. Brighton, England, U.K. (Invited podium session).

Hayward, K. S., & Neill, M. W. (March 22, 2007). *Students' perceptions of the interprofessional team in practice: Application of servant leadership in community-based care*. Paper presented at the 20th Annual Pacific Nursing Research Conference. Honolulu, HI (Invited podium session).

Neill, M. W., & Saunders, N. N. (May 16, 2006). *Utilizing servant leadership in the health care profession*. Paper presented at the meeting of the 1st Nurse Education International Conference: Developing Collaborative Practice in Health and Social Care Education. Vancouver, B.C. Canada (Invited podium session).

Neill, M. W., & Hayward, K. S. (April 11, 2006). *Utilizing servant leadership to enhance the delivery of mobile interdisciplinary health and wellness services to rural older adults*. Paper presented at the Third International All Together Better Health: Challenges in Inter-professional Education and Practice Conference, Imperial College, London, England (Invited podium session).

National

Neill, M. W., Colon-Durham, L., Lord, J., Raney, T., Sanchez, L.A., Snow, J. (June 12, 2018). *Rising tide lifts all ships*. NASCTEC Conference, Minneapolis, MN.

Farnsworth, T. J., Lawson, J., Neill, M., Neill, K., Seikel, A., & Peterson, T. (2014). *Understanding the leadership dimensions of implementing and sustaining inter-professional education*. Annual Meeting of the Association of Schools of Allied Health Professions, October 23. Las Vegas, NV.

Neill, M. W., & Meyer, A. J. (March 4, 2007). Changing paradigms: Leadership for the new school. *Making Possibilities Real: PDK Region B & C Leadership Conference*. Denver, CO (Invited podium session).

Mathews, J. G., & Neill, M. W. (November 13, 2005). Factors influencing job satisfaction and task performance of high school principals. *The Mid-South Regional Educational Research Association Conference*, Baton Rouge, LA (Invited podium session) *

Neill, M. W., Mathews, J. G., & Davis, J. E. (November 11, 2005). The principal internship: A standards-driven field experience model. *The Mid-South Regional Educational Research Association Conference*, Baton Rouge, LA (Invited podium session). *Session cancelled due to Hurricane Katrina.

Fagenstrom, S., Neill, M. W., Aspinwall, M., Kuntz, R. (February 1991.). Parent involvement program (PIP): Involving parents in the middle school. *National Middle School Conference*, Long Beach, CA (Invited podium session).

Regional

- Kennedy, T., Storie, G., **Neill, M.** (Nov. 12, 2015),
Idaho School Boards Conference, Coeur d'Alene, ID.
- Neill, M. W.** (June 11, 2014). *Enhancing cooperation between domestic violence organizations*. Idaho Victim Assistance Academy: Boise, ID (Invited podium presentation).
- Neill, M. W.** (June 10, 2014). *Professional noticing: Supporting administrators in identifying effective mathematics instruction*. School District #91. Idaho Falls, ID. (Invited presentation).
- Neill, M. W.** (May 16, 2014). Advancing teamwork in student services. North Idaho College, Student Services. Coeur d'Alene, ID. (Invited presentation)
- Neill, M. W.** (April 23, 2014). *Building leadership capacity in victim services*. Victim Right's Week: Boise, ID (Invited presentation).
- Neill, M. W.** (August 24, 2009). Enhancing teacher effectiveness in the accountability era. *Troy Public Schools*. Troy, MT (Invited podium presentation).
- Neill, M. W.** (June 13, 2008). *Leadership in victim assistance and domestic violence organizations*. Idaho Victim Assistance Academy: Boise, ID (Invited podium presentation).
- Neill, M. W.** (April 17, 2008). *Leadership in victim assistance programs*. Victim Right's Week: Boise, ID (Invited podium presentation).
- Meyer, D., **Neill, M.**, & Gentillion, L. (November 16, 2007). Strengthening the work of school boards, *Idaho School Boards Association Annual Conference*, Coeur D'Alene, ID (Invited podium session).
- Meyer, A. J., & **Neill, M. W.** (October 4, 2007,). Understanding the importance of integrity, trust, and clear communication to your role as an effective educator, *Whole Child, Whole Teacher Conference*, Idaho Falls, ID (Invited podium session).
- Neill, M. W.**, & Meyer, A. J. (August 1, 2007). Unleashing the power: Creating tomorrow's learning communities, *Idaho Effective Schools Conference*, Boise, ID (Invited podium session).
- Meyer, A. J., & **Neill, M. W.** (July 31, 2007). Effective schools: Essential competencies, *Idaho Effective Schools Conference*, Boise, ID (Invited podium session).
- Neill, M. W.** (March 17, 2007). Creating positive realities in middle level learning communities, *Idaho Middle Level Association Annual Conference*, Boise, ID (Invited podium session).
- Neill, M. W.** (July 1997). Transformational leadership: The art of change. *Leadership Institute: Leadership for Change*, University of Montana, Missoula, MT (Invited podium session).

Textbook Reviewer

- Neill, M. W.** (2015). *The principalship from A-Z*. (Williamson, R., & Blackburn, B. R.) Larchmont, NY: Eye on Education.

Manuscript Reviewer

- Neill, M. W. (2012). *Nurse Education Today*, P.O. Box 66, Hull, HU10 7XS, United Kingdom.
- Neill, M. W. (2009). *Journal of Happiness Studies*, Deakin University, 221 Burwood Highway, Burwood, Victoria 3125, Australia.
- Neill, M. W. (2011). *International Journal of General Medicine*: Dove Medical Press. *Control Anxiety in Physicians and Nurses Working in Intensive Care Units Via Using Emotional Query As an Anxiety Management Tool*.

Funded Grants

- Neill, M. W. & Ruchti, W. (Sept. 2017). Supporting Practice and Student Learning (SPSL), sub award, Idaho State Board of Education – SAHE Grant (\$265,000). Boise, ID
- Shropshire, S., & Neill, M. W., (July 2017). *AAPT/PTRA Professional Development for Idaho Secondary School Teachers*. Idaho State Department of Education – Title II Grant (\$110,000). Boise, ID.
- Neill, M. W., Sanders, S., & Thomas, G. J. (2012). Principal Evaluation Study. Idaho Department of Education Professional Standards Commission Grant (\$2000). Boise, ID
- Neill, M. W. (January 2006). Southern Regional Education Board: Using data to improve school leadership. *Dean's Grant (\$1400)*, College of Education, Idaho State University, Pocatello, ID.
- Neill, M. W. (February 2006). American Colleges of Education Western Regional Conference: Preparing for the department chair. *Dean's grant, (\$500.00)* College of Education, Idaho State University, Pocatello, ID.

Student Handbooks

- Neill, M. W. (Fall 2005). *Principal internship handbook (revision)*. EDLA 657: Principal Internship. Department of Educational Leadership: Idaho State University.

Curriculum Proposals

- 2018 Teacher Preparation Program Curriculum Revision
- 2017 Dual enrollment education courses with Idaho Digital Learning Alliance
Special Education Director Curriculum Revision – Conditionally approved SBOE
- 2016 Master of Arts in Teaching (MAT) – Approved SBOE

Professional development activities

- 2017 Box Training, Pocatello, ID
- 2014 Quality Matters, Pocatello, ID
- 2012 Moodle2 Training, Pocatello, ID
- 2012 Northwest Commission on University and Colleges – Evaluator Training, Seattle, WA
- 2008 Moodle Training, Pocatello, ID
- 2007 Performance Management Training, Pocatello, ID
- 2006 Effective Schools Conference, Ogden, UT
- 2006 Using Data to Lead Change, Southern Regional Education Board, Atlanta, GA

2004 Section 504 Workshop, Zirkel, P., Bozeman, MT
2004 HIPAA workshop, Stevensville, MT

SERVICE

Professional Associations

IACTE – Idaho Association of Colleges of Teacher Education
ICEP – Idaho Colleges of Educator Preparation – (Chair 2018-2019)
NASSP - National Association of Secondary School Principals
NMSA - National Middle School Association
ASCD - Association of Supervision and Curriculum Development

Educator Fairs

2017 – 19 Region 4 Teacher Fair (May 1, 2017). Red Lion Hotel, Twin Falls, ID
ISU College of Education Educator Fair. (March 30, 2017). Wood River Room, Pond Student Union, Idaho State University, Pocatello, ID

2016 Region 4 Teacher Fair. (April 2016). College of Southern Idaho, Twin Falls, Idaho
ISU College of Education Educator Fair (March 2016). Wood River Room, Pond Student Union, Idaho State University, Pocatello, ID

Content Partner Meetings

2016-2019 Facilitator and presenter

Service to Professional Associations

Reviewer - Northwest Commission on Colleges and Universities, (March 2013) – *University of Nevada Las Vegas*. Three-year Evaluation (off-site) Review of Standards 2c and 2d.

Reviewer - Northwest Commission on Colleges and Universities, (November 2-5, 2010) – *Utah Valley University*. Orem, UT

Text book reviewer – Centent Publishing, (2008). *Supervisory management: The art of inspiring, empowering, and developing people*. Mason, OH: Thomson-South-Western.

Reviewer - Professional Standards Commission, (2006). Praxis II alignment of Idaho Standards for Principal Certification, Boise ID

Reviewer - Professional Standards Commission, (2005). Idaho Standards for Principal Certification, Boise ID.

Professional Development Presentations

Neill, M. W. (November 6, 2019). *Understanding the change process*. Idaho State University Leadership Development Program. Idaho State University, Pocatello, ID.

Neill, M. W. (November 7, 2018). *Understanding the change process*. Idaho State University Leadership Development Program. Idaho State University, Pocatello, ID.

Neill, M. W. (Sept. 29, 2018). *Following the Idaho Code of ethics*. Presentation in EDUC 2201,

Idaho State University, Pocatello, ID.

Neill, M. W. (August 17, 2018). *The ethical responsibility of teachers*. Presentation in Fall Student Teaching Seminar, Idaho State University, Pocatello, ID.

Neill, M. W. (July 11, 2017). *Leading the change process*. P20 Conference, College of Southern Idaho, Twin Falls, ID.

Neill, M. W., & Ruchti, W. (2017-2018). *Supporting Practice and Student Learning Workshop*, Blackfoot School District #55, Blackfoot ID

Neill, M. W. (March 6, 2017). *Conducting crucial conversations*. School Administrators, Madison School District #321. Rexburg, ID

Neill, M. W. (October 4, 2017). *Understanding the change process*. Idaho State University Leadership Development Program. Idaho State University, Pocatello, ID.

Neill, M. W. (Sept. 29, 2016). *Understanding the change process*. Idaho State University Leadership Development Program. Idaho State University, Pocatello, ID.

Neill, M. W. & Thomas, G. J. (May 19, 2014). *Presentation to the Region 5 Superintendents and League of Schools. Serving the needs of local school districts*. Pocatello, ID.

Neill, M. W. (Sept. 29, 2016). *Understanding the change process*. Idaho State University Leadership Development Program. Idaho State University, Pocatello, ID.

Neill, M. W. (Feb. 10, 2016). *Understanding the change process*. Idaho State University Leadership Development Program. Idaho State University, Pocatello, ID.

Neill, M. W. (Oct. 1, 2015). *Understanding the change process*. Idaho State University Leadership Development Program. Idaho State University, Pocatello, ID.

Neill, M. W. (Feb. 17, 2015). *Understanding the change process*. Idaho State University Leadership Development Program. Idaho State University, Pocatello, ID.

Neill, M. W. (Sept. 17, 2014). *Understanding the change process*. Idaho State University Leadership Development Program. Idaho State University, Pocatello, ID.

Neill, M. W. (Fall 2012). *The leader in me: Creating leaders - one child at a time*. Jefferson Elementary School. Pocatello, ID (Program facilitator).

Neill, M. W. (March 9, 2011). Principals' panel presentation: Getting your first job. *College of Education – EDUC 4402*, Idaho State University, Pocatello, ID

Neill, M. W. (September 15, 2010). Preparing to teach: What principals want from student teachers. *College of Education - EDUC 209*, Idaho State University, Pocatello, ID

Neill, M. W. (October 15, 2009). Principals' panel presentation: Getting your first job. *College of Education – EDUC 402*, Idaho State University, Pocatello, ID

Neill, M. W. (March 5, 2009). Principals' panel presentation: Getting your first job. *College of*

Education – EDUC 402. Idaho State University, Pocatello, ID.

Neill, M. W. (October 16, 2008). Principals' panel presentation: Getting your first job. *College of Education – EDUC 402.* Idaho State University, Pocatello, ID.

Neill, M. W. (April 27, 2008). Department of Educational Leadership & Instructional Design: Program report to college faculty. *College of Education, Idaho State University,* Pocatello, ID.

Neill, M. W. (2007). Principals' panel: Getting your first job. *College of Education – EDUC 402,* Idaho State University, Pocatello, ID.

Neill, M. W. (2007). Teaching and the Field of Education, *College of Education – EDUC 250,* Idaho State University, Pocatello, ID.

Davis, E. E., Zimmerly, C., Meyer, A. J., & Neill, M. W. (February 12, 2007). Consistency in decision-making for secondary school administrators, *School District #25,* Pocatello, ID.

Neill, M. W. (2007). Interviewing protocol and skills: Principal panel presentation: Navigating the job search. *College of Education – EDUC 402,* Pocatello, ID.

Neill, M. W. (2007). Principals' panel presentation: Navigating the job search. *College of Education – EDUC 402: Adaptations for Diversity Workshop,* Pocatello, ID.

Neill, M. W. (October 11, 2006). Careers in education. *College of Education: EDUC 250,* Pocatello, ID.

Neill, M. W. (Spring 2004). Site-supervisor training: The building administrator's responsibility. *AmeriCorp/WORD: Family Resource Center Workshop,* Missoula, MT.

Neill, M. W. (Summer 2003). No Child Left Behind: Implications for the building principal. *University of Montana Leadership Institute,* Missoula, MT.

Neill, M. W. (Spring 2003). Mock teaching interview: Knocking down the door. *University of Montana, Student Teacher Symposium,* Missoula, MT.

Neill, M. W. (Fall 2003). Getting your first job: Procedures, practices, & problems. *University of Montana, Student Teacher Symposium,* Missoula, MT.

Neill, M. W. (2002). Middle school leadership and the implementation of effective middle level practices. *Middle Level Education, EDLD 561.* University of Montana, Missoula, MT.

Neill, M. W. (2001). Getting your first job: Procedures, practices, & problems. *University of Montana, Student Teacher Symposium,* Missoula, MT.

Neill, M. W. (2000). Getting your first job: Procedures, practices, & problems. *University of Montana, Student Teacher Symposium,* Missoula, MT.

In-service Courses and Workshops

- Neill, M. W. (March 6, 2017). *Conducting crucial conversations with educators*. Madison School District #321, Rexburg, ID.
- Neill, M. W. (April, 2012). Idaho State University. *New faculty mentor series: Working with Idaho school districts*. Pocatello, ID.
- Neill, M. W. (October 17, 2008). *Idaho State University Research Development Focus Group*. Idaho State University. Pocatello, ID.
- Neill, M. W., & Meyer, S. (August 2006). *Classroom instruction that works: Research-based strategies for increasing student achievement*, School District #10 Opening Teacher Workshop, Dillon, MT (Invited workshop).
- Neill, M. W. (Spring 2006). *Classroom instruction that works: Research-based strategies for increasing student achievement*, Cassia County School District Teacher Workshops, Burley, ID (Four invited workshops).
- Neill, M. W. (Fall 2005). *Classroom instruction that works: Research-based strategies for increasing student achievement*, Declo Junior High School Faculty In-service, Declo, ID (Four invited workshops).
- Neill, M. W. (August 2005). *Becoming a model middle school: Characteristics of exemplary middle schools: Key components of interdisciplinary teaming: The Teacher's Role*, Irving Middle School, Pocatello, ID (Invited workshop).
- Neill, M. W. (2001). *Managing classroom behavior to improve student performance*, Breaking Ranks Workshop: Northwest Principals Conference, Polson, MT (Invited podium presentation).

Committee Work

State

- 2016 - 2017 Professional Standards Commission (1 year – completing term of D. Hedeem)
- 2016 – 2017 Standards Committee of the Professional Standards Commission

University

- 2019 President's Leadership Council
Academic Affairs Council
- 2013 (spring) University Graduate Council (replacement for Jane Strickland)
- 2009 - 2012 University Graduate Council (3 year term - member)
- 2007 - 2010 Faculty Senate Council for Teaching & Learning (3 year term - member)
- 2008 ISU Research Culture & Infrastructure (Focus Group)
- 2004 - 2007 Faculty Senate Council for Teaching & Learning (3 year term - member)

College

- 2017-2020 Presenter – Professional Achievement Awards
Leadership Committee – Dean of College of Education Search
Co-Chair – Marketing and Outreach Coordinator Search Committee
- 2016 - 2019 College of Education Representative on the Idaho Association of Colleges of Teacher Education (IACTE)

	College of Education Representative on Idaho Coalition of Educator Preparation Programs (ICEP)
2015 – 2018	Presenter – COE Hooding Ceremony
2013 - 2019	College of Education Leadership Team
2013 (spring)	College of Education Graduate Studies Committee (Interim Chair – replacing Dr. Jane Strickland during her sabbatical)
2011 – 2013	College of Education Promotion & Tenure Committee (Chair – 2 year term)
2011 – 2013	College of Education Sabbatical Committee (Chair – 2 year term)
2009 – 2012	College of Education Graduate Studies Committee (Chair – 2 year term)
2009 – 2012	College of Education Graduate Studies Committee
2009 – 2013	College of Education Graduate Faculty (Chair – 2 year term)
2008 - 2010	College of Education Sabbatical Committee (member – 2 year term)
2005 – 2007	NCATE Standard Three Review Committee (member)
2006	Faculty Grant Selection Committee (member)
2006	Admissions & Retention Committee (member)
2005 - 2007	Alternative Teacher Certification Committee (member)
2005	Kole-McGuffey Scholarship Selection Committee (member)
2005	Criminal History Background Check Form Development (Chair)
2004 - 2007	Teacher Education and Curriculum Committee (member)
2004 - 2006	EDUC 201 Revision Committee (member)

Department of Educational Leadership

2018	Search Committee Chair	Education Administration
2017	Search Committee Member	Higher Education Administration
2015	Search Committee Member	Higher Education Administration
2012	External Review Committee	
2011 - 2012	Program Review Committee Member	Education Specialist program
2011 - 2012	Program Review Committee Member	Ed.D. Higher Education program
2006 - 2008	Program Review Committee Member	K-12 Educational Administration
2006	Program Review Committee Member	Community College
2006	Faculty Search Committee Co-chair	K-12 Educational Administration
2005 – 2008	Student recruitment	
2005	Search Committee Co-chair	Administrative Assistant

Department of Teaching and Educational Studies

2015-2018	Teacher Education	Admission Interviews (spring, fall, & summer)
	Teaching Position	Mock Interviews
	Student Teacher Seminar	Ethics presentation
	Student Teacher Celebration	Congratulations address

Program coordinator

Neill, M. W. (Fall 2005). Principal preparation cohort model: Master's degree and certification program design. Pocatello, Rupert, & Idaho Falls, ID.

Community Service Activities

2015	Reader - Tendoy Elementary	Pocatello, ID
2011	ISAT monitor – Jefferson Elementary School	Pocatello, ID
2009 - 2010	4 th grade Science Fair Judge – Jefferson Elementary,	Pocatello, ID
2009 - 2010	Pocatello/Chubbuck - District #25 Teacher Appreciation	Talent Judge
2009 - 2010	Idaho Education Forum	Pocatello Region
2008	Bonneville School District #93	Strategic Planning Committee

2006	Pocatello Charter School	Passages panelist
2005	Pocatello Charter School	Passages panelist

Regional Superintendent Meeting COE Liaison

2007-2019	Region 4, Region 5, Region 6
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Jennifer L. Snow
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Education:

Ph.D. Curriculum and Instruction The Pennsylvania State University. May 2003
Emphasis Area - Curriculum and Supervision.

Dissertation Title: *Living an Inquiry Stance Toward Teaching: Teachers' Perceptions of Teacher Inquiry within a Professional Development School Context.*

M.A. Secondary Education West Virginia University. December 1995
Emphasis Area – Curriculum and Instruction, Secondary English Education.

M.S. Journalism West Virginia University. May 1995
Professional Project Title: *The Benedum Project: A Professional Development School Portfolio.*

B.S. Journalism (1993) West Virginia University. May 1993
Emphasis Area – Public Relations.

Academic Positions:

2014-present *Associate Dean and Professor*, College of Education, Boise State
2012-2014 *Professor, Teacher Education Coordinator*, CIFS Department, Boise State
2008-present *Associate Professor, Chair*, CIFS Department, Boise State University, ID
2003-2008 *Assistant Professor*, CIFS Department, Boise State University, Boise, ID

Teaching Assignments:

Boise State University, College of Education, Boise, ID

2015-16 - Liaison to elementary and secondary partner schools. Total: 11 candidates each semester.

2014-15 – Liaison to elementary and secondary partner schools. Total: 15 candidates each semester.

Summer 2014

ED-CIFS 506, *Issues in Education*. Course required for all master's degree candidates in education focusing on historical and contemporary social, economic, and organizational issues influencing education. (21 students enrolled; overall instructor rating: 4.8)

Teaching (continued):

Fall 2013

ED-CIFS 692, *Capstone Course*. . Capstone course for MA in C&I students. Write and defend a synthesis paper (4 students)

Partner School Liaison. 11 Interns and Student Teachers in 6 different elementary, junior high, and high schools in four different school districts.

Summer 2013

ED-CIFS 506, *Issues in Education*. (20 students enrolled; overall instructor rating: 4.85)

ED-CIFS 536, *Curriculum Planning and Implementation*. (11 students enrolled; overall instructor rating: 4.71)

ED-CIFS 692, *Capstone Course*. (1 student; overall instructor rating: 5.0)

Spring 2013

ED-CIFS 664, *Curriculum Seminar*. (6 students enrolled; overall course instructor rating: 4.67)

Partner School Liaison. 18 elementary and secondary students in two districts.

Fall 2012

ED-CIFS 692, *Capstone Course*. (1 student; overall instructor rating: 5.0)

ED-CIFS 692, *Directed Research*. (1 student)

Partner School Liaison. 14 elementary and secondary students in four districts.

Summer 2012

ED-CIFS 692, *Capstone Course*. (3 students)

ED-CIFS 506, *Issues in Education*. (17 students enrolled; overall instructor rating: 4.29)

Spring 2012

PDS Liaison. 19 Interns and Student Teachers in Elementary. 3 secondary student teachers

Fall 2011

ED-CIFS 332, *Elementary Classroom Learning Environments*. Course focusing on principles of classroom management for democratic classroom communities for student teacher interns pursuing elementary certification. Taught in “hybrid” format. (29 students enrolled; overall instructor rating: 4.24)

PDS Liaison, 19 Elementary Interns and Student Teachers

Teaching (continued):

Summer 2011

ED-CIFS 600, *Capstone Course*. Capstone course for MA in C&I students. Write and defend a synthesis paper. (7 students)

ED-CIFS 332, *Elementary Classroom Learning Environments*. (30 students enrolled; overall instructor rating: 4.24)

Spring 2011

ED-CIFS 600, *Capstone Course*. (7 students)

ED-CIFS 664, *Doctoral Curriculum Seminar*. Doctoral course serving as a capstone seminar study of curriculum. Includes a scholarly writing emphasis. (7 students)

ED-CIFS 332, *Elementary Classroom Learning Environments*. (30 students enrolled)

PDS Liaison, 5 student teachers

Fall 2010

ED-CIFS 600, *Capstone Course*. (7 students; overall instructor rating: 4.6)

ED-CIFS 506, *Issues in Education*. (30 students enrolled).

ED-CIFS 332, *Elementary Classroom Learning Environments*. (27 students enrolled; overall instructor rating: 4.93)

PDS Liaison, 5 Professional Year Interns; 1 Student Teacher

Summer 2010

ED-CIFS 600, *Capstone Course*. (7 students enrolled; overall instructor rating: 4.6)

ED-CIFS 536, *Curriculum Planning and Implementation*. (10 students enrolled – 2 instructors. Only narrative comments provided on evaluation.)

ED-CIFS 506, *Issues in Education*. (45 students enrolled – 2 instructors; overall instructor rating: **4.17**)

ED-CIFS 332, *Classroom Learning Environments*. (21 students enrolled; overall instructor rating: 4.72)

Spring 2010

ED-CIFS 664, *Doctoral Curriculum Seminar*. (8 students; overall instructor rating: 4.67)

ED-CIFS 332, *Elementary Classroom Learning Environments*. (28 students enrolled; overall instructor rating: 4.76)

PDS Liaison, 6 student teachers, 2 PY Interns at 2 elementary schools

Teaching (continued):

Fall 2009

ED-CIFS 661, *Pedagogical Practices in Education*. Doctoral level course focusing on pedagogical issues in teaching and teacher education. (13 students enrolled; overall instructor rating: **4.69** with **5.0 being the highest rating**)

ED-CIFS 506, *Issues in Education*. (24 students enrolled)

PDS Liaison, 1 student teacher, 6 PY Interns at 2 elementary schools

Summer 2009

ED-CIFS 506, *Issues in Education*. (38 students enrolled – 2 instructors; overall instructor rating: **4.6**)

ED-CIFS 332, *Classroom Learning Environments*. (20 students enrolled; overall instructor rating: 4.8)

Spring 2009

PDS Liaison, 7 student teachers at 1 elementary and 1 junior high school

Fall 2008

ED-CIFS 661, *Current Issues in Teaching*. (10 students enrolled; overall instructor rating: 1.10 with **1.0 being the highest rating**)

ED-CIFS 506, *Issues in Education*. (2 sections – 10 and 12 enrolled respectively; **1.0** overall instructor rating.)

PDS Liaison, 6 PY interns at 1 elementary school

Summer 2008

ED-CIFS 506, *Issues in Education*. (15 students; **1.2** overall instructor rating.)

ED-CIFS 332, *Elementary Classroom Learning Environments*. (22 students enrolled; **1.09** overall instructor rating.)

Spring 2008

ED-CIFS 664, *Doctoral Curriculum Seminar*. (6 students; **1.0** overall instructor rating.)

PDS Liaison, 6 student teachers at 1 elementary school

Fall 2007

ED-CIFS 661, *Current Issues in Teaching*. (6 students enrolled; 1.4 overall instructor rating.)

ED-CIFS 506, *Issues in Education*. (13 students enrolled; 1.15 overall instructor rating.)

PDS Liaison, 6 PY interns at 1 elementary school

Teaching (continued):

Summer 2007

ED-CIFS 332, *Elementary Classroom Learning Environments*. (11 students; 1.18 overall instructor rating.)

Spring 2007

ED-CIFS 577, *Leading Teaching and Learning*. Module for students in new educational leadership program. Particular area of emphasis was reflective supervision of teaching and learning by and for school leaders. (17 students enrolled; 1.6 overall instructor rating.)

ED-CIFS 664, *Doctoral Curriculum Seminar*. (7 students enrolled; 1.0 overall instructor rating.)

Other Teaching Assignments:

ED-CIFS 575, *Teacher Leadership*

ED-BLESL 600, *Capstone Seminar*

ED-CIFS 231, *Introduction to Teaching and Learning*

ED-LTCY 597, *Social Justice Through Literacy*

ED-CIFS 581, *School Law*

ED-CIFS 597, *School, Family, and Community Partnerships*

ED-CIFS 230, *Introduction to Teaching/Block 1 Field Experience*

Graduate Assistantships:

1999-2003 *Teaching-Research Assistant*, Department of Curriculum & Instruction, The Pennsylvania State University, University Park, PA. Taught the following courses: *Teacher as Researcher*, *Classroom Learning Environments*, *Principles of Instructional Supervision*, *Secondary Teaching*

1993-1995 *Teaching-Research Assistant*, The Benedum Collaborative, College of Education, West Virginia University, Morgantown, WV. Taught *Foundations of Education* and conducted research/evaluation for PDS as well as published newsletter.

Supervision and School Partnership Work:

Boise State University, College of Education, Boise, ID

2014–Present. *Associate Dean*. Coordinate, facilitate, supervise. Accreditation reporting.

2012–2014. *Teacher Education Coordinator* – Coordinate all field

placements/experiences for elementary and secondary teacher education; facilitate unit governance meetings and work committees; participate in unit assessment and reporting.

2003–Present. *Liaison* – Supervise elementary and secondary school student teacher interns in placements at local partnership schools. Serve as university liaison to partnership school, hold meetings with interns and mentor teachers, facilitate intern placements at elementary and middle schools, and meet with ad-hoc Professional Development School committee. Served on the committee to revise Professional Year Field Guides and assessments. Developed PDS partnership with area elementary school.

The Pennsylvania State University, College of Education, University Park, PA

2002–2003. *Professional Development Associate* – University-based partner in State College Area School District-Penn State University Elementary PDS Partnership (ATE2002 Distinguished Program Award Winner). Supervised elementary school interns in a yearlong, integrated PDS program. Observed weekly, promoted reflective teaching, supported teacher inquiry, and lead field experience seminars. Collaborated with mentor teachers on teacher development and performance-based assessment of interns. Conducted annual program evaluations.

1999–2001. *Field Experience Supervisor* – Supervised prospective teachers in pre-student teaching field experience in secondary social studies, math, and foreign languages at selected secondary level schools. Conducted a weekly seminar on field experience issues.

North Marion High School, Professional Development School,

Marion County, WV

1998 – 1999. *Teacher Education Coordinator* – School-based partner in West Virginia University's Benedum Collaborative, a PDS partnership involving 21 public schools in a five county range from WVU. Coordinated placement of prospective teachers (interns). Observed and evaluated performance and planned orientations and professional development seminars during three-year program. Assisted with and provided guidance for intern action research projects. Contributed to the creation of assessment instruments for prospective teachers and the planning of field experience curriculum.

West Virginia University, College of Education and Human Resources,

Morgantown, WV

1993 – 1995. *Assistant to PDS Director* – Served as graduate assistant in The Benedum Collaborative. Published the Collaborative's monthly newsletter concerning school reform and PDS, handled publicity for public events, and constructed news releases. Participated in meetings and conferences with university and public school personnel on simultaneous renewal, served as a liaison between the University and various PDS sites in West Virginia and planned with colleagues for professional development and the implementation of WVU's redesigned teacher preparation program (Holmes Group model). Analyzed data for program evaluation and conducted interviews for assessment data set.

Professional Teaching Positions:

- 1997-1999** *High School Teacher.* North Marion High School, **Professional Development School**, Marion County, WV. Taught *Journalism I, II, and III; Creative Writing* – introductory and advanced courses in journalism, newspaper, yearbook, and school publicity (grades 9 – 12). Contributed to the creation of county and state standards for journalism curriculum. Advised monthly publication of award-winning student newspaper and yearbooks. Managed Journalism Department finances. Handled news releases and school publicity.
- 1996** *Adjunct Instructor.* Fairmont State College, Department of Language and Literature, Fairmont, WV. Taught: *Journalism History, The Publications Process*, and *English Composition* and advised weekly college newspaper.
- 1995** *Student teacher/Intern.* Morgantown High School, Morgantown, WV. Taught in 7th – 9th grade English classes as well as 11th grade English and journalism classes in middle and high school level Professional Development Schools. Advised monthly publication of the student newspaper. Taught an integrated *Linking the Humanities* course with social studies teacher.

Research and Scholarship:

Refereed Articles

- Snow, J.L.**, Dismuke, S.D., Zenkert, A.J., & Loffer, C. (in press). Re-culturing Educator Preparation Programs: A Collaborative Case Study of Continuous Improvement. Re-submitted to *The Teacher Educator*.
- Snow, J.L.**, Martin, S.D., & Dismuke, S. (2015). "We do more than discuss good ideas": A Close Look at the Development of Professional Capital in an Elementary Education Liaison Group. *Teacher Education Quarterly* (42), 2, pp. 43-63.
- Thiede, Keith W.; Brendefur, Jonathan L.; Osguthorpe, Richard D.; Carney, Michele B.; Bremner, Amanda; Strother, Sam; Oswalt, Steven; and **Snow, Jennifer L.** (2015). "Can Teachers Accurately Predict Student Performance?" *Teaching and Teacher Education*, 49, 36-44.
- Snow, J.L.** & Martin, S.D. (2014). Confessions of Practice: Multi-dimensional Interweavings of our Work as Teacher Educators. *The New Educator*, 10 (4), 331 – 353.
- Snow, J.L.** & Zenkert, A. J. (2012). Positions toward Inquiry: Partners in Knowledge Construction and Teacher Development Across the Professional Life Span. *Swiss Journal of Education*.

Research and Scholarship (continued):

Refereed Articles (continued)

- Martin, S. **Snow, J.L.** & Torrez, C. (2011). Navigating the Terrain of Third Space: Tensions With/In Relationships in School-University Partnerships. *Journal of Teacher Education*, 62 (3) 299 - 311.
- Snow-Gerono, J.L.** (2010). Living an Inquiry Stance Toward Teaching in School-University Partnerships. *Teacher Education and Practice*, 23(3), 331 – 334.
- Snow-Gerono, J.L.** (2009). Voices less silenced: What do veteran teachers value in school-university partnerships and initial teacher preparation? *The Teacher Educator*, 44 (4).
- Snow-Gerono, J.L.** & Gregory, A. (2009). Which path to educational equity? External policy influences internal school goals. *Interchange*, 40 (1), 1 - 22.
- Snow-Gerono, J.L.**, Dana, N.F., & Nolan, J.F. (2008). Following up with PDS graduates: An emergent theory of novice teacher leadership. *School-University Partnership Journal*, (2), 2, 55 - 68.
- Snow-Gerono, J.L.** (2008). Locating supervision: A reflective framework to negotiating tensions within conceptual and procedural foci for teacher development. *Teaching and Teacher Education* (24), 1502 - 1515.
- Hale, A., **Snow-Gerono, J.L.**, & Morales-Brendefur, F., (2008). Transformative education for culturally diverse learners through narrative and ethnography. *Teaching and Teacher Education*. (24), 6, 1413-1425.
- Snow-Gerono, J.L.** & Budge, K. (2008). Subject, self, and social for leadership of place. *Academic Exchange Quarterly* (12), 2, 150 - 154.
- Franklin, C.A. & **Snow-Gerono, J.L.** (2007). Perceptions of Teaching in an Environment of Standardized Testing: Voices from the Field. *The Researcher*(21), 1, 2 - 21.
- Freedman, D. M., **Snow, J.**, Slonaker, A., Antrop-Gonzalez, R., Duo, P. C., Huang, Hsiu-Ping (2006). Yearbook Disclosure In/Ex-Clusion: Excavating Past Dirt, Identity, and Memory. *Journal of Curriculum Theorizing* (22) 4, 123 - 134.
- Snow-Gerono, J.L.** & Franklin, C.A. (2006). Mentor Teachers Share Views on NCLB Implementation: What are the Affects on Initial Teacher Preparation? *Kappa Delta Pi Record* (43), 1, 20 - 24.
- Henning, M.B., **Snow-Gerono, J.L.**, Reed, D. & Jones, A. (2006). Listening to children think critically about Christopher Columbus. *Social Studies and the Young Learner* (10), 2, 19 - 22.

Research and Scholarship (continued):

Refereed Articles (continued)

- Dana, N.F., Yendol-Silva, D. & **Snow-Gerono, J.L.** (2006). Deconstructing Inquiry: Exploring the Domains and Contents of Teachers' Questions. *Action in Teacher Education*, 27 (4), pp. 59 - 71.
- Snow-Gerono, J.L.** (2005). Naming inquiry: PDS teachers' perceptions of teacher research and living an inquiry stance toward teaching. *Teacher Education Quarterly*, 32 (4) pp. 79 - 95.
- Snow-Gerono, J.L.** (2005). Professional Development in a Culture of Inquiry: PDS Teachers Identify the Benefits of Professional Learning Communities. *Teaching and Teacher Education*, 21(3) 241-256.
- Gregory, A., Rawley, M.A., Rogien, L.R., **Snow-Gerono, J.**, & Yates, D.L. (2005). A Factious Analogous Analysis of *No Child Left Behind* Through the Lens of *Harry Potter and the Order of the Phoenix*. *The Researcher*, 19 (1) pp. 42 - 52.
- Snow-Gerono, J.L.**, Yendol-Silva, D. & Nolan, J.F. (2002). Reconceptualizing curriculum for the PDS: University faculty negotiate tensions in collaborative design of methods courses. *Action in Teacher Education*, 24 (3), 63 - 73.
- Dana, N.F., Yendol-Silva, D., & **Snow-Gerono, J.** (2002). Building a culture of inquiry in a Professional Development School. *Teacher Education & Practice*, 15(4), 71-89.
- Bullock, P., Park, V., Rodriguez, E., & **Snow, J.L.** (2002). Redefining interdisciplinary curriculum: Collaboration and change in secondary teacher education. *Interchange*, 33 (2), 159 - 182.
- Snow-Gerono, J.**, Dana, N.F., & Silva, D.Y. (2001). Where are they now? PDS interns emerge as first-year teacher leaders. *The Professional Educator*, 24 (1), 35 - 48.

Book Chapters

- Torrez, C.A. F., **Snow-Gerono, J.L.**, & Martin, S. (2011). Negotiating Complex Relationships in School-University Partnerships: Befuddled, Bewildered, and Even Bemused. In Nath, J.L., Ramsey, J., Guadarrama, I. (Eds.) *Investigating University/School Partnerships: A Volume in Professional Development School Research. Professional Development School Research Volume IV.* (249 - 268), Information Age Publishing.
- Osguthorpe, R. & **Snow-Gerono, J.L.** (2010). Decorating for NCATE. In Pinnegar, S. (Ed.) *Tensions in Teacher Preparation: Accountability, Assessment, and Accreditation, Volume 12* within the *Advances in Research on Teaching*. (pp. 35 - 54). Emerald Group Publishing Inc.

Research and Scholarship (continued):

Book Chapters (continued)

- Gregory, A. & **Snow-Gerono, J. L.** (2010). Embracing alternatives: Examining family constructs in the stories of early childhood. In Carole Rhodes & Lori Wolf (Eds.). *Exploring social justice issues in teacher education*. (pp. 77 – 105).
- Snow-Gerono, J.L.** (2008). Portraits of an inquiry stance toward teaching: Exploring explicit relationships between inquiry and PDS. In Guadarrama, I., Ramsey, J., & Nath, J. (Eds.) *Research in Professional Development School Series, Volume 3*. (pp. 295 – 317). Charlotte, NC: Information Age Publishing.
- Gregory, A. & **Snow-Gerono, J.L.** (2008). Understanding early literacy learning and teaching. In Larocque, M. & Darling, S.M. (Eds.) *Blended curriculum in the inclusive K-3 classroom: Teaching ALL young children*. Boston: Pearson Education.
- Snow-Gerono, J.L.** & Franklin, C.A. (2007). Accountability System's Narrowing Effect on Curriculum in the United States: A Report Within an Elementary Education Teacher Certification Program. L. Deretchin & C. Craig (Eds.) *ATE Teacher Education Yearbook XV: International Perspective on Accountability Systems and Their Impact on Students, Society and Teacher Preparation* (pp. 97 – 112). Scarecrow Education Publications.
- Snow-Gerono, J.L.** (2007). Calling for democratic education through curriculum work... In J.D. Marshall, J. Sears, Allen, L., Roberts, P., & Schubert, W. *Turning points: A contemporary American memoir*, (Afterword), (pp. 273-277) New Jersey: Prentice-Hall.
- Antrop-Gonzalez, R., Freedman, D. M., **Snow-Gerono, J.**, Slonaker, A., Duo, P. C., & Huang, Hsiu-Ping (2006). Understanding school culture: In/Exclusion within yearbook discourses. In D. E. Armstrong and B. J. McMahon (Eds.). *Inclusion in urban educational environments: Addressing issues of diversity, equity, and social justice*. Greenwich, CT: Information Age Publishing.
- Snow-Gerono, J.L.** & Franklin, C.A. (2006). Teacher Education in an Era of Standardization and Accountability: Elementary School Teachers Share their Perceptions of Teaching and Mentoring in an Environment of Testing. Proceedings for the 4th Annual Hawaii International Conference on Education, January, ISSN# 1541-5880.
- Snow-Gerono, J.L.** & Slonaker, A.L. (2004). Finding our discursive selves: Examining positionality and (silent) voices in school-university partnerships. In L. Coia, N. Brooks, S.J. Mayer, P. Pritchard, E. Heilman, M.L. Birch, & A. Mountain. (Eds.) *Democratic Responses in an Era of Standardization* (pp. 51 - 69), Troy, NY: Educators International Press, Inc.

achievement may narrow the scope of learning. *Idaho Issues Online*.

Research and Scholarship (continued):

Book Reviews

Invited

Dismuke, S. & Snow, J.L. (2015). *IN/Exclusion in Elementary Education Learning Environments: A Book Review of Effective Inclusion Strategies for Elementary Teachers*. Teachers College Record on-line publication www.tcrecord.org

Snow-Gerono, J.L. (2004). Journeying for Social Justice: A Review of Walking the Road: Race, Diversity, and Social Justice in Teacher Education. *Teachers College Record* on-line publication www.tcrecord.org, May 10, 2004 issue.

Snow-Gerono, J.L. (2003). Who is asking the questions? A review of Disturbing PrActice: Reading teacher education as text. *Teaching Education*, 14 (3) 339 - 341.

Snow, J.L. and Marshall, J.D. (2002). The more things change...: Rediscovering stubbornness and persistence in school-university collaborations [A review of *Collaborative reform and other improbable dreams*]. *Journal of Curriculum Studies*, 34 (4), 481 – 494.

Publications Under Review

Snow, J.L., Wenner, J., & Dismuke, S., (2017). Professional Positioning as Inquiry: A Key to the Early Years of Teaching. *Journal of Teacher Education*.

Snow, J.L., Dismuke, S., Loffer, C. & Eliaison, M. (2016). Complicating Complexity in Teacher Development: Inquiry Communities in Induction. *The New Educator*.

Grants

Enright, E. **Snow, J.L.**, Dismuke, S. (2016, Summer). Investigating the Phenomenon of Feedback in Teacher Preparation: How Might it Influence Teacher Development and K-12 Student Learning? Grant proposal submitted to the Institute of Education Sciences.

Thiede, K., Semmelroth, C., **Snow, J.L.**, Cross, K., & Seibert, C. (2016). *Evaluating teachers with Danielson Framework for Teaching*. Grant proposal accepted by Idaho State Board of Education, (\$200,000). Not Funded

Grants (continued):

Thiede, K., Osguthorpe, R.D., Brendefur, J. & Snow, J. (2012). *Improving teaching and classroom assessment by investigating the accuracy of student performance monitoring*. Grant proposal submitted to the U.S. Department of Education, Institution of Education Sciences (CASL) (\$1,391,745). Funded

Professional Development in Content Area Literacy. No Child Left Behind Act of 2001 Eligible Partnership Subgrants. (Submitted with **Co-Principal Investigators** Anne Gregory, **Jennifer L. Snow-Gerono**, and Lee Dubert; and Susan Martin, Rosemary Palmer, Tanya Peters, Stan Steiner, and Roger Stewart (2006-2007). **Funded: \$200,000.**

Social Justice Through Literacy. Research project in Southwestern Idaho elementary school. **Jennifer L. Snow-Gerono** and Anne Gregory (2004 – 2005). Boise State University Faculty Research Grant **funded: \$4,998.**

Helping Adolescent Readers and Their Teachers: Collaborative Virtual Professional Development. Teacher Quality Research – Reading and Writing Grants (Total Budget Requested: \$1,500,000). Submitted and denied with Principal Investigator Lee Dubert; Susan Martin, Anne Gregory, Rosemary Palmer, Roger Stewart, **Jennifer L. Snow-Gerono**, and Mary Ann Rawley (2005 – 2008).

Changing the Nature of Instruction: Professionalizing Teaching and Learning. Teacher Quality Grant submitted and denied (\$676,726) Jonathan Brendefur, Anne Gregory, and **Jennifer L. Snow-Gerono** (2004 – 2007).

Evaluation/Technical Reports

Snow, J.L. (2015). *Boise State Self-Study*. Submitted to Council for Accreditation of Educator Preparation.

Snow-Gerono, J.L. (2002). *The Professional Development School Story continued: Assessing the impact of year four (2001 – 2002) of the State College Area School District – Pennsylvania State University Elementary Professional Development Schools*. Submitted to the State College Area Board of School Directors.

Snow-Gerono, J.L., Dana, N.F., & Nolan, J.F. (2002). *The Professional Development School Story continued: Assessing the impact of year three (2000 – 2001) of the State College Area School District – Pennsylvania State University Elementary Professional Development Schools*. Submitted to the State College Area Board of School Directors.

SCASD-Penn State Elementary PDS Partnership. (2002). *Simultaneous Renewal Through Inquiry*. Application report submitted to the Association of Teacher Educators for the 2002 Distinguished Program in Teacher Education.

Evaluation/Technical Reports (continued):

Nolan, J., **Snow, J.**, and Lehman, H. (2000). *The Professional Development School Story continued: Assessing the impact of year two (1999 – 2000) of the State College Area School District – Pennsylvania State University Elementary Professional Development Schools*. Submitted to the State College Area Board of School Directors.

International/National Conference Presentations

Snow, J.L. & Dismuke, S. (2016, October). Complicating Complexity. Paper presented at the annual COPIS Conference, Tampa, FL.

Enright, E., **Snow, J.L.**, & Dismuke, S. (2016, October). Investigating the Phenomenon of Supervisor Feedback. Paper presented at the annual COPIS Conference, Tampa, FL.

Snow, J.L., Dismuke, S., Zenkert, A.J., Loffer, C. (2016, April). Teacher Performance Assessment: Living an Inquiry Stance Toward Teaching Teachers, Paper presented at the annual American Educational Research Association, Washington, D.C.

Dismuke, S., **Snow, J.L.**, & Eliaison, M. (2016, April). The First Years: A Case Study of Educator Preparation Program Completer Effectiveness. Paper presented at the annual American Educational Research Association, Washington, D.C.

Dismuke, S., **Snow, J.L.**, Eliaison, M., & Loffer, C. (2016, April). Re-Visioning Teacher Education Program Evaluation and Teacher Induction: A Mutually Beneficial Inquiry of Teacher Effectiveness. Paper presented at the annual American Educational Research Association, Washington, D.C.

Snow, J.L. (2015, April). *Supervisor Feedback Based on Purpose and Role: A Self-study of Observation Feedback for Teacher Candidates*. Paper presented at the annual American Educational Research Association, Chicago, IL.

Snow, J.L. (2015, April). *Implementing the Common Core State Standards in Elementary Schools: A Case Study of Voices from the Field*. Paper presented at the annual American Educational Research Association, Chicago, IL.

Dismuke, S. **Snow, J.L.**, Zenkert, A. J., & Loffer, C. (2015, April). *Embracing Transformation in Teacher Preparation: A Collaborative Case Study of Piloting Initiatives for Program Improvement*. Paper presented at the annual American Educational Research Association, Chicago, IL.

Dismuke, S., **Snow, J.L.**, & Martin, S. (2015, April). *Developing Professional Capital in an Elementary Education Liaison Group*. Paper presented at the annual American Educational Research Association, Chicago, IL.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

Thiede, K. W., Brendefur, J., Carney, M., Osguthorpe, R., Snow, J., Bremner, A., Oswalt, S., & Woodard, S. (2013). *A Metacognitive Model of Teaching*. Poster presented at the 2013 Annual Meeting of the Psychonomic Society, Toronto, Canada.

Snow, J.L., & Martin, S.M. (2013, April). Confessions of Practice. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.

Martin, S. M., **Snow, J.L.**, Osguthorpe, R.D., Coll, K. & Boothe, D. (2012, *February*). Engaging in Third Space: Implementing a Shared Leadership Model in One Teacher Education Unit. Symposium presented at the annual meeting of the American Association of Colleges and Teacher Education, Chicago, IL.

Snow, J.L. & Zenkert, A. J. (2012, *February*). Shared Supervision Structures for Enhanced Partnerships and Meaningful Clinical Experience. Paper presented at the annual meeting of the Association of Teacher Educators, San Antonio, TX.

Martin, S. M., **Snow, J.L.**, & Torrez, C.A. (2011, April). Navigating the Terrain of Third Space: Tensions With/In Relationships in School-University Partnership. Paper presented at the annual meeting of American Educational Research Association, New Orleans, LA.

Snow, J.L., Hansen, F.B., Zenkert, A. J., & Gregory, A.E. (2011, April). Studying High-Quality Teachers Through Responsibly Just Engagement. Paper presented at the annual meeting of American Educational Research Association, New Orleans, LA.

Snow, J.L. & Zenkert, A. J. (2011, April). Inquiry Communities for an Inquiry Stance Toward Teaching at Multiple Levels. Poster presented at the annual meeting of American Educational Research Association, New Orleans, LA.

Snow, J.L., Coll, K., Martin, S. M., Osguthorpe, R.D. & Boothe, D. (2011, February). Telling the Story of Teacher Education Team (TET): Insights, Challenges and Connections to Outcomes. Interactive Dialogue at the annual meeting of the American Association of Colleges of Teacher Education, San Diego, CA.

Snow, J.L. & Zenkert, A. J. (2010, October). Cultivating Inquiry Stance. . . . Paper presented at the annual meeting of Curriculum and Pedagogy Conference, Akron, Ohio.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

- Snow, J.L.**, Hansen, F.B., Zenkert, A. J., & Gregory, A. E. (2010, April/May). Responsibly Just Engagement: Designing Systems and Frameworks for High Quality Teaching. Paper presented at the annual meeting of American Educational Research Association, Denver, CO.
- Snow, J.L.** & Zenkert, A. J. (2010, April/May). Cultivating an inquiry stance toward teaching: Authentic modeling and practice. Paper presented at the annual meeting of American Educational Research Association, Denver, CO.
- Torrez, C.A. & **Snow, J.L.** (2010, February). Four Years Later--Not Much Has Changed: Teaching in a Testing Environment. Paper presented at the annual meeting of Association of Teacher Educators, Chicago, IL.
- Snow, J.L.**, Hansen, F.B., Zenkert, A. J., & Gregory, A. (2009, October). Educating for responsibly just engagement: What will it take to ensure high quality experiences. Paper presented at the annual meeting of Curriculum and Pedagogy Conference, Decatur, GA.
- Bullock, P. & **Snow, J.L.** (2009, October). Teacher educator and LGBTQ issues: Why are we seeing straight? Paper presented at the annual meeting of Curriculum and Pedagogy Conference, Decatur, GA.
- Gregory, A.E., Cahill, M.A., **Snow-Gerono, J.L.**, Zenkert, A. J., Walther, J. VonMaur, A. (2008, December). Questioning texts: An analytic look at the texts of research-based programs. Paper presented at the annual meeting of the National Reading Conference,
- Snow-Gerono, J.L.** (2008, October). Supervision in teacher education: Collaborative inquiry groups to move 'beyond the triad.' Paper presented at annual meeting of Curriculum and Pedagogy Conference, Decatur, GA.
- Zenkert, A.J. & **Snow-Gerono, J.L.** (2008, October). Male elementary school teachers: Characteristics with/in the life of 'other.' Paper presented at annual meeting of Curriculum and Pedagogy Conference, Decatur, GA.
- Snow-Gerono, J.L.** (2008, March). Voices less silenced? Perceptions of inservice teachers in education reform for initial teacher preparation. Paper presented at annual meeting of American Educational Research Association, New York, NY.
- Franklin, C.A., **Snow-Gerono, J.L.** Martin, S. (2008, March). Befuddled, bewildered, and even bemused: A self-study of teacher educators in school-university partnerships. Paper presented at annual meeting of American Educational Research Association, New York, NY.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

Bullock, P.L., Slonaker, A., **Snow-Gerono, J.L.**, Espinosa-Dulanto, M., Duque, G., & Slonaker, B. (2008, March). Social justice educators. Roundtable presented at annual meeting of American Educational Research Association, New York, NY.

Budge, K. & **Snow-Gerono, J.L.** (2007, November). *A 'Red' State, White Aspiring Leaders, and 'Blue' Faculty: Place, Politics, and Social Justice*. Paper presented at 21st Annual University Council for Education Administration Conference, Washington, D.C.

Snow-Gerono, J.L. (2007, October). *Balancing Teacher and Student Inquiry for Growth in a Democracy: A School-University Partnership in an Age of Accountability*. Presentation at the 8th Annual Curriculum and Pedagogy Conference, Balcones Springs, Texas.

Budge, K. & **Snow-Gerono, J.L.** (2007, October). *Critical Place-conscious Leaders: "Blue" Faculty and White Aspiring Leaders in a Red State*. Presentation at the 8th Annual Curriculum and Pedagogy Conference, Balcones Springs, Texas.

Gregory, A., **Snow-Gerono, J.L.**, Loffer, C., & Cahill, M.A. (2007, October). *Constructing Critical Literacy: Self-reflexive Ways for Curriculum and Pedagogy*. Presentation at the 8th Annual Curriculum and Pedagogy Conference, Balcones Springs, Texas.

Bullock, P., Slonaker, A., **Snow-Gerono, J.**, Slonaker, B., Espinosa, M., Duque, G. (2007, October). *Coming out as social justice educators: Conflicts and dilemmas in mainstream institutions*. Presentation at the 8th Annual Curriculum and Pedagogy Conference, Balcones Springs, Texas.

Snow-Gerono, J.L., Peters, T., Gregory, A., & Palmer, R. (2007, April). *Professional development for teacher leadership: Democracy within and across secondary schools for teaching for understanding*. Paper presentation at annual meeting of American Educational Research Association, Chicago, Illinois.

Franklin, C.A. & **Snow-Gerono, J.L.** (2007, April). *Novice teachers and accountability: Realities of working towards quality education*. Paper presentation at annual meeting of American Educational Research Association, Chicago, Illinois.

Franklin, C.A. & **Snow-Gerono, J.L.** (2007, February). *Accountability Systems' Narrowing Effect on Curriculum in the United States: A Report Within an Elementary Education Teacher Certification Program*. Invited presentation at the annual meeting of the Association of Teacher Educators, San Diego, CA.

Snow-Gerono, J.L. & Gregory, A. (2006, October). *Imagining safe (con)texts: Curriculum of family constructs and stories of early childhood*. Roundtable discussion at annual meeting of the Curriculum and Pedagogy Group, Balcones Springs, Texas.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

- Bullock, P., **Snow-Gerono, J.L.**, Slonaker, A., Darcy, G.D., Slonaker, B., & Antrop-Gonzalez, R. (2006, October). *Curriculum workers network: Fostering support of social justice research action across diverse locations and contexts*. Paper presentation at annual meeting of the Curriculum and Pedagogy Group, Balcones Springs, Texas.
- Snow-Gerono, J.L.** & Gregory, A. (2006, April). *Working toward social justice through literacy within a 'standardized' context of professional development*. Paper presented at annual meeting of the American Educational Research Association, San Francisco, CA.
- Gregory, A. & **Snow-Gerono, J.L.** (2006, April). *Imagining alternatives: Family constructs, stories of early childhood, and making ready for children*. Paper presented at annual meeting of the American Educational Research Association, San Francisco, CA.
- Franklin, C.A. & **Snow-Gerono, J.L.** (2006, April). *Agency and frustration: Preservice teachers' perceptions of teaching in an environment of testing and accountability*. Paper presented at annual meeting of the American Educational Research Association, San Francisco, CA.
- Franklin, C.A. & **Snow-Gerono, J.L.** (2006, January). *Teacher education in an era of standardization and accountability: Elementary school teachers share their perceptions of teaching and mentoring in an environment of testing*. Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii.
- Gregory, A. & **Snow-Gerono, J.L.** (2005, December). *Literacy as transformative practice: Teachers' inquiry into social justice*. Paper presented at the annual National Reading Conference, Miami, FL.
- Gregory, A. & **Snow-Gerono, J.L.** (2005, December). *Acknowledging alternatives: Examining family constructs in the stories of early childhood*. Study group conducted at annual National Reading Conference, Miami, FL.
- Gregory, A., **Snow-Gerono, J.** & Billetz, N. (2005, November). *Balancing literacy instruction in the prek-primary grades in the norms of NCLB*. Workshop presented at the 45th Biennial Convocation, Kappa Delta Pi, Orlando, Florida.
- Snow-Gerono, J.L.** & Gregory, A. (2005, October). *Embracing a federal mandate? Teachers join together to implement program and cultivate learning communities*. Paper presented at the 6th Annual Conference on Curriculum and Pedagogy, Miami, Ohio.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

Snow-Gerono, J.L. & Franklin, C. (2005, October). *Elementary school teachers' perceptions of teaching and curriculum in an environment of increased testing and accountability: Walking the middle of the road*. Paper presented at the 6th Annual Conference on Curriculum and Pedagogy, Miami, Ohio.

Snow-Gerono, J.L. Cahill-Rawley, M.A., Yates, D., Gregory, A.E. & Rogien, L.R. (2005, April). *A factionous analogous analysis of No Child Left Behind through the lens of Harry Potter and The Order of the Phoenix*. NRMERA Distinguished Paper presented at the annual American Educational Research Association, Montreal, Canada.

Snow-Gerono, J.L. & Franklin, C.A. (2005, February). *Teaching in an environment of testing: Mentor teachers in a school-university partnership share the influences of high-stakes testing on their teaching and mentoring*. Paper presented at the annual Association of Teacher Educators, Chicago, IL.

Snow-Gerono, J.L. (2004, October). *Social justice through literacy: Writing the story of teachers' understandings*. Interactive discussion at the annual Curriculum and Pedagogy conference, Miami, OH.

Slonaker, A., **Snow-Gerono, J.L.**, Slonaker, B., Bullock, P., & Duque, G. (2004, October). *Deliberating differently for social justice: A transparent, public democratic project*. Interactive discussion at the annual Curriculum and Pedagogy conference, Miami, OH.

Dana, N.F., **Snow-Gerono, J.L.** & Nolan, J.F. (2004, April). *Following up with PDS graduates: An emergent theory of teacher leadership*. Paper presented at the annual American Educational Research Association, San Diego, CA.

Snow-Gerono, J.L., Nolan, J.F., Hil Kirk, K., & Badialo, B. (2004, February). *Assessing the impact of Professional Development School partnerships*. Paper presented at the annual American Association for Colleges of Teacher Education, Chicago, IL.

Snow-Gerono, J.L. and Slonaker, A. (2003, October). *Balancing public and private purpose: Examining potentially productive tensions within teacher inquiry*. Presentation at the 4th Annual Curriculum and Pedagogy Conference, Decatur, GA.

Slonaker, A. and **Snow-Gerono, J.L.** (2003, October). *Finding our discursive selves: Examining positionality and (silent) voices in school-university partnerships*. Presentation at the 4th Annual Curriculum and Pedagogy Conference, Decatur, GA.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

Ruth, A.E. & **Snow-Gerono, J.L.** (2003, April). *Mentoring in a PDS: Exploring the Simultaneous Development of a Mentor Teacher and her Intern.* Paper Presentation at the American Education Research Association, Chicago, Illinois.

Snow-Gerono, J.L. (2003, April). *Professional Development in a Culture of Inquiry: A PDS Partnership and its Impact on Teacher Researchers.* Paper Presentation at the American Education Research Association, Chicago, Illinois.

Snow-Gerono, J.L. (2003, April). *A Portrait of an Inquiry Stance: Teachers Researchers' Perceptions of Inquiry and how it Impacts Professional Development.* Paper Presentation at the American Education Research Association, Chicago, Illinois.

Snow-Gerono, J.L., Nolan, J.F., Dana, N.F., Ruth, A.E., McCarty, C., Alekna, M., Fanelli, S., & Jacobs, J. (2003, February). *Developing teacher leaders within a Professional Development School internship: Following up with PDS graduates.* Professional Clinic Presentation at the Association of Teacher Educators 83rd Annual Meeting, Jacksonville, Florida.

Snow-Gerono, J.L. & Slonaker, A. (2002, October). *Tipping the scales in school-university partnerships: Deconstructing a democratic dialectic.* Interactive Discussion at the 3rd Annual Curriculum and Pedagogy Conference, Decatur, GA.

Slonaker, A. & **Snow-Gerono, J.L.** (2002, October). *What are we educating for? Sustaining participatory democratic ideals through literacy as a social practice.* Interactive Discussion at the 3rd Annual Curriculum and Pedagogy Conference, Decatur, GA.

Dana, N.F., Abruzzo, S., Gimbert, B.G., Nolan, J., Silva, D.Y., **Snow-Gerono, J.,** Henning, M.B., Zembal-Saul, C. (2002, February). *Developing the teacher education curriculum for Professional Development Schools.* Professional Clinic Presentation at the Association of Teacher Educators 82nd Annual Meeting, Denver, Colorado.

Dana, N.F., Nolan, J.F., Abruzzo, S., Bradley, B., Easley, J., Henning, M.B., **Snow-Gerono, J.,** & Zembal-Saul, C., (2002, January). *Research and scholarship in the SCASD-Penn State Elementary PDS partnership.* Roundtable Presentation at The Holmes Partnership Sixth Annual Conference, San Antonio, Texas.

Dana, N.F., Nolan, J.F., Abruzzo, S., Bradley, B., Easley, J., Henning, M.B., **Snow-Gerono, J.,** & Zembal-Saul, C., (2002, January). *Preparing Future Teacher Educators Through Engagement in Collaborative Supervision and Program Development in the Professional Development School.* Paper Presentation at The Holmes Partnership Sixth Annual Conference, San Antonio, Texas.

Research and Scholarship (continued):

International/National Conference Presentations (continued)

- Dana, N.F., Nolan, J.F., Abruzzo, S., Bradley, B., Easley, J., Henning, M.B., **Snow-Gerono, J.**, & Zembal-Saul, C., (2002, January). *SCASD - Penn State PDS Partnerships*. Roundtable Presentation at The Holmes Partnership Sixth Annual Conference, San Antonio, Texas.
- Rodriguez, E., Bullock, P., Freedman, D. **Snow-Gerono, J.** (2001, October). *Disrupting to create anew: exploring the possibilities of narratives in the classroom*. Paper Presentation at the Conference on Curriculum and Pedagogy, Victoria, Canada.
- Slonaker, A., **Snow-Gerono, J.**, & Slonaker, B. (2001, October). *Yearbook discourse In/Ex-clusion: Excavating past dirt, identity, and memory*. Interactive Discussion at the Conference on Curriculum and Pedagogy, Victoria, BC, Canada.
- Freedman, D., Duo, P., Antrop-Gonzalez, R., Huang, H., Slonaker, A., & **Snow-Gerono, J.** (2001, October). *Excavating meaning: past dirt, identity, and memory within/on/between yearbook discourses*. Paper Presentation at The Conference on Curriculum Theory and Classroom Practice (the Bergamo Conference), Dayton, Ohio.
- Snow, Jennifer L.** and Silva, Diane Y. (2001, April). *Reconceptualizing Curriculum for the Professional Development School: Methods Faculty Self-Reflections*. Paper Presentation at the American Education Research Association, Seattle, Washington.
- Snow, Jennifer L.**, Freedman, Debra; Rodriguez, Encarna; and Bullock, Patricia. (2000, November). *Narratives as emancipatory practice: The reconceptualizing of a secondary education course*. Paper Presentation at the 1st Annual Conference on Curriculum and Pedagogy, Austin, Texas.
- Snow, Jennifer L.**; Rodriguez, Encarna; and Bullock, Patricia. (2000, November). *Ask my paper doll who I am as a teacher...* Paper Presentation at the Arts-based Educational Research Conference, Austin, Texas.
- Snow, Jennifer L.** and Dempsey, Van. (1999, February). *Coordination of Teacher Education at a PDS*. Presentation at the 4th Annual Kansas University PDS Conference, Kansas City, Missouri.

Regional Conference Presentations

- Snow-Gerono, J.L.**, Gregory, A., & Rawley, M.A. (2005, October). *No teacher left behind: Teams benefit literacy learning*. Paper presented at the 23rd Annual Conference Northern Rocky Mountain Educational Research Association. Jackson Hole, Wyoming.

Research and Scholarship (continued):

Regional Conference Presentations (continued)

Franklin, C. & **Snow-Gerono, J.** (2005, October). *Teachers and testing: Mentor teachers share experiences*. Paper presented at the 23rd Annual Conference Northern Rocky Mountain Educational Research Association. Jackson Hole, Wyoming.

Gregory, A. & **Snow-Gerono, J.L.** (2005, October). *Embracing alternatives in the Stories of Early Childhood*. Paper presented at the 23rd Annual Conference Northern Rocky Mountain Educational Research Association. Jackson Hole, Wyoming.

Snow-Gerono, J.L. Cahill-Rawley, M.A., Yates, D., Gregory, A.E. & Rogien, L.R. (2004, October). *A factious analogous analysis of No Child Left Behind through the lens of Harry Potter and The Order of the Phoenix*. Paper presented at the annual Northern Rocky Mountain Educational Research Association, Custer, SD.

Gregory, A.E. & **Snow-Gerono, J.L.** (2004, October). *Literacy and social justice: Teachers' inquiry for transformative practice*. Paper presented at the annual Northern Rocky Mountain Educational Research Association, Custer, SD.

Snow-Gerono, J.L. & Ruth, A.E. (2002, October). *Exploring the journey of a PDS intern graduate into a PDS mentor teacher*. Paper Presentation at the 31st annual meeting of The Pennsylvania Association of College and Teacher Educators, Hershey, PA.

Snow-Gerono, J.L., Dana, N.F., Nolan, J.F., Ruth, A.E., McCarty, C., Thulin, J., Amond, M. & Alekna, M. (2002, October). *The cultivation of teacher leaders in a Professional Development School context*. Workshop presented at the 31st annual meeting of The Pennsylvania Association of College and Teacher Educators, Hershey, PA.

Local Conference Presentations

Snow, Jennifer L. (1995, June). *Public Relations in a PDS*. Workshop for PDS teachers in a partnership with the Benedum Collaborative.

Discussant/Chair for Conference Sessions

Snow, J.L. (2015, April). *Teacher Leadership*. Annual American Educational Research Association, Chicago, IL.

Snow, J.L. (2010, April/May). *Teaching in an Urban Context: Thoughts, Reflections, and Challenges*. Chair. American Educational Research Association, Denver, CO.

Snow, J.L. (2010, April/May). *Professional Development in Social Justice Education*. Chair. American Educational Research Association, Denver, CO.

Research and Scholarship (continued):

Discussant/Chair for Conference Sessions (continued)

Snow, J.L. (2010, April/May) *Exploring Discipline-Based Issues in Preservice Teacher Education*. Chair. American Educational Research Association, Denver, CO.

Snow-Gerono, J.L. (2008, March). *Early career to veteran teachers' professional development learning experiences*. Discussant (four papers). American Educational Research Association, New York, NY.

Snow-Gerono, J.L. (2008, March). *Learning from others: Mentoring and supervision*. (Chair). American Educational Research Association, New York, NY.

Snow-Gerono, J.L. (2006, April). *Bridging pre-service teachers' educational experiences through mentoring & practice in the classroom*. Discussant (four papers). American Educational Research Association, San Francisco, CA.

Snow-Gerono, J.L. (2006, April). *Teacher research and teacher learning through professional development*. (Chair). American Educational Research Association, San Francisco, CA.

Snow-Gerono, J.L. (2005, April). *Technological Innovations in Teacher Preparation and Teacher Development*. Discussant (four papers). American Educational Research Association, Montreal, Canada.

Snow-Gerono, J.L. (2005, February). *Research in Preservice Teacher Education*. (Invited Discussant for double session.) Association of Teacher Educators, Chicago, Illinois.

Snow-Gerono, J.L. (2003, April). *Supervision as a Moral Endeavor*. (Invited Discussant on Panel for "Stephen Gordon's Perspective on Supervision as a Moral Endeavor.") American Educational Research Association, Chicago, Illinois.

General Professional:

2013-Present. *State Leadership Team Member*. Smarter Balanced Digital Library.

2011-Present. *Co-facilitator*, Idaho IHE Coalition.

2010. *Member*, University of Phoenix State Focused Review Team.

2010. *Participant*, Professional Standards Commission, Elementary Standards Review.

2009-2010. *Facilitator*, AERA Division B (Curriculum Studies) New Faculty Development Seminar.

2009-Present. *Participant*, Association of Teacher Education, Research Committee.

2007 – 2011. *Council Member*. Curriculum and Pedagogy Group (Membership Committee Chair; Program Committee Chair).

2009. *Facilitator*, Center for Teaching and Learning, Action Research Workshop.

2006-2007. *Member*, NNU State Review Team, NCATE.

2005-2007. *Participant*, Boise State Shared Leadership.

2003– 2006. *Inservice* – Presented inservices to Boise School District Special Education Paraprofessionals on Student Management (each semester).

2006. *Participant*, Boise State H3 Project Redesign Seminar.

2004, April. *Participant* – AERA Division K (Teacher Education) New Faculty Development Seminar.

2002-2004. *Book Editor*—Work with Dr. J. Daniel Marshall at Penn State University on the revisions for second edition of book, *Turning Points in Curriculum: A Contemporary American Memoir*.

2003. *Inservice* – Presented inservice with Dr. Nancy Dana on teacher inquiry for the Tyrone Area School District in Pennsylvania for secondary teachers and administration in line with their decision to focus on teacher research for self-directed supervision.

Service:

International/National

2013 - Present. *Editorial Board Member.* Journal of Teacher Education.

2009-Present. *Member.* Research Committee, Association of Teacher Educators.

2008-Present. *Member.* Dissertation Award Committee, Association of Teacher Educators.

2009-2012. *Co-Chair.* Program Committee, C&P Council.

2007-Present. *Member.* Council Curriculum and Pedagogy Group.

2007-Present. *Manuscript Reviewer.* Curriculum and Pedagogy Conference Proceedings.

2007-Present. *Book Reviewer.* SAGE Publications, Classroom management texts.

2007-Present. *Member.* Finance Committee, Curriculum and Pedagogy Group.

2006 – Present. *Manuscript Reviewer.* Journal of Curriculum and Pedagogy.

2006 – Present. *Manuscript Reviewer.* Journal of Teacher Education.

2006-Present. *Manuscript Reviewer.* Teaching and Teacher Education.

2002-Present. *Manuscript Reviewer,* Action in Teacher Education.

2006-2010. *Member,* Communications Committee, Curriculum and Pedagogy Group.

2005-Present. *Manuscript Reviewer.* Journal of School Leadership.

2007-2009. *Member.* Dissertation Award Committee, Curriculum and Pedagogy Group.

2003-2009. *Chair,* Membership Committee, Curriculum and Pedagogy Group.

2006. *Book Reviewer.* Pearson Education, Curriculum texts.

2002. *Manuscript Reviewer,* Teaching Education.

2003. *Book Reviewer,* Allyn & Bacon, Classroom Management texts.

State

2011-Present. *Co-facilitator.* IHE Coalition – Idaho.

2010. *Participant,* Idaho Elementary Education Teacher Professional Standards Revision.

2010. *Reviewer,* Idaho State Department of Education Review of University of Phoenix.

2006. *Reviewer,* NCATE/Idaho State Department of Education Review of NNU teacher education programs – elementary education, master's level reading degrees.

2002. *Participant,* Professional Standards Commission Review of Rubrics and Standards for Elementary Teacher Certification.

Service:

University

2013-2014. COE Dean Search Committee.
2012-Present. *Faculty Senate.*
2012. *Interdisciplinary Mentor.*
2011-Present. Naming Committee.
2011-Present. Honorary Doctorate Committee.
2012-Present. Faculty Financial Affairs – Senate Liaison.
2012-Present. *Senate Liaison.* Faculty Financial Affairs Committee.
2009-Present. *Virtual Teaching and Learning with Technology Roundtable*
2007-Present. *Undergraduate Research Committee.*
2008-Present. *Honorary Doctorate Committee*
2006 – 2009. *Faculty Senator,* Boise State University Faculty Senate.
2004-2008 *Member,* Diversity Requirement Committee, Boise State University.
2003-2005. *Member,* Student Affairs Committee, Boise State University.
2002 – 2003. *Member,* Faculty Council Faculty/Staff/Student Awards Committee, The Pennsylvania State University.
2002. *Participant,* PDS Digital Video Production Team, The Pennsylvania State University.

College

2010-Present. Clinical Field Experience Sub-committee, TECC.
2010-Present. Teacher Education Shared Leadership Team
2008-Present. Leadership Team(s), College of Education.
2008-Present. Teacher Education Coordinating Council.
2009-Present. Teacher Education Assessment Work Group.
2004-Present. *Counselor,* Kappa Delta Pi, Installation of Chapter at Boise State University.
2003-2011. *Co-Advisor,* Teacher Education Association, Boise State University.
2009. NCATE Rejoinder Task Force.
2006. *Member.* Bilingual Education Search Committee.
2005 – 2008 *Member,* Curriculum Committee.
2004 – 2008. *Member,* Doctoral Curriculum Committee.
2004-2006. *Member,* Field Guide Revisions.
2004-2005. *Member,* Literacy Search Committee.

CIFS Department

2013. *Member.* Search Committee.(s)
2009-Present. *Facilitator.* Elementary Education Task Force.
2008-2012. *Department Chair.*
2006 – Present. *Chair.* Policy Committee.
2005 – Present. *Member.* Curriculum Committee.
2003-Present. *Member,* Educational Leadership Task Force and Search Committee.
2006 – 2007. *Member.* Search Committees.
2003-2005. *Member,* Promotion and Tenure Committee.

2003 – 2004. *Member*, Post-Baccalaureate Certification Program Committee, CIFS Department Committee.

2003 – 2004. *Member*, Elementary Education Program Redesign, CIFS Department.

Doctoral Committees:

Brad Coats (**Chair**, 2017)

Paul Sebastian (**Chair**, 2017)

Tana Jons (**Co-Chair**, 2017)

Leisl Milan (2016)

Jamie Sand (**Chair** 2016)

Bevin Etheridge (**Co-Chair**, Graduated December 2015)

Darcie Rae (**Co-Chair**, Graduated May 2015)

Jacob Skousen (Graduated May 2015)

Jennifer Gardner (Graduated May 2015)

Brady Webb (Graduated May 2015)

Ezra Gwilliams (**Co-Chair**, Graduated Fall 2013)

A.J. Zenkert (Graduated Fall 2013)

Kelley Moneymaker (Graduated Fall 2013)

Christina Ramirez-Nava (Graduated Fall 2013)

Pamela Briggs (**Chair**, Graduated, Summer 2012)

Josh Pfister (Graduated, Summer 2012)

Jane McKeivitt (**Co-Chair**, Graduated, Spring 2012)

Chris Haskell (**Chair**, Graduated, Spring 2012)

Bevin Etheridge (**Co-Chair**, Comps Spring 12)

Faith Beyer Hansen (Graduated, December 2011)

Eun Kyoung Yu (Graduated, August 2011)

Darlene Hartman-Hallam – (Graduated, May 2011)

Donnie Hale – (Graduated, May 2011)

Pam Gehrke (defended proposal, Spring 2011)

Greg Hoetker - Graduated, May 2010

Darcy Jack - graduated, May 2010

Jane Walther – graduated, December 2009

Julia Zarbnisky – graduated, December 2009

Brian Whitney – graduated May 2009

Linda Kirby - graduated December 2008

Mary Ann Cahill – graduated, May 2007

Jo Anne Lafferty – graduated, December 2005

Ruth Calnon – graduated, December 2005

Debra Yates – graduated December, 2005 (**Co-chaired dissertation**)

Celia King – (completed Comps, 2006)

Lisa Kinnaman (completed Comps, Spring 2008)

Master's Committees:

Christine Change Gillespie (December 2013)
Nate Dean (December 2015)
Pam Davis (July 2004)
Catherine Hazah (December 2004)
Christina Reggear (Thesis Defense, May 2005)
Nichole Billetz Moos (Undergraduate Honors Thesis, May 2005)
Jaime Campbell (July 2005)
Anabel Ortiz-Chavolla (October 2005)
Jason Draney (March 2006)
Dave Michael (March 2006)
Sheila Scott (March 2006)
Susan Hawke (July 2006)
Brooke Claridge (July 2006)
William Richard McClain (Chair, October 2006)
Jennifer McClain (October 2006)
Natalie Aurich (October 2006)
Roanna Barclay (October 2006)
Kimberly Hale (October 2006)
Phil Hiller (October 2006)
Johnna Anderson (Thesis defense, December 2006)
Annetta Brooks (March 2007)
Lindsey Truxel (Chair, March 2007)
Rebecca Franks (March 2007)
Kandy Stanford (March 2007)
Julie Matsushita (July 2007)
Leah Rencher (Chair, July 2007)
Danielle Stoddard (July 2007)
Marvin Schroeder (July 2007)
Gilberto Lara (July 2007)
Jaime Sand (October 2007)
Janine Balfour (October 2007)
Jared Hulme (December 2008)
Andrea Baerwald (July 2008)
Michelle Devine (May 2009)
LaRona Ezell (May 2009)
Linda Osgood (July 2009)
Gabriel Horn (Thesis defense, August 2009)
Camille Hammond (October 2009)
Troy Nickel (October 2009)
Julie Read (March 2010)
Jennifer Fish (July, 2010)
Heather Larsen (December, 2011)
Margaret Lisa Link (May, 2011)
Ghada Almarwazi (Thesis May 2013)

Professional Associations:

American Education Research Association, American Association of Colleges of Teacher Education, Curriculum and Pedagogy Group (Council Member 2007 – 2011), Association of Teacher Educators, and Curriculum Workers Society (Founding member, The Pennsylvania State University).

Awards and Recognitions:

Boise State University Faculty Research Associate (2007 – 2008), Phi Delta Kappa Andrew V. Kozak Fellowship (2003), Association of Teacher Educator's Distinguished Program in Teacher Education (SCASD-Penn State Elementary PDS Partnership) (2002), Penn State Graduate Student Recognition Award for Outstanding Scholarship, Research, Dedication to Education and the Promise of Professional Excellence (2001), Eva Diefenderfer Graduate Fellowship (2000-2001), and Who's Who Among America's Teacher (1997-1999).

Paula D. Kellerer, Ph.D.
11925 W Buteo Drive, Nampa, ID 83686
Phone 208-989-3183 (M)
Email pkellerer@nsd131.org

EDUCATION

Ph.D. and Ed.S in Education Administration.	University of Idaho.
Moscow, ID	
M.A. in Curriculum and Instructions	Boise State University
Boise, ID	
B.A. in Mathematics Education	Northwest Nazarene University.
Nampa, ID	

EMPLOYMENT

2017 – Superintendent, Nampa School District #131

2013- 2017 College of Adult and Graduate Studies. NNU. Nampa, ID

- Founding Dean for the College
- Lead instructional initiatives in the College
 - Graduate: Business, Counseling, Education, Nursing, Social Work, Theology
 - Undergraduate/Adult Completion: Business, Education, Nursing, Christian Ministry
 - Undergraduate (wholly online): Business, Education, Nursing, Applied Studies
- Provide leadership and direction in NNU's first wholly online undergraduate degree programs (through a Federal Title III grant)
- Supervise 15 graduate chairs and directors

2010 – 2017 Associate Faculty Northwest Nazarene University. Nampa, ID

- Dean, School of Education, Social Work and Counseling (2012 – 2013)
- Education Department Chair (2011 – 2013)
- Program Director, Educational Specialist Program (2011-2013)
- Program Director, Doctorate in Education Program (2011 – 2012) (Developed and successfully sought approval for first doctoral program at the University)
- Member, Graduate Faculty (Educational Leadership)
- Member, Graduate and Continuing Studies Council
- Member, Academic Restructure Committee
- Vice Chair, Graduate Education Admissions Council (2011-2013)
- Chair, Education Advisory Council (2011-2013)

2005-2010. Chief Academic Officer. Nampa School District #131 Nampa, ID

Worked as the Chief Academic Officer for a suburban district of 15,000 students.

- Curriculum
- Assessment
- Instruction Technology
- Patron Concerns
- Discipline
- Safety and Crisis Planning
- Staffing and Evaluation
- Federal Programs

- Special Education – Supervised district special education programs.
- Supervision
- Professional Development

1998 –2005
1992-1997

Chief Educational Officer
Missionary

Various Elementary Schools in Nampa School District
International Church of the Nazarene Thailand

Bangkok and Chiang Mai, Thailand

- Sponsorship coordinator at Mae Taeng Tribal Children's Home.
- ELL Language Teacher at Mae Taeng Tribal Children's Home
- Curriculum Development and Coordinator for Thai and Lahu Language.
- Field Coordinator for Budgets
- Project writer
- Guest Teacher at Mae Taeng Public High School

PROFESSIONAL SERVICE

2011- 2016

Chair, Coalition of Institutes of Higher Education in Idaho

- Creation of a common summative assessment for every teacher education candidate in Idaho
- Creation of an Individualized Professional Learning Plan for every teacher education candidate in Idaho as they enter the profession

2013 – 2015

CCSSO Task Force on Network for Transforming Teacher Education (NTEP) (Gates funded national effort to Impact practice in teacher education)

2013 – 2014

Idaho Governor's Task Force on Tiered Licensure

2011—2017

IACTE (Idaho Association of Colleges of Teacher Education)

- President Elect (2013-2015)
- President (2016 – 2017)

2011 – 2015

Professional Standards Committee

- Chair, Standards Sub Committee

2013

Idaho (UI)

State Team Accreditation Review of Education Programs at University of

2015

NWCCU Mid Cycle Review Team Chair for Warner Pacific University

2016

NWCCU Mid Cycle Review Team Chair for Northwest University

2016

State Team Accreditation Review of Education Programs at Boise State

University

2016

State Team Mid Cycle Accreditation Review of Education Programs at UI

2017

NWCCU Mid Cycle Review Team Chair for Seattle Pacific University

PUBLICATIONS, PAPERS, PRESENTATIONS AND GRANTS

Kellerer, P., Raney, T., Sanchez, L., Snow, J., & VanMullem, H. (2017). EPP collaboration for continuous improvement across programs. Presentation at the AACTE Annual Conference. Tampa, FL.

Curtis, H. & Kellerer, P. (2016). Liberia afterschool programs: A pilot study using KA-Lite in a remote rural country. Published in conjunction with the Doceo Center at NNU for Innovative Education Liberia.

Werth, L., Werth, E., Curtis, H., Kellerer, P., Kellerer, E., Reberry, S., & Walker, N. (2016). Transforming rural K-12 education through blended learning: Student perspectives. Lansing, MI: Michigan Virtual University

Kellerer, P., & Curtis, H. (2015). Utilizing Khan Academy to Transform Mathematics Instruction and Increase Blended Learning Opportunities in K-12 Schools: Implementation and Results from a Statewide Pilot (January 2015) Presented at Hawaii International Conference on Education (HICE).

Kellerer, P. & Kellerer, E. (2014). Utilizing Khan Academy to Transform Mathematics Instruction and Increase Blended Learning Opportunities in K-12 Schools: Implementation and Results from a Statewide Pilot. A research summary presented and funded by J.A. and Kathryn Albertson Foundation.

Kellerer, P., Kellerer, E., Werth, E., Werth, L., & Montgomery, D. (2014). Transforming Rural K-12 Education through Blended Learning: Teacher Perspectives. iNACOL.

Raney, T., Kellerer, P., & Sanchez, L. (December 2015). Impact on reading fluency of double-dosed tier one literacy instruction for struggling kindergarten students. Presentation at the Northern Rocky Mountain Research Association meeting.

Raney, T., Kellerer, P., & Sanchez, L. (Submitted). Impact on reading fluency of double-dosed tier one literacy instruction for struggling kindergarten students. Journal of Early Childhood Literacy.

Kellerer, P. (2014). Administrator Preparation Effectiveness: Superintendent, Administrator and Staff Evaluation of Principal Graduates. Funded and presented to the Idaho Professional Standards Commission.

Kellerer, E. & Kellerer, P. (2013). Proposal to the Bradley Foundation. *Extension of Professional Development for Khan Academy in Idaho*. Funded \$25,000.

Leadership and Technology. Presented at the Wesley Center Conference (March 2013)

Lean In: Women in Pastoral Leadership. Presented at the Wesley Center Conference (March 2014)

Faculty Sharing Mission (November, 2011). Chapel Speaker. Northwest Nazarene University.

Kellerer, P. & Kellerer, E. (2012). Proposal to the J.A. & Kathryn Albertson Foundation.

Establishment of the NNU Center for Innovation in Teaching & Learning. Funded \$5,432,370.

Classroom Instruction the Works (2010). Multiple presentations and workshops presented at Idaho Digital Virtual Academy Middle School (virtual presentations)

Implementation of the RTI Process: A District's Journey. Presented at the State of Idaho Response to Intervention Conference (April, 2010).

District Leadership the Works (2009) Presented to the Nampa School District Central Office Leadership Team

Professional Learning Communities (2009) Presented to the Nampa School District Leadership Team (administrators, district office staff and teacher leaders).

What Works in Schools (2009) Presented to the Nampa School District Leadership Team (administrators, district office staff and teacher leaders).

Grading and Assessment (2009) Presented to the Nampa School District Leadership Team (administrators, district office staff and teacher leaders).

Balanced Leadership Framework (June 2008, multiple times throughout 2009 and 2010) Presented to the Nampa School District Leadership Team (administrators, district office staff and teacher leaders).

Achievement Comparisons in Idaho Charter Schools and their most closely matched demographic school (2006). Dissertation by Paula Kellerer.

SUPERVISED DOCTORAL DISSERTATIONS

Bingham, D., & Kellerer, P. (2011 – 2013). A mixed-methods study exploring the realities and perceptions of principal evaluation. Accepted Research Study IRB Approval #42082012. Northwest Nazarene University, Nampa, ID.

French, N.S., & Kellerer, P. (2011 – 2013). Whatever it takes: Creating sustainable professional learning communities. Accepted Research Study IRB Approval 2012. Northwest Nazarene University, Nampa, ID.

LeDuc-Williams, T., & Kellerer, P. (2011 – 2013). A qualitative study exploring the use of online education to overcome the educational challenges faced by out of school youth. Accepted Research Study IRB Approval 2012. Northwest Nazarene University, Nampa, ID.

Raney, T., & Kellerer, P. (2012 – 2014). A mixed-methods approach discovering the impact on reading fluency of struggling kindergarten students when receiving a double dose of literacy instruction. Accepted Research Study IRB Approval #4062013. Northwest Nazarene University, Nampa, ID.

Oliva, D., & Kellerer, P. (2013-2015). Emotional Well-Being of Secondary Refugee and Immigrant Students: The Relationship between Acculturation and School Support. Accepted Research Study IRB Approval #142014. Northwest Nazarene University, Nampa, ID.

Lowney, B., Perkins, S., & Kellerer, P. (2014-2016). A Focus on Student Growth Goals: The Impact of Evaluative Student Achievement Goals on Principal Practice. Accepted Research Study IRB Approval. Northwest Nazarene University, Nampa, ID.

Sexhauer, K., & Kellerer, P. (2015-current). Family System Influence on Child Behavior. Pending Approval with IRB. Northwest Nazarene University, Nampa, ID.

COMMUNITY SERVICE

- Treasure Valley Education Partnership/RISE – Member (2016 – present).
- Nampa Chamber of Commerce – Chair of Education Committee (2013 – 2016)
- Nampa Chamber of Commerce – Executive Board (2013-2016)
- Nampa Schools Foundation – member and Executive Board Member (2010 – 2016)
- University District – member and Executive Committee Member (2006-2010)
- Healthy Families Nampa – member and Executive Board Member (2009-2011)
- Kids Zone Child Care – Member of Governing Board (2010 – 2012)

VOLUNTEER SERVICE

- Church Board Member (Trustee) - College Church of the Nazarene (2016 – present)
- Wednesday Night Children's Bible Buddies Teacher (19 years)
- Nursery Administrative Lead – College Church of the Nazarene
- Children's Ministries Council - Led a review process and search for new Children's pastor at College Church.
- Counter – Participates in a team that counts offerings and records donations for College Church
- Adult Sunday School Leader – Connections Class, College Church
- Youth Mission Trip Sponsor to Taiwan and Arizona
- Missions Director, Bonner Springs Church of the Nazarene
- Neighborhood Hope and Winter's Hope Volunteer (Community Service projects sponsored by the College Church of the Nazarene)

DR. N. SHALENE FRENCH

419 Bridlewood Ave
Caldwell, ID 83605
(208) 313-4635

“Only the organizations that have a passion for learning will have an enduring influence”

(Covey, Merrill, & Merrill, 1996, *First Things First*, p. 149).

EDUCATION

Doctor of Education

May 2013 Northwest Nazarene University

- Administrative Leadership – Superintendency
- Dissertation Title: *Whatever It Takes: Creating Sustainable Professional Learning Communities*

Education Specialist

May 2011 Northwest Nazarene University

- Educational Leadership

Master of Education Degree in Educational Administration

August 2003 Idaho State University

- Phi Delta Kappa candidate

Bachelor of Science Degree in Elementary Education

May 1996 Idaho State University

- High Honors graduate
- Components in Mathematics and Social Studies

Bachelor of Science Degree in Business Administration

June 1988 Utah State University

- Major emphasis in Marketing and minor in Economics
- Served as a member of the 1987-1988 USU Business Council

WORK EXPERIENCE

Superintendent

Caldwell School District #132

July 2016 to Present

Responsibilities include:

- Providing leadership and vision for a district of ~6500 students
- Unifying vision and purpose with the expectations of the Board of Trustees
- Creating solid relationships with the City of Caldwell, Caldwell Chamber of Commerce, College of Idaho, Treasure Valley Community College, and other community partners
- Lobby legislators and policy makers regarding K-12 school reform

Director of Human Resources

July 2012 to July 2016

Bonneville School District #93

Responsibilities include:

- Recruitment/Hiring and staffing for various positions throughout the district.
- New employee orientation, mentoring program, certification and highly qualified requirements.
- Enrollment and ADA tracking to determine staffing needs and monitor position control.
- Employee disciplinary actions including probation, grievances, and terminations.
- Supervision and evaluation of employees.
- Policy review and implementation.
- Labor relations and negotiations.
- Etc.

Principal

June 2006 to July 2012

Bonneville Joint School District #93

Rocky Mountain Middle School

Responsibilities include:

- Overall school improvement and the implementation of district and school-wide policies as they relate to the school improvement plan.
- Implementing Making Middle Grades Work – Southern Regional Education Board (SREB)
- Monitoring the education and safety of all 7th and 8th grade students.
- Supervision and evaluation of all certified and ancillary staff members.
- Daily management operations of Rocky Mountain Middle School.

Professional Development

- Member of The School Superintendent Association
- Member of Idaho Association of School Administrators
- Member of Association for Supervision, Curriculum and Development
- Member of International Literacy Association
- Administrator Evaluation Focus Team member – Idaho State Department of Education

Recognition

- Recipient of the 2012 IMLA Idaho Middle Level Educator of the Year Award
- Recipient of the 2019 IMLA Idaho Middle Level Educator of the Year Award

3290 East 3387 North
Kimberly, Idaho 83341
(208) 420-1344
lschroeder@kimbelry.edu

Douglas (Luke) Schroeder

Objective

Employment

Superintendent

2012-Present Kimberly School District Kimberly, ID

Principal

2008-2012 Kimberly High School Kimberly, ID

Principal/Athletic Director

2007-2008 Murtaugh Middle/High School Murtaugh, ID

Principal

2001-2007 St. Edward's Catholic School Twin Falls, ID

Dean of Students

1998-2001 Kimberly High School Kimberly, ID

Social Studies Teacher

1994-2001 Kimberly High School Kimberly, ID

Additional Experience

- Governor's Task force on Education Member and Subcommittee Chair
- Adjunct Professor Boise State University
- Region IV Superintendents President
- IASA Finance Committee Chair
- IASA Legislative Committee Member
- Kimberly School Foundation President
- Kimberly Lions Club President
- NWEA Trainer
- Roman Catholic Diocese of Boise Safe Environment Facilitator
- Kimberley High School History Department Chair
- Student Council Advisor
- Summer School Administrator
- Assistant Football and Wrestling Coach
- Summer Residential Construction
- Dairy Herdsmen and Farmhand

Education

Education Specialist/Superintendency 2010	University of Idaho	Education Administration Moscow, ID
Master of Education/Principalship 1998	University of Idaho	Education Administration Moscow, ID
Bachelor of Arts 1994	Boise State University	Secondary Education Boise, ID
Associate of Arts 1991	College of Southern Idaho	Education Twin Falls, ID

References

Myron Nield

Kimberly School District Board Chair
Kimberly, ID 208-308-3738

Keelie Campbell

Kimberly School District Program Director
Twin Falls, ID 208-423-4170

Rob Winslow

IASA Executive Director
Boise, ID 208-345-1171

Holly K. Tanner

150 Front Street, Arimo, ID 83214 - 208-3173836– htanner@blsd.net

- I believe all children /people can learn if given positive opportunity and instruction unique to their individual needs.
- I believe in working smart as well as working hard.
- I seek out educational experiences and new adventures.

Education

Masters of Education (M.Ed.) Educational Administration Idaho State University, Pocatello, ID 83209	May 2016
Educational Specialist (Ed.S.) Nationally Certified School Psychology Program Idaho State University, Pocatello, ID 83209	May 2011
Masters of Education (M.Ed.) Human Exceptionality/Psychometric Examiner Idaho State University, Pocatello, ID 83209	May 2009
Bachelor of Fine Arts (B.F.A.) Minor in Art History and Women's Studies Idaho State University, Pocatello, ID 83209	May 2005

Certification

Director of Special Education (Pre-K-12)
School Principal (Pre-K-12)
Pupil Personnel Services, School Psychologist
State of Idaho

Nationally Certified School Psychologist
National Association of School Psychologists

Professional Experience

Bear Lake County School District
Paris, Idaho **July 2012 - Present**
School Psychologist / Special Education Director. The position of School Psychologist and Special Education Director in a small rural school district has given experience in both leadership roles and continued educational opportunities.

Duties and Responsibilities

- Recruit, lead, and supervise the special education staff in six schools including all special education teachers, aides, speech and language pathologist, occupational therapist, and physical therapist.
- Submit and monitor paperwork for special education budget.
- Provide training to teachers and aides.
- Consult with parents, teachers, and administrators.
- Consult with Multi-disciplinary Team members on educational placement and intervention decisions.
- Leader of School District 504 implementation.
- Lead and provide professional development opportunities for all teachers and aides in the district as the Professional Development Chairman. Also work with Idaho State University and Northwest Nazarene University to provide college credit for professional development in-service classes provided by the district.
- Coordinate and write Gifted and Talented Development Plan and submit it to the state.
- Part of multidisciplinary team for all special education and 504 students. Conduct Assessments and attend meetings to determine eligibility and annual individual educational plans for the students as well as leadership for the teachers and councilors involved.
-

Professional Memberships

National Association of School Psychologists (NASP)
Idaho School Psychologists Association (ISPA)
Idaho Association of Special Education Administrators; (IASEA)

Professional Volunteer Positions

Director's Advisory Committee, State of Idaho Special Education

Southeastern Idaho Regional Representative, Idaho School Psychology Association

References

Laurel Jensen, M.Ed.
Elementary Principal for Bear Lake School District #33
535 Clay Street
Montpelier, ID 83254
208-847-0477 office, 208-504-0185 cell
ljensen@blsd.net

Julian Duffey M.S., M.Ed.
Special Services/Federal Programs Director
Bonneville School District #93
208-557-6843
duffeyj@d93.k12.id.us

Diana Gott, Ed.S., NCSP
School Psychologist
Jefferson Elementary (208) 232-2914
Irving Middle School (208) 232-3039
Tendoy Elementary (208) 233-2921
Washington Elementary (208) 232-2976
GottDian@d91.k12.id.us

RAMONA LEE

6529 S. Lunar Avenue, Boise, ID 83709 | 208-573-2967 (cell) | rlee@fmtc.com

EDUCATION

B.S. Ed. Secondary Education and Special Education

University of Idaho, Moscow, Idaho

1991

Teaching Endorsements: Mathematics 6/12, French 6/12, Special Education

Generalist K/12

M.Ed. Special Education

University of Idaho, Moscow, Idaho

1999

Emphasis in Low-Incidence Handicaps

Additional subsequent specialized coursework

- University of Idaho: **Special Education Administration**
- Stephen F. Austin University, Nacogdoches, Texas: **Vision Impairments**
- Northwest Nazarene University, Nampa, Idaho: **Gifted and Talented Education**

EDUCATION EXPERIENCE

West Ada School District (Joint School District #2)

1303 E. Central Drive, Meridian, ID 83642

Director of Special Education, 504 Compliance Officer

2015-Present

Responsible to oversee budget, personnel, and program implementation for Special Education in a school district of 40,000 students

Weiser School District #431

925 Pioneer Road, Weiser, ID 83672

Director of Special Education and Federal Programs

2012-2015

Responsible to oversee budget, personnel, and program implementation for: Special Education, State LEP, Title III, Homeless, Title I-A, Title I-C (Migrant), and Rural Low-Income Schools programs

Fruitland School District #373

P.O. Box A, Fruitland, ID 83619

2001-2012

Special Education Teacher, Grades 7-8, (Aug 2001 – May 2004)

Special Education Director (2004-2012); District Homeless Liaison (2010-2012); LEP/Migrant Coordinator (2011-2012); Alternative School Director (2007-2011)

Kamiah School District #304

401 Hill Street, Kamiah, ID 83536

1993-2001

Special Education Teacher, Grades 5-8

Lewiston Independent School District #1

3317 12th Street, Lewiston, ID 83501

1992-1993

Special Education Teacher, High School Severe Disabilities Classroom

RAMONA LEE

RELATED POSITIONS / EXPERIENCE

IESDB (Idaho Bureau of Educational Services for the Deaf and the Blind), Board member representing special education directors (2009-2017)

IASEA (Idaho Association of Special Education Administrators) Executive Board 2011-2014; President 2012-2013

Idaho CEC (Idaho Council for Exceptional Children) Executive Board 2016-2018;
President 2017

Idaho SDE Sp Ed Director's Advisory Council (DAC), 2016-Present

Severe Disabilities Teacher Certificate Advisory Group, (2008-2012)

Interagency Autism Planning Group (IAPG), (2010-2012)

Idaho LEADS project, Member of Fruitland team (2012)

SDE Smarter Balanced Advisory Committee (2014) representing special education directors

Medicaid Advisory Committee (2013-2016)
Chair of Interagency Agreement Comment workgroup (2014)

WORK WITH ADULT LEARNERS

CTOPP trained (Comprehensive Training of Paraprofessionals)
Conducted district-level paraprofessional trainings annually

Professional Development instructor for Northwest Nazarene University

Curriculum writer for special education coursework for Northwest Nazarene University

Adjust instructor for Boise State University

AWARDS

Educator of the Year, Fruitland Chamber of Commerce	2008
Educator of the Year, Kamiah Masonic Lodge	2000

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development (ASCD)
Council for Exceptional Children (CEC)
Council for Administrators of Special Education (CASE)
Idaho Association of Special Education Administrators (IASEA)

INTERESTS

Farming, Reading, Playing Guitar, Fly Fishing, Travel, Church Service, 4-H, MathCounts

RAMONA LEE

PROFESSIONAL REFERENCES

Dr. Mary Ann Ranells, Superintendent, West Ada School District, 1303 E. Central Drive, Meridian, ID 83642, (208) 855-4500

Don Nesbitt, Assistant Superintendent, West Ada School District, 1303 E. Central Drive, Meridian, ID 83642, (208) 855-4500

Wil Overgaard, Former Superintendent, Weiser School District #431, 925 Pioneer Road, Weiser, ID 83672, (208) 414-0616

Sue Shelton, Regional Special Education Coordinator, 2277 W. Polo Green Avenue, Post Falls, ID 83854, (208) 699-6645

Julie Solberg, School Psychologist (Retired), 1006 Aldape Cove, Boise, ID 83712, (208) 850-8313

Teresa Stivers Fritsch, IESDB Board Member, School Psychologist, Mountain View High School, 2000 S. Millenium Way, Meridian, ID 83642
(208) 631-8845

Dave Davies, Principal, Weiser High School, 690 W. Indianhead Road, Weiser, ID 83672, (208) 414-2595

KIMBERLY SHANER

5671 W. Maine St. Spirit Lake, ID · 208-640-6997

kimberlyshaner@sd83.org

EDUCATION

JUNE 2020

EDUCATIONAL SPECIALIST IN SPECIAL EDUCATION ADMINISTRATION, NORTHWEST NAZARINE UNIVERSITY

JUNE 2019

EDUCATIONAL SPECIALIST IN SCHOOL PSYCHOLOGY, EASTERN WASHINGTON UNIVERSITY

MARCH 2016

MASTERS OF EDUCATION IN SPECIAL EDUCATION, CONCORDIA UNIVERSITY PORTLAND

AUGUST 2011

BACHELORS OF SCIENCE IN PSYCHOLOGY, UNIVERSITY OF IDAHO

AUGUST 2008

ASSOCIATES OF SCIENCE IN PSYCHOLOGY, NORTH IDAHO COLLEGE

JUNE 1988

HIGH SCHOOL DIPLOMA, FALLS CHRISTIAN ACADEMY

EXPERIENCE

AUGUST 2019 – PRESENT

SPECIAL SERVICE DIRECTOR, WEST BONNER COUNTY SCHOOL DISTRICT

AUGUST 2018 – AUGUST 2019

SCHOOL PSYCHOLOGIST, WEST BONNER COUNTY SCHOOL DISTRICT

FEBRUARY 2012 – AUGUST 2018

EDUCATIONAL SUPPORT COUNSELOR, WEST BONNER COUNTY SCHOOL DISTRICT

AUGUST 2010 – FEBRUARY 2012

PSYCHOSOCIAL REHABILITATION CONSULTANT, ALLIANCE FAMILY SERVICES

FEBRUARY 2010 – AUGUST 2010

AFTERSCHOOL PROGRAM DIRECTOR, TWINLOW CAMP

AUGUST 2008 – FEBRUARY 2010

4-H AFTERSCHOOL PROGRAM COORDINATOR/ VISTA, COEUR D' ALENE TRIBE

Charmaine VanBuskirk

208-867-4199

charmaine.vanbuskirk@lakeland272.org

"Charmaine works hard on a daily basis trying to reach incredible goals for her students. She has highly effective classroom routines and procedures resulting in little or no loss of instructional time."

Todd Phillips
Former Principal
Chief Joseph Elem.
Meridian, ID

"Charmaine has built a positive relationship with her students through the use of humor, sharing personally with students, and taking an interest in their lives by listening to them. Children enjoy coming to her classes."

Priscilla Anderson
Former Principal
Chief Joseph Elem.
Meridian, ID

Certified Teacher (Grades K-8)

Professional educator with 23 years of experience in Idaho schools, desiring a position where my knowledge of curriculum, standards, and ethical practices can make an impact to ensure that Idaho's students receive an education from quality educators that value rigorous standards.

Experience

LAKELAND SCHOOL DISTRICT, Rathdrum, ID

History/Electives Teacher (7th & 8th grade), 2019 - present

Elementary Teacher (6th grade), 08/16 – 06/19

Special Ed. Teacher (K-6), 08/16

WEST ADA SCHOOL DISTRICT, Meridian, ID

Middle School Teacher (6th grade Language Arts/History), 09/09 to 05/15

Elementary Teacher (K-5), 08/2000 to 09/09

Special Ed. Teacher (K-5), 11/97 to 06/2000

Safe School Aide (K-5), 08/97 to 11/97

Hired as a Safe School Aide following my college graduation, set-up the safe school program at a new elementary school. Hired shortly after as a special education teacher, split between two elementary schools. After three years in special education, transitioned to an elementary classroom teacher, teaching 4th grade. Also taught 2nd grade and 3rd grade. After 9 years as an elementary classroom teacher, transitioned to middle school teaching sixth grade. I taught 6th grade language arts and history, as well as a block of 6th grade gifted and talented language arts. In 2015, I moved to north Idaho and I taught special education at an elementary school for one year, then moved back into general education to teach 6th -8th grade.

Key Contributions:

Played a key role in developing and aligning the West Ada School District 6th grade language arts curriculum to the common core standards.

Developed innovative approaches with my professional learning community to implement the common core standards.

Taught general education students as well as individuals with learning challenges and special needs with a mainstreamed, inclusive classroom.

Actively served (and led) a variety of school committees focused on student recognition, staff relations, curriculum development, and student intervention.

Developed and implemented innovative approaches based on current research focused on literacy, arts integration, hands-on and student-centered learning.

Established positive relationships with students, parents, fellow teachers and school administrators/staff.

Mentored new teachers to the teaching profession.

Provided professional development to my staff, and received training on how to give professional development through the Idaho Core Teacher program.

Delivered professional development as a coach through the Lakeland Educator's Network.

Served as the Lakeland Education Association building representative and participated in the Lakeland Cabinet Committee, a professional group that works to communicate issues and solve problems between schools in the district and the administration.

Participated in teacher review groups to review and provide feedback on test items and materials for the Smarter Balance Testing Consortium.

Education & Credentials

Lewis Clark State College – Lewiston, ID

BS in Elementary Education, Minor in Exceptional Child, 1997

Lesley University, Cambridge, MA

MA in Curriculum & Instruction with an Emphasis on Arts Integration, 2009

Lindsey McKinney

11 Chinook Lane
Orofino ID, 83544
(208) 301-8584 (Cell)
(208) 834-2960 (Home)
mcki2450@alumni.uidaho.edu

Objective: A position on the Professional Standards Commission.

Summary of Qualifications:

- Bachelor's of Science in Communication
- Idaho Teaching Certification in Business Education and Basic Mathematics
- Have completed the coursework for Career and Technical Education
- Excellent communication skills
- Proven customer service relations
- Flexible work practices, willingness to learn new positions
- Recognized time management skills
- Proficient with Microsoft Office programs including Word, Excel, PowerPoint, Access, Publisher, and various other programs including Dreamweaver, Photoshop, and InDesign
- Good leadership skills
- Have passing Praxis scores in Business Education and Basic Mathematics

Experience:

Orofino Jr/Sr High School
Orofino, ID

Business/Technology Teacher

August 2019-present

Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Interactive Media, Accounting, Yearbook and Computer Technology. Served as the Business Professionals of America advisor, Student Council advisor, and a class advisor. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Bruneau-Grandview School District
Bruneau, ID

Business/Technology Teacher

August 2017-May 2019

Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Interactive Media, Business Communications, Sports and Entertainment Marketing and Personal Finance. Served as the Business Professionals of America advisor, Student Council advisor, and a class advisor. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Dietrich School District
Dietrich, ID

Business/Technology Teacher

September 2015-May 2017

Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Economics, Business Law, Interactive Media, Business Communications, Business Administration and Sports and Entertainment Marketing. Served as the Business Professionals of America advisor, Yearbook advisor, a class advisor and served on the leadership and the budget committees. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Spokane Falls Community College
Pullman, WA

Computer Applications/Business Technology Instructor

September 2014-June 2015

Teach a wide range of computer application subjects ranging from beginning to advanced Word, Excel, Access, PowerPoint, Outlook, Publisher, and Keyboarding. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Mountain View School District #244
Kooskia, ID

Substitute Teacher

January 2014-June 2015

Substituted in various positions including paraprofessional positions, teachers and the office staff. Also assisted in other duties including before and after school bus duty, recess duty, and lunch duty. Handled classroom interruptions, took attendance, answered a multiline phone system, and interacted with students and other staff members.

Culdesac School District
Culdesac, ID

Substitute Teacher

February 2015-June 2015

Substituted in various positions including paraprofessional positions, teachers and the office staff. Handled classroom interruptions, took attendance, answered a multiline phone system, and interacted with students and other staff members.

Dabco Property Management
Pullman, WA

Property Manager

November 2009-December 2013

Perform Data entry, opening and closing procedures, interact with residents in person and on the phone, filing, checking the mail, creating documents, processing rent payments, compiling leases and other forms, Yardi, general office duties, technical troubleshooting, and other duties as assigned.

Education:

University of Idaho

Moscow, ID

Communication

2009

Career and Technical Education

Member of the U of I Marching Band, University Ambassador, Education classes, Integrated Business Curriculum, Accounting, Economics, other related business classes and several computer classes including Desktop Publishing using InDesign, Photoshop. Member of the U of I Chapter of Business Professionals of America. Treasurer for hall government, worked on projects on a team.

References:

Available on Request



Erin Murillo

Professional Summary

Forward-thinking Education Specialist with many accomplishments in and out of the classroom during 10-year career. A motivated self-starter who is driven, ambitious, and dedicated to continuous public school improvement. Focused on advocating for students, educators, and the education profession. Dedicated to driving change through advocacy.

Work History

Fruitland High School - High School English Teacher

Fruitland, ID

06/2018 - Current

- Teach Sophomore English and Honors English.
- Poetry Out Loud Coordinator.
- Plan, develop, and implement daily lessons.
- Develop and implement lessons and units to various digital platforms for blended courses.
- Develop and implement lesson plans that take into consideration various learning levels, Special Education students, and English language learners.
- Manage classroom discipline effectively.

Fruitland Education Association - Co-President

Fruitland, ID

08/2019 - Current

- Oversee the operations of the local association
- Visible leader of the local education association
- Spokesperson
- Lead Negotiator
- Building Rep

Idaho Education Association - Trainer/developer

10/2018 - Current

- Serve as a member of the IGNITE (Idaho's Growing Network of Inspired and Thriving Educators) Committee and mentor for yearly charts.
- Serve as a member of the Communications Team.
- Served as a Delegate to the IEA Delegate Assembly (2018 & 2019).
- Serve as vice-president of the Region 3 Executive Team.

erinmurillo208@gmail.com

208-900-8742

New Plymouth, ID 83655

Skills

- Leadership
- Mentoring
- Networking
- Organizing
- Teaching
- Negotiations
- Team leadership
- Policy evaluation
- Team building
- Advocacy
- Training and development

Education

10/2019

Northwest Nazarene University

Nampa, ID

Education Specialist: Leadership & Organizational Development

06/2009

National University

San Diego, Ca

Master of Education

06/2002

University of California Santa Cruz

Santa Cruz, Ca

Bachelor of Arts: Literature

- Serve as a member of the Idaho Board of Directors for Region 3.
- Serve on the IEA Board of Directors Elections sub-committee.

Idaho Digital Learning Alliance - Educator

Boise, ID

06/2019 - *Current*

- Teach Honor's Dual Credit English, American Literature, & British Literature online.

College Of Western Idaho - Adjunct Faculty/Dual Credit Instructor

Nampa, ID

09/2013 - *Current*

- Teach one section of English 101 and one section of English 175, English Composition and Introduction to Literature.
- Responsible for all aspects of the course: syllabus design, lesson delivery, and grading.
- Familiarity with technology and student management platforms.

New Plymouth High School - High School English Teacher

New Plymouth, ID

06/2010 - 06/2018

- Taught Honor's Dual Credit English, American Literature, & British Literature.
- Journalism & Yearbook Adviser.
- Served on multiple leadership committees, including: SAT, Senior Project, Community Leadership, and Safety.
- Planned, developed, and implemented daily lessons in alignment with Idaho State Standards.
- Developed and implemented lessons and units to various digital platforms for blended courses.
- Developed and implemented lesson plans that take into consideration various learning levels, Special Education students, and English language learners.
- Managed classroom discipline effectively.
- Teacher leadership through mentoring, committee, and community involvement, ELA curriculum and text book review.

Castleford School - Middle/High school English Teacher

Castleford, ID

08/2009 - 06/2010

- Taught 7th& 8thgrade Language Arts, 9thgrade reading, American Literature, & Journalism.
- Planned, developed, and implemented daily lessons.
- Developed and implemented lesson plans that take into consideration various learning levels, Special Education students, and English language learners.

BUSINESS AFFAIRS AND HUMAN RESOURCES

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COLLEGE AND UNIVERSITIES

SUBJECT

FY 2021 Student Tuition & Fee Rates (Academic Year 2020-2021)

REFERENCE

February 2013	Board approved second reading for V.R. Policies regarding Board approval for New Student Orientation fees
February 2014	Board approved second reading for V.R. Policies regarding Board approval for Senior Citizen Fee with eligibility determined by each institution
December 2014	Board approved second reading for V.R. Policies regarding online program fees, clarifying the Technology Fee, adding Dual Credit and Summer Bridge Program fees, and revising special course fees
December 2015	Board approved second reading for V.R. Policies regarding in-service teacher fees, clarifying online program fees, and adding Independent Study in Idaho fee
April 2016	Board approved second reading for V.R. Policies eliminating requirement to obtain professional licensure prior to practicing a given profession as a prerequisite for establishing a professional fee for an academic professional program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.Y., V.R.

Idaho Code § 33-3717A

BACKGROUND/DISCUSSION

Board policy V.R. defines fees and the process to change fees, and establishes the approval level required for the various student fees (Chief Executive Officer or the Board). The policy provides in part:

“In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change.”

Per board policy, Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), and Lewis-Clark State College (LCSC) notified students of proposed fee increases and conducted public hearings. Their respective presidents are now recommending to the Board student tuition and fee rates for FY 2020.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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Reference Documents

Attachment 1 displays information showing the decline in the percentage of the General Fund allocated to the College & Universities over the last 24 years compared to other state budgeted programs. Since 1996, the portion allocated to College & Universities (CU) has decreased from 12.6% to 7.6%. However, looking at the longer term, in 1975 the CU portion was 20.8%.

Attachment 2 shows the percentage of total appropriation for General Funds, endowment funds and tuition and fees since 1980.

Attachment 3 compares the WICHE average tuition and fees by Carnegie classification to the Idaho institutions for fiscal years 2019-20, 2018-19, 2014-15 and 2009-10 for undergraduate/graduate and resident/nonresident students.

Attachment 4 shows a summary of FY 2021 annual requested tuition and fees.

Staff has prepared charts similar to those included in each institution's tab by aggregating the data for the 4-year institutions. The charts are described below:

Attachment 5 – Cost of Attending College vs. Per Capita Income

The purpose of this chart is to show the increasing cost to attend college (student fees, books and supplies, room and board, personal expenses, and transportation) compared to the per capita income from 2009 to 2019. Each institution has a chart showing similar information. The “cost” of attendance reflects full tuition and fees, which differs from the actual “price” of attendance which would reflect cost net of tuition discounts through financial aid and scholarships.

The average cost to attend Idaho’s 4-year institutions has grown from \$15,837 in 2009 to \$21,489 in 2019, or 36%, while the Idaho per capita income has increased from \$32,647 to \$43,900, or 35%. The increases in the cost to attend college from 2009 to 2019 are as follows:

Tuition & Fees	65%
Books and Supplies	1%
Room and Board	48%
Personal and Transportation *	<u>- 4%</u>
Total Cost to Attend	36%

* Boise State University moved some personal and transportation costs to room and board in FY 2017.

Attachment 6: Cost to Deliver College

The purpose of this chart is to show the costs to deliver college, changes in student enrollment and cost per student full time equivalent (FTE.) The increases in the

BUSINESS AFFAIRS AND HUMAN RESOURCES

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cost to deliver college (by major expenditure functional categories) from 2009 to 2019 are as follows:

Instruction	23%
Academic Support	57%
Student Services	52%
Library Services	17%
Athletics & Auxiliaries	24%
Plant and Depreciation	25%
Institutional Support	35%
Financial Aid	<u>132%</u>
Total Increase in Cost to Deliver College	31%

At the same time, student FTE (horizontal red line^[AC1] page 14) has decreased by 0.2%.

Attachment 7: Resident Tuition & Fees, Consumer Price Index (CPI), Per Capita Income, and Average Annual Wage

The purpose of this chart is to show the annual percentage increase from 2009 to 2020 for resident tuition & fees, CPI, Idaho Per Capita Income, and Idaho Average Annual Wage. As the chart indicates, historically, when per capita income and annual wages have increased at a higher rate than the previous year, fees have correspondingly increased at a lesser rate. The opposite is also true, when income and wages have increased at a slower rate than the previous year, fees have correspondingly increased at a faster rate. This trend changed starting in FY 2011.

Attachment 8: Average CU Full-time Resident Fees as a % of Per Capita Income

The purpose of this chart is to show the percentage the sticker price for Idaho resident students is to the Idaho per capita income. The rate has grown from 5.1% in 1981 to 17.1% in 2019.

Attachment 9: Percentage of CU Total Appropriation by Source

The purpose of this chart is to show the percentage of the total appropriation for the College and Universities from General Account, Student Fees and Endowment funds.

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Attachment 10: Tuition/Fee Waivers and Discounts and Chart

The purpose of this report is to show the dollar value of tuition & fee waivers granted by each institution along with the Board policy section authorizing each type of waiver. The report also includes discounts such as staff, spouse, dependent, and senior citizen fees, which are not waivers.

The chart shows the amount of discounts and waivers as a percentage of gross student fees.

Institution Fee Proposals

The detailed fee proposals for each institution are contained in separate tabs (LCSC, UI, BSU and ISU), and each section includes the following:

- Narrative justification of the fee increase request and planned uses of the additional revenue.
- Schedule detailing the tuition and fee changes.
- Schedule detailing any increases to executive approved fees
- Schedule displaying a 4-year history of Board-approved fees and the FY 2021 requested fees.
- The same charts as found on pages 13-15 (and described above) at a disaggregated, institution specific level:
 - Chart: Cost of Attending College vs. Per Capita Income
 - Chart: Cost to Deliver College and Cost to Deliver Per Student FTE
 - Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage
- Chart showing comparison of institution tuition and fees to peer averages with and without aspirational peers.

IMPACT

Full-time resident tuition and fee increases being requested by the institutions for FY 2021 (academic year 2020-2021) are as follows (in the order they will be presented):

	<u>FY20</u>	<u>FY21</u>	<u>% Inc.</u>
Boise State University	\$8,068	\$8,060	-0.1%
Idaho State University	\$7,872	\$7,872	0.0%
Lewis-Clark State College	\$6,982	\$6,982	0.0%
University of Idaho	\$8,304	\$8,304	0.0%

STAFF COMMENTS

On December 12, 2019, the presidents of Idaho's four-year higher education institutions announced they would not seek tuition increases for resident undergraduate students in 2020. Boise State University is reducing their Activity Fee by \$8, while the other institutions are keeping their tuition and mandatory fees exactly the same as the prior year. Given the freeze in resident full-time tuition and fees from the prior year, staff requested the institutions provide any increases

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to president-approved course and processing fees which resident full-time students may have to pay. Those increases are listed for each institution in Attachment 3. Idaho State University has no increases to their course and processing fees.

BOARD ACTION

BOISE STATE UNIVERSITY:

I move to approve the FY 2021 annual undergraduate full-time resident tuition at Boise State University in the amount of \$____; and to increase the annual full-time tuition for nonresident undergraduate students by ____ %.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve all other fees set forth in the FY 2021 Boise State University tuition and fees worksheet as reported in Attachment _____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

IDAHO STATE UNIVERSITY:

I move to approve the FY 2021 annual undergraduate full-time resident tuition at Idaho State University in the amount of \$____; and to increase the annual full-time tuition for nonresident undergraduate students by ____ %.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve all other fees set forth in the FY 2021 Idaho State University tuition and fees worksheet which will be made part of the written minutes.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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LEWIS-CLARK STATE COLLEGE:

I move to approve the FY 2021 annual undergraduate full-time resident tuition at Lewis-Clark State College in the amount of \$____; and to increase the annual full-time tuition for nonresident undergraduate students by ____ %.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve all other fees set forth in the FY 2021 Lewis-Clark State College tuition and fees worksheet as reported in Attachment _____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

UNIVERSITY OF IDAHO:

I move to approve the FY 2021 annual undergraduate full-time resident tuition at University of Idaho to an amount of \$____; and to increase the annual full-time tuition for nonresident undergraduate students by ____ %.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve all other fees set forth in the FY 2021 University of Idaho tuition and fees worksheet as reported in Attachment _____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

BUSINESS AFFAIRS AND HUMAN RESOURCES
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Dual Credit Fee

I move to set the statewide dual credit fee at \$75 per credit for courses delivered through a secondary school, including courses taught online using instructional staff hired by the high school or the Idaho Digital Learning Academy, for fiscal year 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Transcript Fee

I move to set the statewide transcript fee at \$10 per credit for fiscal year 2021 for students enrolled in a qualified Workforce Training course where the student elects to receive credit.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Summer Bridge Program Fee

I move to set the statewide summer bridge program fee at \$65 per credit for fiscal year 2021 for students admitted into a summer bridge program at an institution the summer immediately following graduation from high school and enrolling in pre-determined college-level courses at the same institution the fall semester of the same year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Twenty-Four Year History of General Fund

Original Appropriations: FY 1996 to FY 2017

Millions of Dollars

DRAFT

Information in the tables as of 3-30-2017 and several appropriation bills have not yet been acted on by the Governor. A veto of any of those bills would reduce the overall appropriation and could change the percentages shown.

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total Gen Fund
2021	\$1,985.5	\$307.1	\$134.5	\$2,520.7	\$915.4	\$323.6	\$302.5	\$4,062.1
2020	\$1,898.4	\$306.0	\$222.6	\$2,427.1	\$865.3	\$292.7	\$325.3	\$3,910.4
2019	\$1,785.3	\$295.8	\$214.3	\$2,295.3	\$765.2	\$282.5	\$309.6	\$3,652.7
2018	\$1,685.3	\$287.1	\$198.9	\$2,171.2	\$706.1	\$262.1	\$311.3	\$3,450.7
2017	\$1,584.7	\$279.5	\$187.5	\$2,051.7	\$677.1	\$256.2	\$288.0	\$3,273.0
2016	\$1,475.8	\$258.8	\$169.7	\$1,904.3	\$649.5	\$247.4	\$270.7	\$3,071.9
2015	\$1,374.6	\$251.2	\$153.7	\$1,779.5	\$637.3	\$243.3	\$276.0	\$2,936.1
2014	\$1,308.4	\$236.5	\$143.0	\$1,687.9	\$616.8	\$218.3	\$258.0	\$2,781.0
2013	\$1,279.8	\$228.0	\$138.0	\$1,645.7	\$610.2	\$205.5	\$240.7	\$2,702.1
2012	\$1,223.6	\$209.8	\$128.3	\$1,561.7	\$564.8	\$193.1	\$209.3	\$2,529.0
2011	\$1,214.3	\$217.5	\$129.9	\$1,561.7	\$436.3	\$180.7	\$205.1	\$2,383.8
2010*	\$1,231.4	\$253.3	\$141.2	\$1,625.8	\$462.3	\$186.8	\$231.7	\$2,506.6
2009	\$1,418.5	\$285.2	\$175.1	\$1,878.8	\$587.3	\$215.9	\$277.3	\$2,959.3
2008	\$1,367.4	\$264.2	\$166.2	\$1,797.7	\$544.8	\$201.2	\$276.9	\$2,820.7
2007*	\$1,291.6	\$243.7	\$148.4	\$1,683.7	\$502.4	\$178.0	\$229.7	\$2,593.7
2006	\$987.1	\$228.9	\$141.8	\$1,357.9	\$457.7	\$152.2	\$213.2	\$2,180.9
2005	\$964.7	\$223.4	\$138.3	\$1,326.3	\$407.6	\$142.8	\$205.5	\$2,082.1
2004	\$943.0	\$218.0	\$131.3	\$1,292.3	\$375.8	\$140.6	\$195.3	\$2,004.1
2003	\$920.0	\$213.6	\$130.4	\$1,264.0	\$359.6	\$145.0	\$199.3	\$1,967.9
2002	\$933.0	\$236.4	\$142.1	\$1,311.5	\$358.0	\$147.3	\$227.5	\$2,044.3
2001*	\$873.5	\$215.0	\$121.1	\$1,209.5	\$282.1	\$123.2	\$189.2	\$1,804.0
2000	\$821.1	\$202.0	\$110.4	\$1,133.4	\$270.7	\$108.5	\$162.1	\$1,674.7
1999	\$796.4	\$192.9	\$103.5	\$1,092.8	\$252.7	\$106.4	\$159.0	\$1,610.8
1998	\$705.0	\$178.6	\$94.4	\$978.0	\$236.6	\$90.3	\$134.0	\$1,438.9
1997	\$689.5	\$178.0	\$94.4	\$961.9	\$238.5	\$78.6	\$133.7	\$1,412.7

Percentage of Total

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total
2021	48.9%	7.6%	3.3%	62.1%	22.5%	8.0%	7.4%	100%
2020	48.5%	7.8%	5.7%	62.1%	22.1%	7.5%	8.3%	100%
2019	48.9%	8.1%	5.9%	62.8%	20.9%	7.7%	8.5%	100%
2018	48.8%	8.3%	5.8%	62.9%	20.5%	7.6%	9.0%	100%
2017	48.4%	8.5%	5.7%	62.7%	20.7%	7.8%	8.8%	100%
2016	48.0%	8.4%	5.5%	62.0%	21.1%	8.1%	8.8%	100%
2015	46.8%	8.6%	5.2%	60.6%	21.7%	8.3%	9.4%	100%
2014	47.0%	8.5%	5.1%	60.7%	22.2%	7.8%	9.3%	100%
2013	47.4%	8.4%	5.1%	60.9%	22.6%	7.6%	8.9%	100%
2012	48.4%	8.3%	5.1%	61.8%	22.3%	7.6%	8.3%	100%
2011	50.9%	9.1%	5.5%	65.5%	18.3%	7.6%	8.6%	100%
2010*	49.1%	10.1%	5.6%	64.9%	18.4%	7.5%	9.2%	100%
2009	47.9%	9.6%	5.9%	63.5%	19.8%	7.3%	9.4%	100%
2008	48.5%	9.4%	5.9%	63.7%	19.3%	7.1%	9.8%	100%
2007*	49.8%	9.4%	5.7%	64.9%	19.4%	6.9%	8.9%	100%
2006	45.3%	10.5%	6.5%	62.3%	21.0%	7.0%	9.8%	100%
2005	46.3%	10.7%	6.6%	63.7%	19.6%	6.9%	9.9%	100%
2004	47.1%	10.9%	6.6%	64.5%	18.8%	7.0%	9.7%	100%
2003	46.8%	10.9%	6.6%	64.2%	18.3%	7.4%	10.1%	100%
2002	45.6%	11.6%	7.0%	64.2%	17.5%	7.2%	11.1%	100%
2001*	48.4%	11.9%	6.7%	67.0%	15.6%	6.8%	10.5%	100%
2000	49.0%	12.1%	6.6%	67.7%	16.2%	6.5%	9.7%	100%
1999	49.4%	12.0%	6.4%	67.8%	15.7%	6.6%	9.9%	100%
1998	49.0%	12.4%	6.6%	68.0%	16.4%	6.3%	9.3%	100%
1997	48.8%	12.6%	6.7%	68.1%	16.9%	5.6%	9.5%	100%

2010* Moved Deaf/Blind School from "Other Education" to "Public Schools"; Historical Society and Libraries to "All Other Agencies".

2007* Adjusted for H1 of 2006 Special Session which increased Public Schools General Fund by \$250,645,700.

2001* Moved Department of Environmental Quality and Veterans Services from H&W to "All Other Agencies".

College & Universities Funding History
(appropriated funds only)

Fiscal Year	State Support		Subtotal	Tuition	TOTAL	Percent of Total		
	General Funds	HE Stabilization & Endowment Funds				General Fund	State Supp	Tuition
1980	59,600,000	3,165,200	62,765,200	4,873,000	67,638,200	88.1%	92.8%	7.2%
1981	63,432,000	4,583,000	68,015,000	5,102,700	73,117,700	86.8%	93.0%	7.0%
1982	64,497,400	5,267,200	69,764,600	10,529,800	80,294,400	80.3%	86.9%	13.1%
1983	65,673,700	6,145,900	71,819,600	13,495,800	85,315,400	77.0%	84.2%	15.8%
1984	70,000,000	5,769,400	75,769,400	13,100,000	88,869,400	78.8%	85.3%	14.7%
1985	80,897,300	5,644,000	86,541,300	16,569,000	103,110,300	78.5%	83.9%	16.1%
1986	88,000,000	5,840,800	93,840,800	16,048,000	109,888,800	80.1%	85.4%	14.6%
1987	90,700,000	5,447,000	96,147,000	16,462,300	112,609,300	80.5%	85.4%	14.6%
1988	101,674,700	5,447,000	107,121,700	16,462,300	123,584,000	82.3%	86.7%	13.3%
1989	106,000,000	5,657,100	111,657,100	17,471,000	129,128,100	82.1%	86.5%	13.5%
1990	115,500,000	6,342,100	121,842,100	18,374,800	140,216,900	82.4%	86.9%	13.1%
1991	133,264,300	6,547,100	139,811,400	20,287,800	160,099,200	83.2%	87.3%	12.7%
1992	141,444,000	6,547,100	147,991,100	23,628,300	171,619,400	82.4%	86.2%	13.8%
1993	137,610,000	6,547,100	144,157,100	27,084,600	171,241,700	80.4%	84.2%	15.8%
1994	146,013,700	7,019,800	153,033,500	31,342,800	184,376,300	79.2%	83.0%	17.0%
1995	164,560,600	7,019,800	171,580,400	40,698,300	212,278,700	77.5%	80.8%	19.2%
1996	170,951,800	8,333,000	179,284,800	44,199,100	223,483,900	76.5%	80.2%	19.8%
1997	173,531,800	8,615,400	182,147,200	43,605,200	225,752,400	76.9%	80.7%	19.3%
1998	178,599,700	9,590,900	188,190,600	47,491,900	235,682,500	75.8%	79.8%	20.2%
1999	192,917,100	11,368,800	204,285,900	52,424,600	256,710,500	75.1%	79.6%	20.4%
2000	201,960,100	12,340,000	214,300,100	55,108,400	269,408,500	75.0%	79.5%	20.5%
2001	214,986,500	13,011,400	227,997,900	59,520,900	287,518,800	74.8%	79.3%	20.7%
2002	236,439,800	15,906,700	252,346,500	63,089,600	315,436,100	75.0%	80.0%	20.0%
2003	213,558,800	13,635,900	227,194,700	67,127,300	294,322,000	72.6%	77.2%	22.8%
2004	218,000,000	11,964,600	229,964,600	97,207,800	327,172,400	66.6%	70.3%	29.7%
2005	223,366,200	10,020,500	233,386,700	107,907,800	341,294,500	65.4%	68.4%	31.6%
2006	228,934,100	9,519,600	238,453,700	111,659,800	350,113,500	65.4%	68.1%	31.9%
2007	243,726,400	7,624,800	251,351,200	121,223,700	372,574,900	65.4%	67.5%	32.5%
2008	264,227,700	7,851,500	272,079,200	126,932,600	399,011,800	66.2%	68.2%	31.8%
2009	285,151,500	8,595,000	293,746,500	129,103,000	422,849,500	67.4%	69.5%	30.5%
2010	253,278,100	9,616,400	262,894,500	131,587,900	394,482,400	64.2%	66.6%	33.4%
2011	217,510,800	9,616,600	227,127,400	146,253,000	373,380,400	58.3%	60.8%	39.2%
2012	209,828,300	9,616,600	219,444,900	177,262,700	396,707,600	52.9%	55.3%	44.7%
2013	227,950,500	9,927,400	237,877,900	208,484,300	446,362,200	51.1%	53.3%	46.7%
2014	236,543,600	10,729,200	247,272,800	218,629,200	465,902,000	50.8%	53.1%	46.9%
2015	251,223,200	12,528,000	263,751,200	234,825,500	498,576,700	50.4%	52.9%	47.1%
2016	258,776,400	13,980,000	272,756,400	247,721,900	520,478,300	49.7%	52.4%	47.6%
2017	280,706,500	15,840,000	296,546,500	259,589,300	556,135,800	50.5%	53.3%	46.7%
2018	287,053,200	15,840,000	302,893,200	262,065,500	564,958,700	50.8%	53.6%	46.4%
2019	295,763,200	16,443,200	312,206,400	264,580,000	576,786,400	51.3%	54.1%	45.9%
2020	306,030,600	17,236,400	323,267,000	280,981,500	604,248,500	50.6%	53.5%	46.5%
2021	307,079,600	19,201,200	326,280,800	302,373,400	628,654,200	48.8%	51.9%	48.1%

College and Universities

Tuition and Fees by Carnegie Classification

Undergraduate Fees**Resident****Non-Resident**

Institution	Classification	2019-20	2018-19	2014-15	2009-10	2019-20	2018-19	2014-15	2009-10
WICHE Average	Higher Research Activity	9,475	9,192	7,990	6,142	24,063	23,615	20,833	16,827
University of Idaho	Higher Research Activity	8,304	7,864	6,784	4,932	27,540	25,500	20,314	15,012
Percentage of WICHE Average		88%	86%	85%	80%	114%	108%	98%	89%
Boise State University *	Higher Research Activity	8,068	7,694	6,640	4,864	24,988	23,776	19,492	13,868
Percentage of WICHE Average		85%	84%	83%	79%	104%	101%	94%	82%
Idaho State University *	Higher Research Activity	7,872	7,420	6,566	4,968	24,168	22,940	19,326	14,770
Percentage of WICHE Average		83%	81%	82%	81%	100%	97%	93%	88%
WICHE Average	Baccalaureate Colleges	6,919	6,723	5,866	4,421	17,810	17,699	15,368	12,672
Lewis-Clark State College	Baccalaureate Colleges	6,982	6,618	5,900	4,596	19,978	19,236	16,418	12,786
Percentage of WICHE Average		101%	98%	101%	104%	112%	109%	107%	101%

Graduate Fees**Resident****Non-Resident**

Institution	Classification	2019-20	2018-19	2014-15	2009-10	2019-20	2018-19	2014-15	2009-10
WICHE Average	Higher Research Activity	10,816	10,376	9,113	7,191	24,452	23,647	18,167	14,979
University of Idaho	Higher Research Activity	9,876	9,352	7,882	5,556	29,112	26,988	21,412	15,636
Percentage of WICHE Average		91%	90%	86%	77%	119%	114%	118%	104%
Boise State University	Higher Research Activity	9,646	9,194	7,824	5,756	26,566	25,276	20,676	14,760
Percentage of WICHE Average		89%	89%	86%	80%	109%	107%	114%	99%
Idaho State University	Higher Research Activity	9,926	9,376	7,734	5,848	26,222	24,896	20,494	15,650
Percentage of WICHE Average		92%	90%	85%	81%	107%	105%	113%	104%

* Carnegie Classifications were updated in 2018. BSU and ISU are now classified as "Higher Research Activity" along with UI.

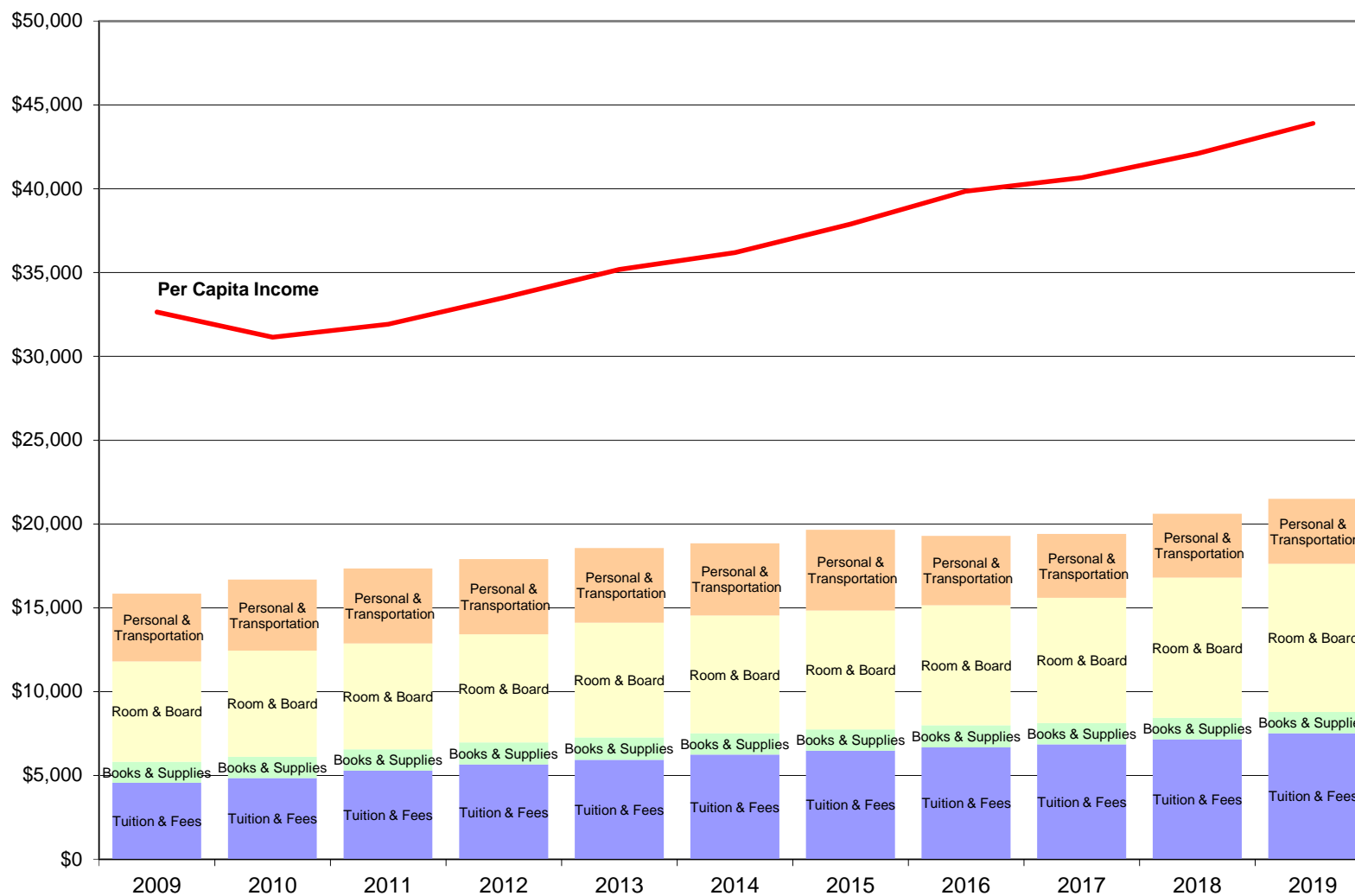
Colleges & Universities

Summary of FY 2021 Annual Student Tuition & Fees - As Requested

Board Meeting: April 16, 2020

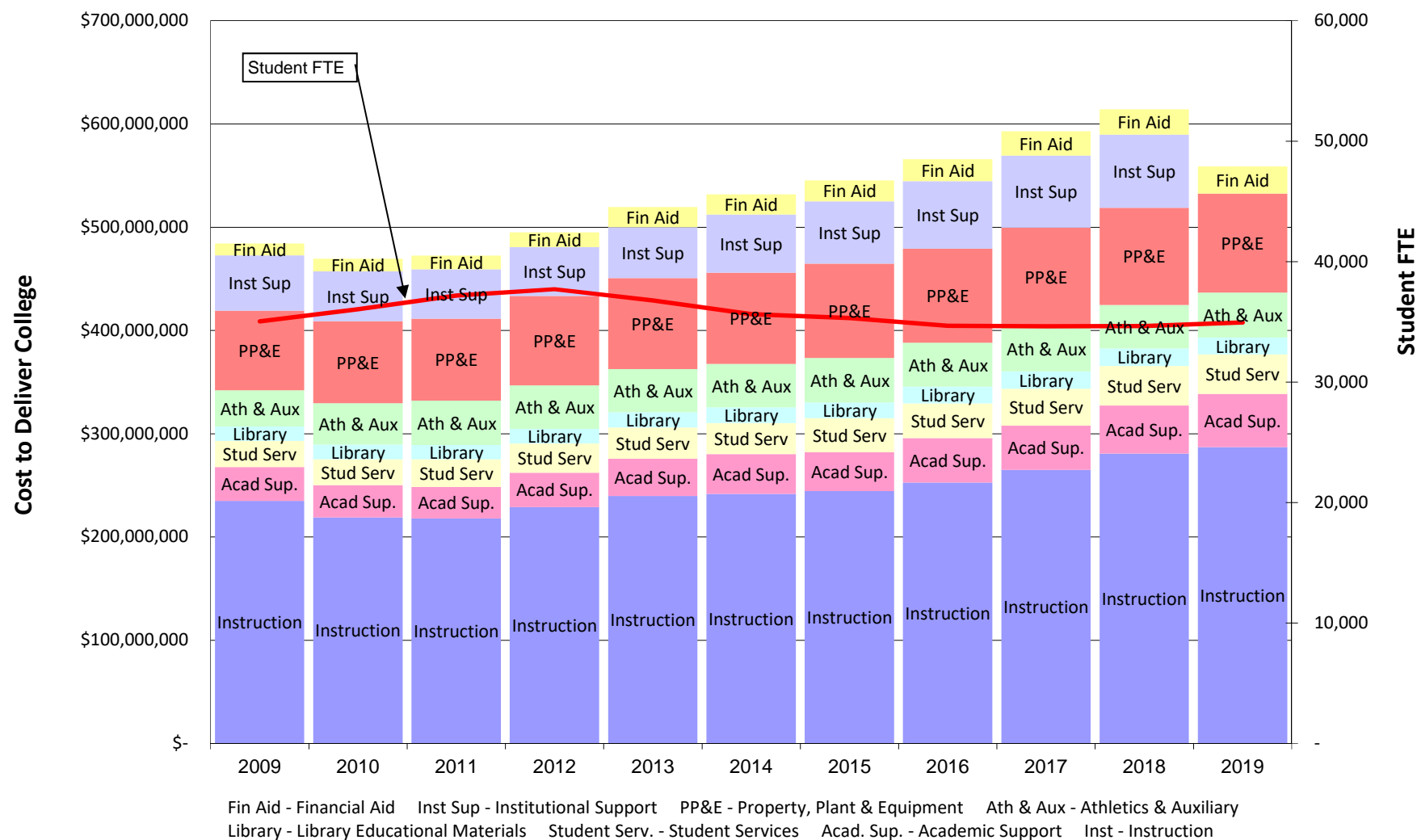
Institution	FY 2020	Requested Increases		Total Requested FY 2021
		Amount	% Incr	
1 Full-time Tuition & Fees:				
2 Resident Tuition and Fees:				
3 Undergraduate:				
4 Boise State University	\$8,068.00	(\$8.00)	-0.1%	\$8,060.00
5 Idaho State University	\$7,872.00	\$0.00	0.0%	\$7,872.00
6 University of Idaho	\$8,304.00	\$0.00	0.0%	\$8,304.00
7 Lewis Clark State College	\$6,982.00	\$0.00	0.0%	\$6,982.00
8 Average 4 year institutions	\$7,806.50			\$7,804.50
9 Graduate:				
10 Boise State University	\$1,578.00	\$0.00	0.0%	\$1,578.00
11 Idaho State University	\$1,462.00	\$0.00	0.0%	\$1,462.00
12 University of Idaho	\$1,572.00	\$0.00	0.0%	\$1,572.00
13 Average Graduate	\$1,537.33			\$1,537.33
14 Nonresident Tuition and Fees:				
15 Undergraduate	(In addition to the tuition and fees paid by resident students)			
16 Boise State University	\$16,920.00	\$0.00	0.0%	\$16,920.00
17 Idaho State University	\$16,296.00	\$326.00	2.0%	\$16,622.00
18 University of Idaho	\$19,236.00	\$0.00	0.0%	\$19,236.00
19 Lewis Clark State College	\$12,996.00	\$260.00	2.0%	\$13,256.00
20 Average 4 year institutions	\$16,362.00			\$16,508.50
22 Part-time Credit Hour Tuition & Fees:				
23 Resident Fees: (per credit hour)				
24 Undergraduate:				
25 Boise State University	\$367.00	(\$0.36)	-0.1%	\$366.64
26 Idaho State University	\$402.00	\$0.00	0.0%	\$402.00
27 University of Idaho	\$415.00	\$0.00	0.0%	\$415.00
28 Lewis Clark State College	\$356.00	\$0.00	0.0%	\$356.00
29 In-Service Teacher Fee	\$129.00	\$0.00	0.0%	\$129.00
30				
31 Graduate:	(In addition to resident undergraduate fees)			
32 Boise State University	\$103.00	\$0.00	0.0%	\$103.00
33 Idaho State University	\$74.00	\$0.00	0.0%	\$74.00
34 University of Idaho	\$87.00	\$0.00	0.0%	\$87.00
35 In-Service Teacher Fee	\$170.00	\$0.00	0.0%	\$170.00
36				
37 Nonresident Tuition and Fees:				
38 Pt Tm Nonresident Cr Hr Tuition	(In addition to resident fees)			
39 Boise State University	\$357.00	\$0.00	0.0%	\$357.00
40 Idaho State University	\$265.00	\$5.30	2.0%	\$270.30
41 University of Idaho	\$962.00	\$0.00	0.0%	\$962.00
42 Lewis-Clark State College	\$0.00	\$0.00	No Fee	\$0.00

Cost of Attending College vs. Per Capita Income Idaho 4-year Institutions

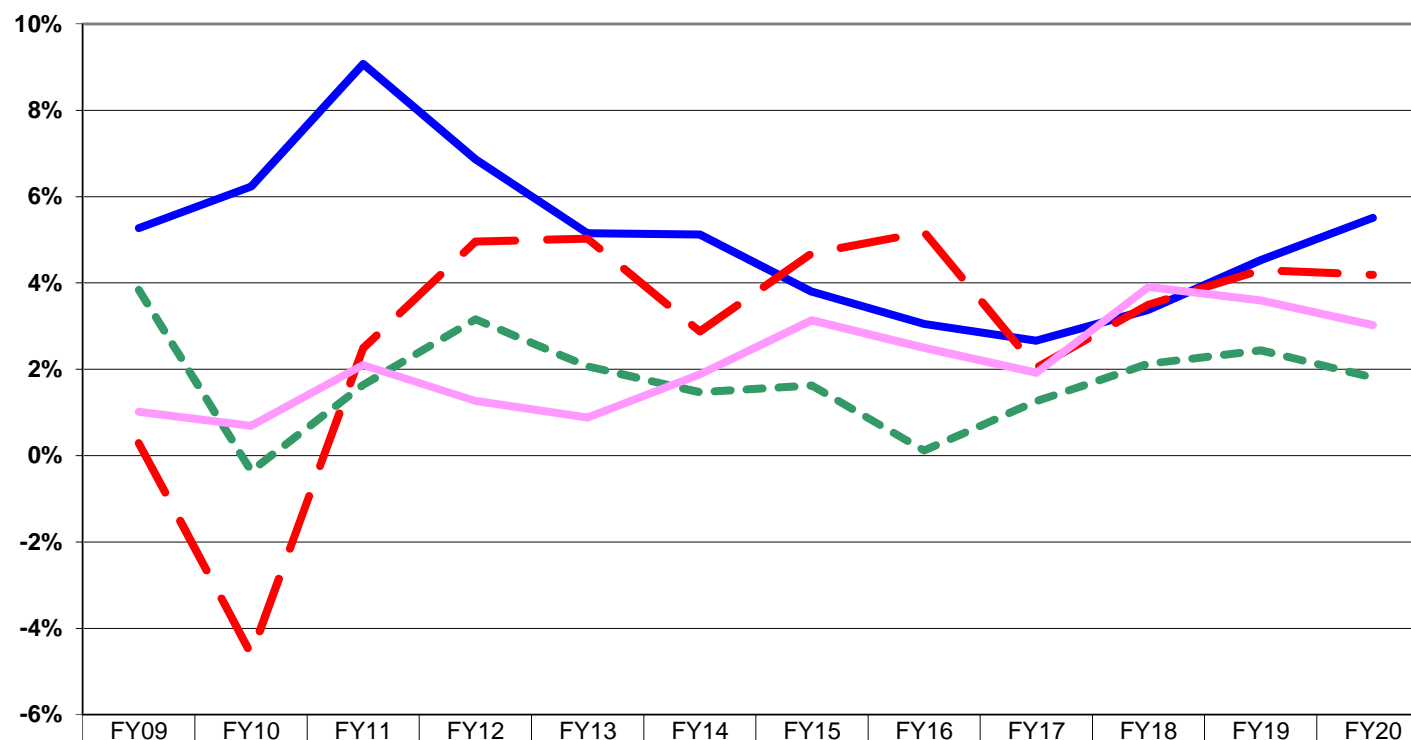


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

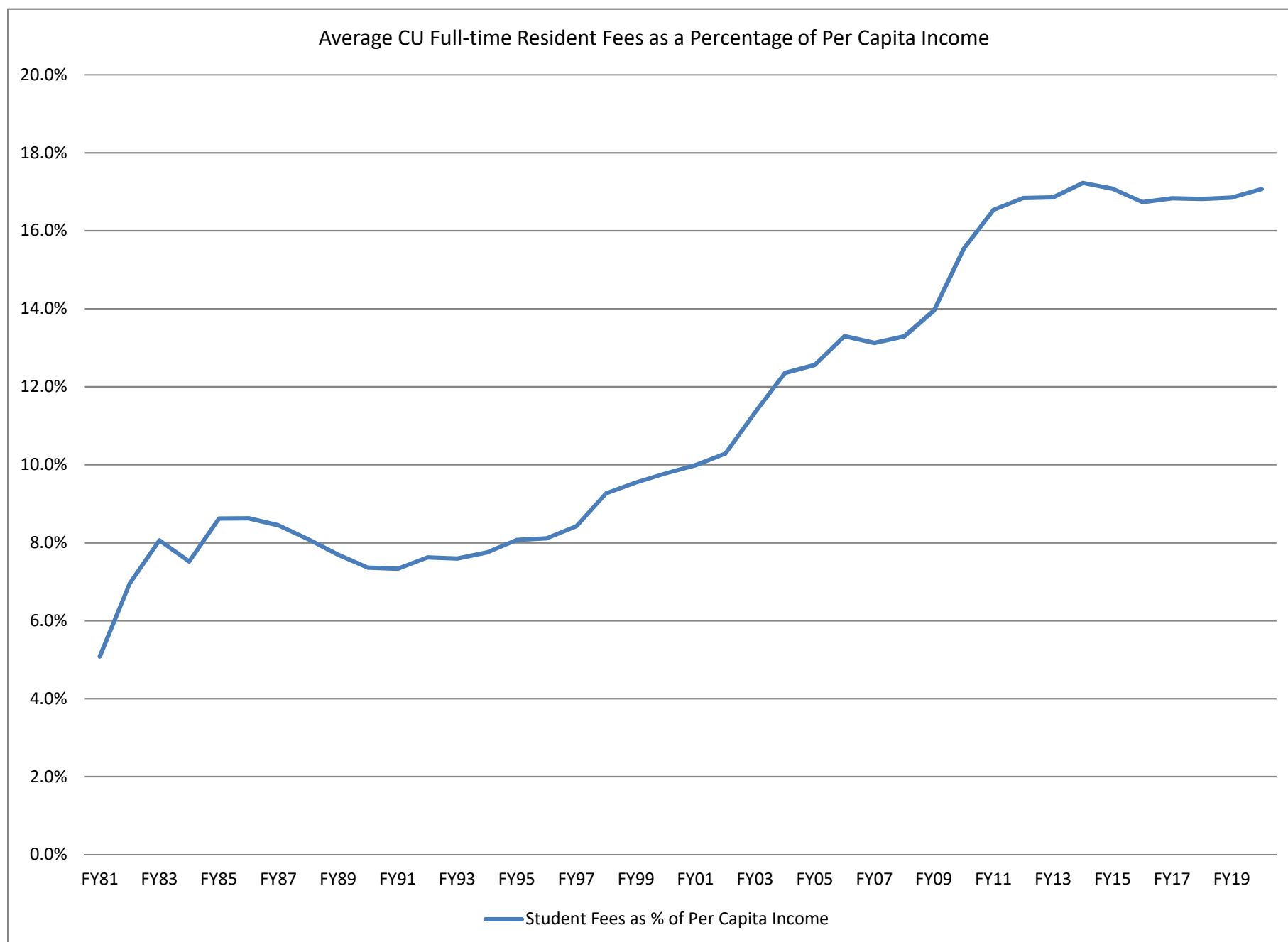
Cost to Deliver College Idaho 4-year Institutions



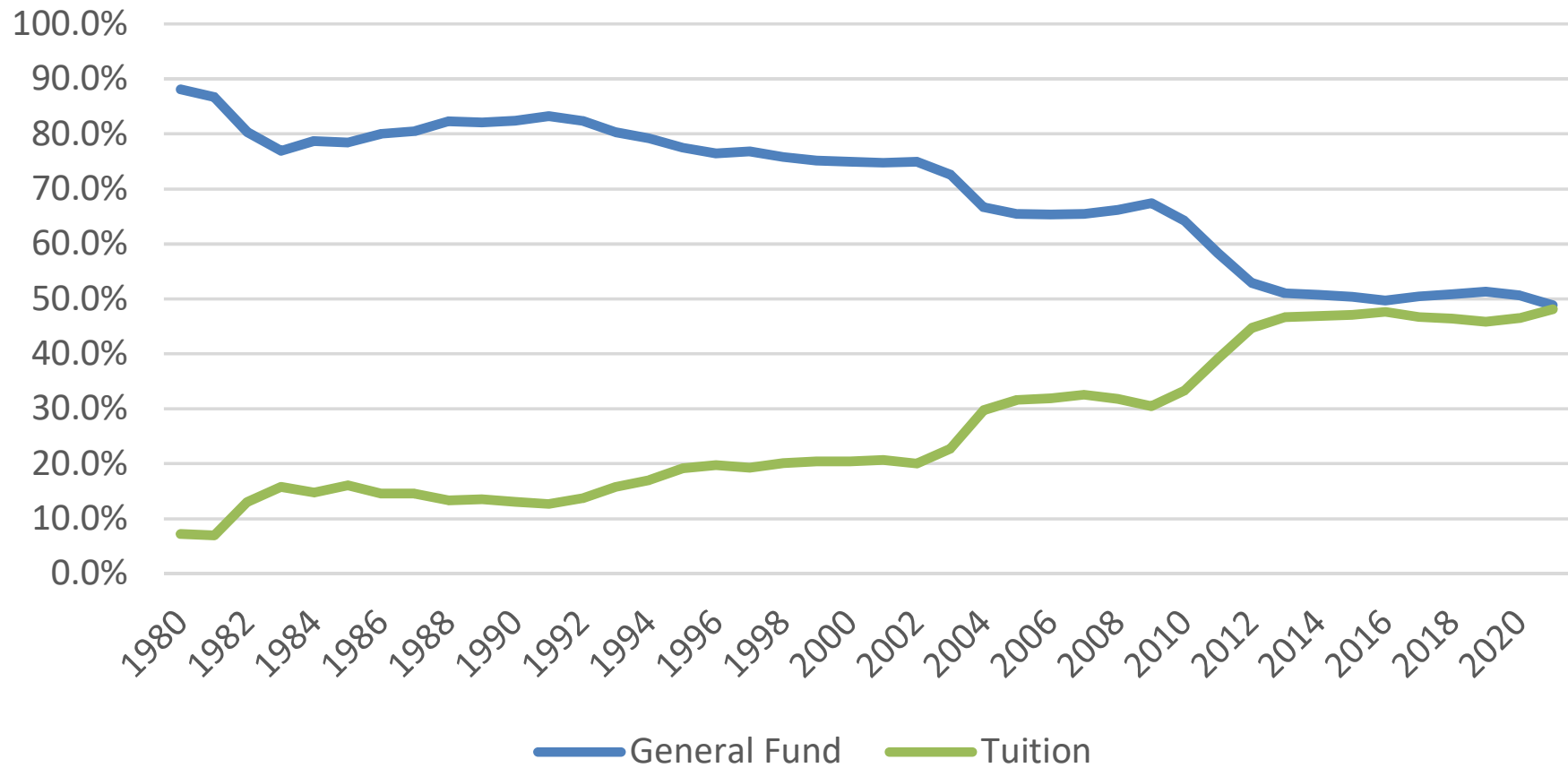
Idaho 4-year Institutions
Resident Tuition & Fees, CPI, Per Capita Income, Average Annual Wage
 % Increase from Prior Year



Source: Bureau of Economic Analysis, U.S. Department of Commerce
 Division of Financial Management Economic Forecast, January 2020



Percentage of CU Total Appropriation by Source



**Idaho College and Universities
Fee and Tuition Waivers
Fiscal Year 2019**

ATTACHMENT 10

	Policy Section	BSU	ISU	UI	LCSC	Total
1	<u>Board Policy Tuition Waivers, Policy Section V.T.</u>					
2	Nonresident Graduate/Instructional Assistants	SBOE V.T.2.a	\$3,722,238	\$2,328,000	\$7,426,028	\$13,476,266
3	GI Bill Non-Resident Waivers	SBOE V.T.2.c	\$1,550,228	\$111,292	\$969,980	\$2,712,662
4						
5	Nonresident Intercollegiate Athletics	SBOE V.T.2.b	\$3,182,523	\$2,174,616	\$2,977,458	\$9,697,719
6	Nonresident Fee	\$16,082	\$15,520	\$17,636	\$12,618	15,464
7	Policy: Universities - 225, LCSC 110	Equivalent FTE	198	140	169	108
8						157
9	Waivers Subject to 6% Limitation	SBOE V.T.2.d	\$15,030,054	\$7,722,465	\$4,619,242	\$982,304
10	Annual FTE	Student FTE	16,967	9,672	9,273	2,687
11		Nonresident Fee	\$16,082	\$15,520	\$17,636	\$12,618
12	Equivalent FTE Waivers subject to 6% Limitation	Equivalent FTE	5.5%	5.1%	2.8%	2.9%
13						4.8%
14	<u>Other Board Policy Exchange Programs</u>					
15	Exchange Student Waivers (1)	SBOE V.T.2.e	\$0	\$119,334	\$202,930	\$0
16	WICHE - Western Regional Graduate Program	SBOE V.T.2.f	\$0	\$884,307	\$0	\$0
17	Western Undergraduate Exchange (2)	SBOE V.R.3.a.v	\$23,701,132	\$1,653,092	\$8,967,467	\$311,618
18	Total Other Board Policy Exchange Programs		\$23,701,132	\$2,656,733	\$9,170,397	\$311,618
19						\$35,839,880
20	Total Board Policy Tuition Waivers		\$47,186,175	\$14,993,106	\$25,163,105	\$2,738,206
21	Other Waivers and Discounts					\$87,367,930
22	Staff and Spouse Fees	SBOE V.R.3.a.vi	\$1,844,055	\$750,104	\$1,595,407	\$153,044
23	Senior Citizen Fees	SBOE V.R.3.a.vii	\$553,600	\$343,473	\$199,181	\$37,009
24	Dependent Fees	SBOE V.R.3.a.vi	\$675,472	\$363,249	\$361,272	\$66,533
25	In-Service Teacher Education Fee	SBOE V.R.3.a.viii	\$2,609,327	\$411,078	\$1,797,331	\$20,800
26	Staff, Spouse, Dependent Fees of other Idaho institutions	SBOE V.R.3.a.vi	\$24,598	\$242,356	\$29,417	\$88,730
27	Students attending multiple Idaho sister institutions	SBOE V.T.2.g		\$8,850	\$7,900	
28	Idaho National Laboratory	SBOE V.T.2.g		\$39,646	\$321,009	
29	BYU-UI	SBOE V.T.2.g			\$11,693	
30	Integrative Graduate Ed & Research Training (IGERT)	SBOE V.T.2.g			\$83,771	
31	Native American Tuition Waiver, pilot program	Board approved		\$294,015		
32	EDA-Nez Perce Tribe	1969 approval			\$0	
33	Total Other Waivers and Discounts		\$5,707,052	\$2,452,771	\$4,406,981	\$409,968
34	Total FY19 Waivers and Discounts		\$52,893,227	\$17,445,877	\$29,570,086	\$3,148,174
35	FY19 Gross Student Fees		182,232,202	104,794,399	131,916,331	20,467,544
36	FY19 Net Student Fees from Operating Revenue per audited F/S		154,603,502	74,278,308	99,431,771	12,553,544
37	FY19 Scholarship Discounts & Allowances per audited F/S		27,628,700	30,516,091	23,314,163	7,914,000
38	Student Fee Revenue related to Exchange Program Discounts (reduced rate)				9,170,397	
39	Percentage of Total Gross Student Fees Waived or Discounted		29.03%	16.65%	22.42%	15.38%
40						22.84%
41	Note: Graduate/Instructional Assistant waivers can vary among institutions due to the difference in their respective missions.					
42	(1) Includes only waivers for incoming exchange students.					
43	(2) WUE is accounted for as a rate and not a waiver. The waived amount is the difference in the out-of-state rate minus the WUE rate.					
44						
45	Maximum athletics waivers per Board policy	SBOE V.T.2.b	225	225	225	110
46	10% allowance per Board policy	SBOE V.T.2.b	23	23	23	11
47	Total athletics waivers permitted		248	248	248	121
48	Percentage of FY 18 Student FTE		1.5%	2.6%	2.7%	4.5%

BOISE STATE UNIVERSITY

FY 2021 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution Attachment 1
- Attachments:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2021 Attachment 2
 - Changes to Executive Approved Course and Other Fees Attachment 3
 - 4-year History: Board Approved T&F plus FY 2021 Requested T&F Attachment 4
 - Chart: Cost of Attending College vs. Per Capita Income Attachment 5
 - Chart: Cost to Deliver College Attachment 6
 - Chart: Annual % Increase for T&F, CPI, Income, and Average Wage Attachment 7
 - Chart: Institution Comparison to Peers Attachment 8

**Boise State University
FY2021 Student Tuition and Fee Request**

The Fee Hearing Process

Boise State's Executive Tuition and Student Fee Committee works closely with the Student Activity Fee Advisory Board (SAFAB) on tuition and fee recommendations. This structure is designed to give the student body an active voice in the annual proceedings while providing a strong role in recommendations regarding the specific use of student activity fee revenues. The Advisory Board consists of ASBSU officers, students and advisory staff.

In February, the Executive Tuition and Student Fee Committee held open hearings that included presentations on the proposed rates and accepted public testimony. Following the hearing, the Executive Tuition and Student Fee Committee considered the testimony along with the recommendations from the SAFAB and developed a final recommendation for the President.

Tuition/Fee Request Overview

Leading up to this legislative session, Boise State was hopeful a new outcomes-based funding model would be implemented that might help begin to address funding inequities that exist in the State. As you know, Boise State remains significantly lower than the other universities in base funding per student, per degree, and per EWA calculated student credit hour. While we are grateful for this year's state EWA allocation, the overall impact of the allocation does little to alter our funding per student gap or to address the years of growth without funding for EWA.

We continue our efforts to remain affordable while delivering the outcomes our students and constituents expect. This includes weighing the overall cost to students against funding priorities that are essential to improving student success, graduation and retention rates, as well as meeting the economic and workforce needs of our region. Our tuition rate is consistently the lowest among Idaho's universities and colleges while our facilities fee remains the highest as we pay for past investments made to expand our campus to keep pace with growing enrollment.

For full-time students, defined as student enrolling in 11 or more credits for AY21, Boise State University recommends an annual rate tuition and fee rate of \$8,060 which is a reduction of \$8 a year. This requested increase includes no increase in tuition, no increase in the student technology fee, no increase in the facilities fee, and a \$8.00 reduction in student activity fees. Part-time rates are proposed at \$366.67 per credit hour which is a reduction of \$0.36 per credit hour. A breakdown of the individual increases to full and part-time tuition, facilities fees, technology fees and activity fees are included in the attachment.

Self-Support Programs and Online Fee Programs

All self-support and online programs are required to cover CEC approved by the legislature. No fee increases are proposed.

BOISE STATE UNIVERSITY

ATTACHMENT 2

Changes to Student Fees for FY 2021 Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:	Bd Appv	FY20 Fees	FY21 Initial Notice	Requested		
				FY21 Fees	Change	% Chg.
Full-time Fees:						
1 Tuition	**	\$5,532.36	\$5,532.36	\$5,532.36	\$0.00	0.0%
2 Technology Fee	**	\$257.14	\$257.14	\$257.14	0.00	0.0%
3 Facilities Fees	**	\$1,389.60	\$1,389.60	\$1,389.60	0.00	0.0%
4 Student Activity Fees	**	\$888.90	\$880.90	\$880.90	(8.00)	-0.9%
5 Total Full-time Fees		\$8,068.00	\$8,060.00	\$8,060.00	(\$8.00)	-0.1%
6	**					
Part-time Credit Hour Fees:						
7 Education Fee	**	\$251.75	\$251.75	\$251.75	\$0.00	0.0%
8 Technology Fee	**	\$11.69	\$11.69	\$11.69	0.00	0.0%
9 Facilities Fees	**	\$63.16	\$63.16	\$63.16	0.00	0.0%
10 Student Activity Fees	**	\$40.40	\$40.04	\$40.04	(0.36)	-0.9%
11 Total Part-time Cr Hr Fees:		\$367.00	\$366.64	\$366.64	(\$0.36)	-0.1%
12						
Summer Fees: (eff. Summer 2020)						
13 Education Fee	**	\$199.08	\$199.08	\$199.08	\$0.00	0.0%
14 Technology Fee	**	\$8.90	\$8.90	\$8.90	0.00	0.0%
15 Facilities Fees	**	\$49.44	\$49.44	\$49.44	0.00	0.0%
16 Student Activity Fees	**	\$35.58	\$35.33	\$35.33	(0.25)	-0.7%
17 Total Summer Fees:		\$293.00	\$292.75	\$292.75	(\$0.25)	-0.1%
18						
Other Student Fees:						
19 Graduate Fees:						
20 Full-time Grad/Prof	**	\$1,578.00	\$1,578.00	\$1,578.00	\$0.00	0.0%
21 Part-time Graduate/Hour	**	\$103.00	\$103.10	\$103.00	\$0.00	0.0%
22 Nonresident Tuition:						
23 Nonres Tuition - full time	**	\$16,920.00	\$16,920.00	\$16,920.00	\$0.00	0.0%
24 Nonres Fees - part-time	**	\$357.00	\$357.00	\$357.00	\$0.00	0.0%
25 Nonres Fees - summer	**	\$35.00	\$35.00	\$35.00		
26 Professional Fee:						
27 Undergrad. Nursing	**	\$1,356.00		\$1,356.00	\$0.00	0.0%
28 Engineering Prog. (pch upper division)	**	\$35.00		\$35.00	\$0.00	0.0%
29 Self-Support Program Fees:						
30 Bachelor Business / Accountancy: Twin Falls		\$297.00		\$297.00	\$0.00	0.0%
31 Executive MBA		\$1,245.00		\$1,245.00	\$0.00	0.0%
32 MBA Online		\$750.00		\$750.00	\$0.00	0.0%
33 Bachelor of Criminal Justice: Twin Falls		\$275.00		\$275.00	\$0.00	0.0%
34 Master of Social Work: Twin Falls & N.I.		\$400.00		\$400.00	\$0.00	0.0%
35 Bachelor of Social Work: Twin Falls		\$275.00		\$275.00	\$0.00	0.0%
36 Graduate Certificate in Conflict Mgmt.		\$404.00		\$404.00	\$0.00	0.0%
37 Doctor of Nurse Practice (DNP)		\$750.00		\$750.00	\$0.00	0.0%
38 Adult Gerontology Nurse Practitioner (AGNP)		\$890.00		\$890.00	\$0.00	0.0%
39 B.S. in Nursing (RN to BSN)		\$350.00		\$350.00	\$0.00	0.0%
40 B.S. Respiratory Care (R.R.T. to B.S.)		\$300.00		\$300.00	\$0.00	0.0%
41 M.Ed., Specialist in Exec. Ed. Leadership		\$420.00		\$420.00	\$0.00	0.0%
42 Math Consulting Teacher Endorsement Cert.		\$225.00		\$225.00	\$0.00	0.0%
43 M.A. in Education, Literacy		\$375.00		\$375.00	\$0.00	0.0%
44 M.A. in Education, Bilingual / ENL Education		\$375.00		\$375.00	\$0.00	0.0%
45 Master of Athletic Leadership		\$378.00		\$378.00	\$0.00	0.0%
46 Master of Bilingual Ed/ESL: Canyon Cty		\$329.00		\$329.00	\$0.00	0.0%
47 Online Program Fees						
48 BS Imaging Sciences	**	\$395.00		\$395.00	\$0.00	0.0%
49 Grad. Cert. in Healthcare Simulation	**	\$675.00		\$675.00	\$0.00	0.0%
50 Master of Social Work Online	**	\$495.00		\$495.00	\$0.00	0.0%
51 Org. Perf. & Workplace Learn	**	\$500.00		\$500.00	\$0.00	0.0%
52 Cert. in Design Ethnography	**	\$350.00		\$350.00	\$0.00	0.0%
53 BAS / MDS	**	\$350.00		\$350.00	\$0.00	0.0%
54 B.B.A. Management	**	\$350.00		\$350.00	\$0.00	0.0%
55 Bachelor of Public Health	**	\$350.00		\$350.00	\$0.00	0.0%
56 Bachelor of Public Relations	**	\$350.00		\$350.00	\$0.00	0.0%
57 Online Degree Pathway	**	\$350.00		\$350.00	\$0.00	0.0%
58 Master of Accountancy	**	\$495.00		\$495.00	\$0.00	0.0%
59 EdTech Masters and Grad Certificate	**	\$478.00		\$478.00	\$0.00	0.0%
60 EdTech PhD	**	\$599.00		\$599.00	\$0.00	0.0%
61 Master of Respiratory Care	**	\$500.00		\$500.00	\$0.00	0.0%
62 Master in Genetic Counseling	**	\$982.00		\$982.00	\$0.00	0.0%
63 Other Fees:						
64 Western Undergrad Exchange	**	\$4,034.00	\$4,030.00	\$4,030.00	(\$4.00)	-0.1%
65 Tuition over 16 hours (AY18 over 15 hours)		\$252.00		\$252.00	\$0.00	0.0%
66 In-service Fees/Cr Hr - Undergrad	**	\$129.00		\$129.00	\$0.00	0.0%
67 In-service Fees/Cr Hr - Grad	**	\$170.00		\$170.00	\$0.00	0.0%
68 New Student Orientation Fee	**	\$175.00		\$175.00	\$0.00	0.0%
69						
70						
71						
72						
73						
74						

Boise State University
Proposed Special Course Fees
Fall 2020

ATTACHMENT 3

College of Arts and Sciences					
Department	Course	Summary of Justification	Existing	Request	New
Art, Design, & Visual Studies	ART 225, 226 (Ceramics) - All	Ceramic studio consumable supplies used directly by students. Replacement kiln shelves, maintenance supplies, and glaze are needed throughout the semester.	\$30	\$10	\$40
Art, Design, & Visual Studies	ART 325, 425 (Studio in Ceramics) - All	Ceramic studio consumable supplies used directly by students. Replacement kiln shelves, maintenance supplies, and glaze are needed throughout the semester.	\$40	\$20	\$60
Art, Design, & Visual Studies	ART 580 (Selected Topics: Studio) - 013	Students using the Art Jewelry & Metalsmithing studio use consumable supplies including etching chemicals, acetylene gas, enamels, etc.	\$0	\$75	\$75
Art, Design, & Visual Studies	ART 580 (Selected Topics: Studio) - 003, 004	Ceramic studio consumable supplies used directly by students. Replacement kiln shelves, maintenance supplies, and glaze are needed throughout the semester.	\$0	\$60	\$60
Communication & Media	MEDIA 213 (Blue House) - All	Funds used for payment to Public Relations Student Society of America, a national organization. Blue House is the Boise State chapter.	\$0	\$55	\$55
English	LING 312 (Intro to Phonetics & Phonology) - All	Students use the Linguists Lab for assignments and term project and additional purchases of supplies for recordings, data storage, and replacement recording equipment is required.	\$15	\$0	\$15
Geosciences	GEOG 497, 597 (Terroir Studies) - 002, 002	Field trip expenses including van rental and fuel.	\$0	\$75	\$75
Geosciences	GEOS 460, 560 (Volcanology) - 001, 001	Field trip expenses including van rental and fuel, camping fees and group supplies.	\$0	\$150	\$150
Geosciences	GEOS 497 / GEOPH 597 (UAV Structure from Motion) - 001, 001	Expenses related to the maintenance of an educational drone fleet. Course fees will be used to clean, maintain, and replacement of equipment. Replacement of drone batteries expected to occur annually.	\$0	\$60	\$60
Geosciences	GEOS 497 (Geophysical Field Methods) - 001 SUMMER 2020	Class recently added for SUMMER 2020. Colorado School of Mines Field Camp. Four-week summer field trip - assuming enrollment of six students, van rental and gas, camping fees, camping supplies and research materials.	\$0	\$1,200	\$1,200
Mathematics	MATH 103 (Mathematics Transition for Success) - All sections	Fees for MLC are used for computer maintenance/upgrade, technology maintenance, support staff, and tutoring. Fees in Math 103, 133, 025, and 108 are being adjusted so course fees are spread equally based on credits. Overall this is not new or additional funding.	\$0	\$80	\$80

Department	Course	Summary of Justification	Existing	Request	New
Mathematics	MATH 108 (Intermediate Algebra) - All	Fees for MLC are used for computer maintenance/upgrade, technology maintenance, support staff, and tutoring. Fees in Math 103, 133, 025, and 108 are being adjusted so course fees are spread equally based on credits. Overall this is not new or additional funding.	\$120	(\$40)	\$80
Mathematics	MATH 133 (Elementary Models & Functions) - All	Fees for MLC are used for computer maintenance/upgrade, technology maintenance, support staff, and tutoring. Fees in Math 103, 133, 025, and 108 are being adjusted so course fees are spread equally based on credits. Overall this is not new or additional funding.	\$0	\$80	\$80
Mathematics	MATH 143 (College Algebra) - All	Fees for MLC are used for computer maintenance/upgrade, technology maintenance, support staff, and tutoring. Fees in Math 103, 133, 025, and 108 are being adjusted so course fees are spread equally based on credits. Overall this is not new or additional funding.	\$45	\$35	\$80
Mathematics	MATH 144 (Precalculus: Trigonometry) - All	Fees for MLC are used for computer maintenance/upgrade, technology maintenance, support staff, and tutoring. Fees in Math 103, 133, 025, and 108 are being adjusted so course fees are spread equally based on credits. Overall this is not new or additional fees	\$30	\$20	\$50
Mathematics	MATH 149 (Precalculus I: Business functions) - All	Fees for MLC are used for computer maintenance/upgrade, technology maintenance, support staff, and tutoring. Fees in Math 103, 133, 025, and 108 are being adjusted so course fees are spread equally based on credits. Overall this is not new or additional fees	\$36	\$44	\$80
Physics	PHYS 307 (Introduction to Biophysics) - 001	Lab section discontinued so course fee that covered lab instruction cost no longer needed.	\$68.50	(\$68.50)	\$0

College of Education					
Department	Course	Summary of Justification	Existing	Request	New
Counselor Education	COUN 494-(8 course titles: Attention Deficit, Child Abuse, Drugs & Alcohol in Schools, Harassment, Infant & Toddler Mental Health, Traumatized Child, Understanding Aggression, Violence in Schools) - 16 sections each semester-7W1 & 7W2 sessions	COED, in partnership with Virtual Education Software, Inc. (VESi), offers courses for educators designed to teach techniques and strategies for use in classroom settings. These courses are taught online using VESi Learning Management Systems and instructors. VESi has increased the cost of using this online content by \$5 per student effective Fall 2020. The fee that is charged by VESi provides specialized, licensed course content for students who need elective education credit for a variety of majors. All revenue is returned to VESI. This request is also to record the transfer of management of these courses and fees from Extended Studies to the College of Education effective Fall 2020.	\$155	\$5	\$160

Department	Course	Summary of Justification	Existing	Request	New
Educational Technology	EDTECH 203 (Foundations of Digital Culture) - All sections	No longer using software subscription for this course.	\$115	(\$115)	\$0
Educational Technology	EDTECH 531 (Teaching & Learning in a Virtual World) - All	No longer using software subscription for this course.	\$50	(\$50)	\$0
Educational Technology	EDTECH 532 (Educational Games & Simulations) - All	No longer using software subscription for this course.	\$40	(\$40)	\$0
Educational Technology	EDTECH 536 (Digital Game Design for K12 Classrooms) - All	No longer using software subscription for this course.	\$34	(\$34)	\$0

College of Engineering

Department	Course	Summary of Justification	Existing	Request	New
Electrical & Computer Engr	ECE 497, 597 (Additive Technologies) - 001	Increase existing course fee to offset additional cost of consumables and printer usage.	\$100	\$50	\$150
Mechanical Engineering	ME 187 (Graphical Communications) - All	ME 187 will replace ME 105 due to curriculum changes and course fee still needed for consumables and equipment. Fee previously approved for ME 105.	\$0	\$25	\$25
Mechanical Engineering	ME 287 (Design I w/ lab) - All	ME 287 will be new design class combining ME 260 and a new design course. Course fee for consumables and equipment.	\$0	\$75	\$75

College of Health Sciences

Department	Course	Summary of Justification	Existing	Request	New
Kinesiology	BRNCOFIT 110 (Fencing I) - All	Increase course fee to adequately cover the adjunct instructor's salary.	\$100	\$10	\$110
Kinesiology	BRNCOFIT 118 (Pilates) - All	Increase course fee to adequately cover the adjunct instructor's salary.	\$60	\$15	\$75
Kinesiology	BRNCOFIT 125 (Walking for Fitness) - All	Increase course fee to adequately cover the adjunct instructor's salary.	\$60	\$10	\$70
Kinesiology	BRNCOFIT 135 (Golf I) - All	Increase course fee to adequately cover the adjunct instructor's salary.	\$110	\$40	\$150
Kinesiology	BRNCOFIT 142 (Judo) - All	Course fee to cover cost of adjunct instructor's salary	\$95	(\$5)	\$90
Kinesiology	BRNCOFIT 143 (Karate I) - All	Increase course fee to adequately cover the adjunct instructor's salary.	\$60	\$35	\$95
Kinesiology	BRNCOFIT 145 (Taekwondo) - All	Increase course fee to adequately cover the adjunct instructor's salary.	\$60	\$30	\$90
Kinesiology	BRNCOFIT 159 (Mountain Biking) - All	Increase course fee to cover cost of adjunct instructor's salary	\$60	\$70	\$130
Kinesiology	BRNCOFIT 162 (Adapted Physical Education) - All	Increase course fee to adequately cover the adjunct instructor's salary.	\$60	\$10	\$70

Department	Course	Summary of Justification	Attachment	Request	New
Kinesiology	BRNCOFIT 164 (online Personal Fitness & Goal) - All	Increase course fee to adequately cover the adjunct instructor's salary.		\$60	\$70
Kinesiology	BRNCOFIT 166 (Yoga) - All	Increase course fee to adequately cover the adjunct instructor's salary and facility usage fee.		\$90	\$100
Kinesiology	BRNCOFIT 169 (Couch to 10K) - 4001	Increase course fee to adequately cover the adjunct instructor's salary.		\$60	\$70
Kinesiology	BRNCOFIT 197 (Machine Pilates) - 002	New first-time class, course fee to cover cost of adjunct instructor's salary		\$0	\$225
Kinesiology	BRNCOFIT 197 (Bicycle Maintenance I) - 003	Increase course fee to adequately cover the adjunct instructor's salary.		\$70	\$120
Kinesiology	BRNCOFIT 197 (Stand Up Paddleboarding) - 007	Increase course fee to adequately cover the adjunct instructor's salary.		\$80	\$110
Kinesiology	KINES 362 (Sport Coaching Methods) - All	Fee to support the Certification of SafeSport Training. The National Governing Bodies will be requiring this certification of coaches.		\$0	\$20
Kinesiology	KINES 460 (PY Elementary) - All	Appropriated funds used to support Student Teacher supervision, course fee not needed.		\$150	\$0
Kinesiology	KINES 461 (PY Secondary) - All	Appropriated funds used to support Student Teacher supervision, course fee not needed.		\$150	\$0
Radiologic Sciences	RADSCI 201 (Principles of Radiographic Imaging Lab) - All	RADSCI 201 will replace RADSCI 300 due to curriculum changes and course fee still needed for lab equipment. Fee previously approved for RADSCI 300.		\$0	\$200
Radiologic Sciences	RADSCI 223 (Laboratory Practicum) - All	RADSCI 223 will replace RADSCI 211 due to curriculum changes and course fee still needed for lab equipment. Fee previously approved for RADSCI 211.		\$0	\$280
Radiologic Sciences	RADSCI 234 (Intro to Radiography Clinical Experience) - All	My Clinical Exchange (myCE) is required by clinical partners for onboarding of students completing clinical rotations at clinical sites. Currently students pay out of pocket for this service but account initiation time is inconsistent due to financial hardship for some students. The department will set-up and pay for the students' myCE accounts using the funds collected.		\$170	\$230
Radiologic Sciences	RADSCI 350 (Imaging Pathology) - All	Fee will allow Diagnostic Radiography students to participate in human cadaver and simulation activities at the Treasure Valley Anatomy and Physiology Lab.		\$0	\$20
Radiologic Sciences	RADSCI 430 (Comparative Sectional Imaging) - All	Fee will allow DMS/CT/MRI students to participate in human cadaver and simulation activities at the Treasure Valley Anatomy and Physiology Lab.		\$0	\$25

ATTACHMENT 3					
Department	Course	Summary of Justification	Existing	Request	New
Respiratory Care	RESPCARE 208 (Clinical Practicum I) - All	Simulation in the COHS Simulation Center, My Clinical Exchange software, and liability insurance for students who participate in hospital clinicals.	\$150	(\$50)	\$100
Respiratory Care	RESPCARE 304 (Advanced Mechanical Ventilation Lab) - All	Rental equipment used for instructional purposes, clinical simulation software, and disposable lab supplies.	\$275	\$75	\$350
Respiratory Care	RESPCARE 308 (Clinical Practicum III) - All	Simulation in the COHS Simulation Center, ACLS certification, and liability insurance for students who participate in hospital clinicals.	\$200	\$175	\$375

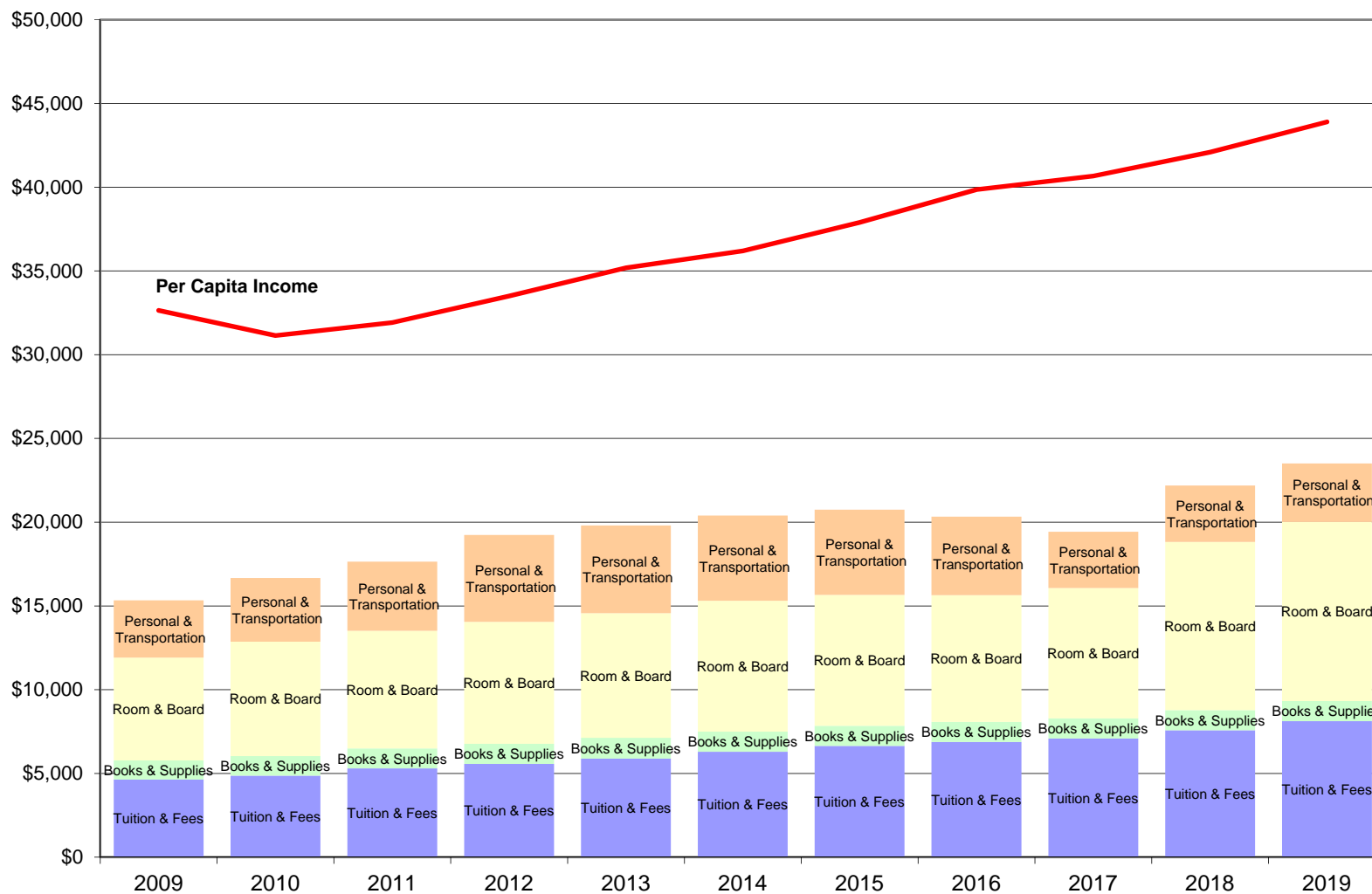
College of Innovation and Design					
Department	Course	Summary of Justification	Existing	Request	New
HES	HES 598 (Drone Operations) - All	Expenses related to the maintenance of an educational drone fleet. Course fees will be used to clean, maintain, and replacement of equipment. Replacement of drone batteries expected to occur annually.	\$0	\$60	\$60

BOISE STATE UNIVERSITY

4-year History of Board Approved Fees plus FY21 Requested Fees
Annual Full-Time Fees and Part-Time Credit Hours Fees

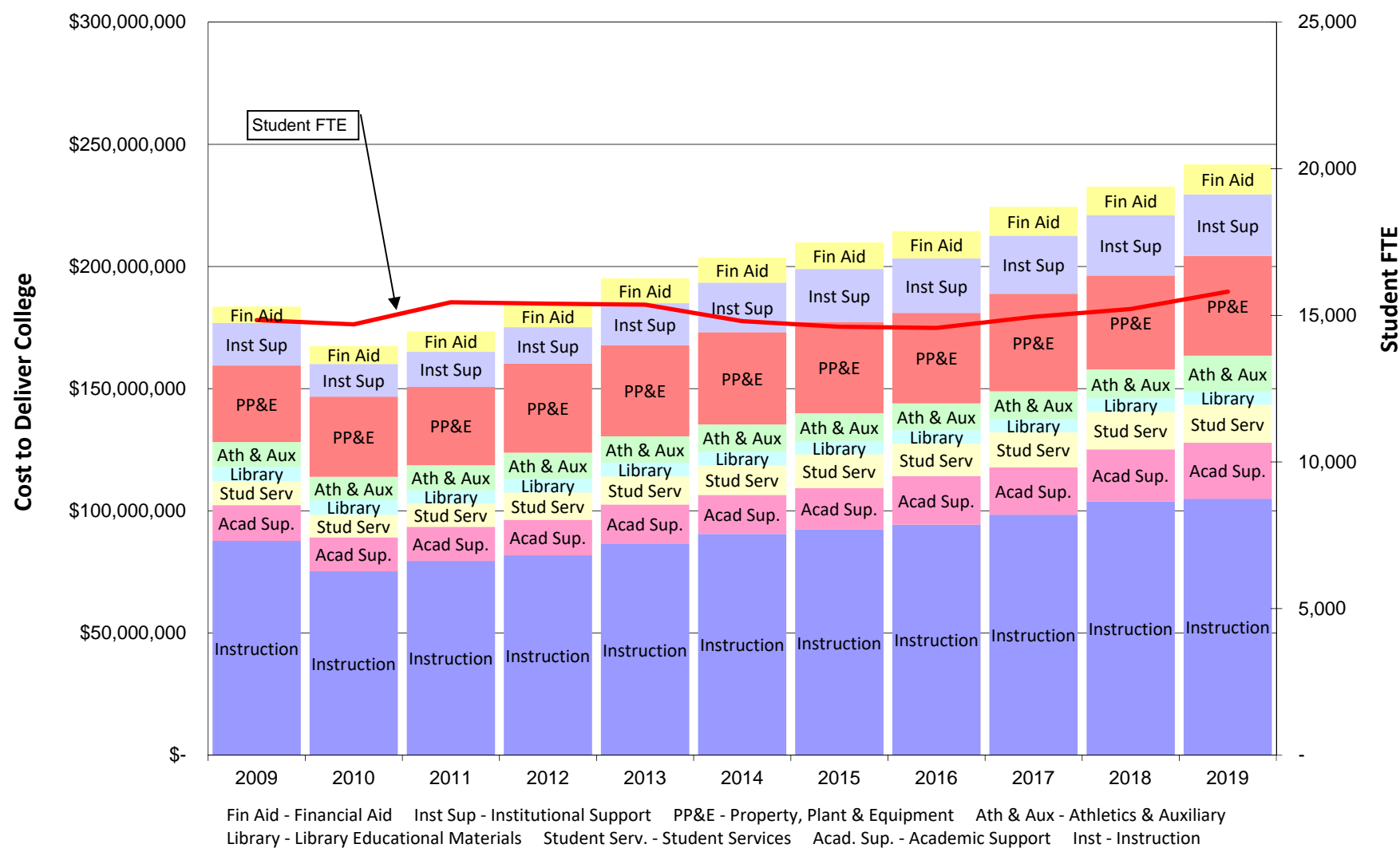
Student Fees:		FY 2017	FY 2018	FY 2019	FY 2020	Request FY 2021	5-Year Increase	% Increase
1	Full-time Fees							
2	Tuition (Unrestricted)	\$4,872.26	\$5,042.78	\$5,258.80	\$5,532.36	\$5,532.36	\$660.10	13.5%
3	Technology Fee	230.60	230.60	244.60	257.14	257.14	26.54	11.5%
4	Facilities Fees	1,206.60	1,264.60	1,359.60	1,389.60	1,389.60	183.00	15.2%
5	Student Activity Fees	770.54	788.02	831.00	888.90	880.90	110.36	14.3%
6	Total Full-time Fees	\$7,080.00	\$7,326.00	\$7,694.00	\$8,068.00	\$8,060.00	\$980.00	13.8%
7	Percentage Increase	3.0%	3.5%	5.0%	4.9%	-0.1%		
8								
9	Part-time Credit Hour Fees							
10	Education Fee	\$199.52	\$205.29	\$239.31	\$251.75	\$251.75	\$52.23	26.2%
11	Technology Fee	9.61	9.61	11.12	11.69	11.69	2.08	0.0%
12	Facilities Fees	52.19	52.69	61.80	63.16	63.16	10.97	0.0%
13	Student Activity Fees	35.68	37.41	37.77	40.40	40.04	4.36	12.2%
14	Total Part-time Cr Hr Fees	\$297.00	\$305.00	\$350.00	\$367.00	\$366.64	\$69.64	23.4%
15								
16	Summer Fees							
17	Education Fee	\$199.65	\$205.29	\$187.91	\$199.08	\$199.08	(\$0.57)	-0.3%
18	Technology Fee	9.61	9.61	8.90	8.90	8.90	(0.71)	-7.4%
19	Facilities Fees	52.19	52.69	49.44	49.44	49.44	(2.75)	-5.3%
20	Student Activity Fees	35.55	37.41	33.75	35.58	35.33	(0.22)	-0.6%
21	Total Summer Fees	\$297.00	\$305.00	\$280.00	\$293.00	\$292.75	(\$4.25)	-1.4%
22								
23	Other Student Fees							
24	Graduate Fees:							
25	Full-time Grad/Prof	\$1,360.00	\$1,428.00	\$1,500.00	\$1,578.00	\$1,578.00	\$218.00	16.0%
26	Part-time Graduate/Hour	\$85.00	\$85.00	\$98.00	\$103.00	\$103.00	\$18.00	21.2%
27	Nonresident Tuition:							
28	Nonres Tuition - Full Time	\$14,450.00	\$15,316.00	\$16,082.00	\$16,920.00	\$16,920.00	\$2,470.00	17.1%
29	Nonres Tuition - Part Time	\$270.00	\$295.00	\$339.00	\$357.00	\$357.00	\$87.00	32.2%
30	Professional Fees:							
31	Undergrad. Nursing	\$850.00	\$850.00	\$1,356.00	\$1,356.00	\$1,356.00	\$506.00	59.5%
32	Engineering Prog. (pch upper division)	\$35.00	\$35.00	\$35.00	\$35.00	\$35.00	\$0.00	0.0%
33	Self-Support Program Fees:							
34	Bachelor Business / Accountancy: Twin Fal	\$297.00	\$297.00	\$297.00	\$297.00	\$297.00	\$0.00	0.0%
35	Executive MBA	\$1,215.00	\$1,215.00	\$1,245.00	\$1,245.00	\$1,245.00	\$30.00	2.5%
36	MBA Online	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$0.00	0.0%
37	Bachelor of Criminal Justice: Twin Falls	\$275.00	\$275.00	\$275.00	\$275.00	\$275.00	\$0.00	0.0%
38	Master of Social Work: Twin Falls & N.I.	\$380.00	\$400.00	\$400.00	\$400.00	\$400.00	\$20.00	5.3%
39	Bachelor of Social Work: Twin Falls	\$275.00	\$275.00	\$275.00	\$275.00	\$275.00	\$0.00	0.0%
40	Graduate Certificate in Conflict Mgmt.	\$369.00	\$369.00	\$369.00	\$404.00	\$404.00	\$35.00	9.5%
41	Doctor of Nurse Practice (DNP)	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$0.00	0.0%
42	Adult Gerontology Nurse Practitioner (AGNI	\$750.00	\$750.00	\$750.00	\$890.00	\$890.00	\$140.00	18.7%
43	B.S. in Nursing (RN to BSN)	\$335.00	\$335.00	\$350.00	\$350.00	\$350.00	\$15.00	4.5%
44	B.S. Respiratory Care (R.R.T. to B.S.)	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$0.00	0.0%
45	M.Ed., Specialist in Exec. Ed. Leadership	\$420.00	\$420.00	\$420.00	\$420.00	\$420.00	\$0.00	0.0%
46	Math Consulting Teacher Endorsement Cer	\$225.00	\$225.00	\$225.00	\$225.00	\$225.00	\$0.00	0.0%
47	M.A. in Education, Literacy	\$375.00	\$375.00	\$375.00	\$375.00	\$375.00	\$0.00	0.0%
48	M.A. in Education, Bilingual / ENL Eduction	\$375.00	\$375.00	\$375.00	\$375.00	\$375.00	\$0.00	0.0%
49	Master of Athletic Leadership	\$340.00	\$360.00	\$378.00	\$378.00	\$378.00	\$38.00	11.2%
50	Master of Bilingual Ed/ESL: Canyon Cty	\$329.00	\$329.00	\$329.00	\$329.00	\$329.00	\$0.00	0.0%
51	Online Program Fees							
52	Bachelor of Science in Imaging Science	\$395.00	\$395.00	\$395.00	\$395.00	\$395.00	\$0.00	0.0%
53	Grad. Certificate in Healthcare Simulation	\$600.00	\$600.00	\$600.00	\$675.00	\$675.00	\$75.00	12.5%
54	Master of Social Work Online	\$450.00	\$450.00	\$495.00	\$495.00	\$495.00	\$45.00	10.0%
55	Org. Perf. & Workplace Learn	\$450.00	\$450.00	\$450.00	\$500.00	\$500.00	\$50.00	11.1%
56	Cert. in Design Ethnography	\$497.00	\$497.00	\$497.00	\$350.00	\$350.00	(\$147.00)	-29.6%
57	B.A., Multi-disciplinary Studies	\$327.00	\$340.00	\$350.00	\$350.00	\$350.00	\$23.00	7.0%
58	B.B.A. Management	NA	\$335.00	\$350.00	\$350.00	\$350.00	New	New
59	Bachelor of Public Health	NA	\$344.00	\$350.00	\$350.00	\$350.00	New	New
60	Bachelor of Public Relations	NA	\$344.00	\$350.00	\$350.00	\$350.00	New	New
61	Online Degree Pathway	NA	NA	NA	\$350.00	\$350.00	New	New
62	M.S. Accountancy	\$450.00	\$450.00	\$450.00	\$495.00	\$495.00	\$45.00	10.0%
63	EdTech Masters and Grad Certificates	\$436.23	\$450.00	\$464.00	\$478.00	\$478.00	\$41.77	9.6%
64	EdTech PhD	\$547.40	\$564.00	\$581.00	\$599.00	\$599.00	\$51.60	9.4%
65	Master of Respiratory Care	NA	\$500.00	\$500.00	\$500.00	\$500.00	New	New
66	Master of Genetic Counseling	NA	NA	NA	\$982.00	\$982.00	New	New
67	Other Fees:							
68	Western Undergrad Exchge	\$3,540.00	\$3,662.00	\$3,846.00	\$4,034.00	\$4,030.00	\$490.00	13.8%
69	Tuition over 16 hours (AY18 over 15 hours)	\$200.00	\$205.00	\$239.00	\$252.00	\$252.00	\$52.00	26.0%
70	In-service Fees/Cr Hr - Undergrad	\$110.00	\$114.00	\$122.00	\$129.00	\$129.00	\$19.00	17.3%
71	In-service Fees/Cr Hr - Grad	\$138.00	\$143.00	\$160.00	\$170.00	\$170.00	\$32.00	23.2%
72	New Student Orientation Fee	\$175.00	\$175.00	\$175.00	\$175.00	\$175.00	\$0.00	0.0%

Cost of Attending College vs. Per Capita Income Boise State University

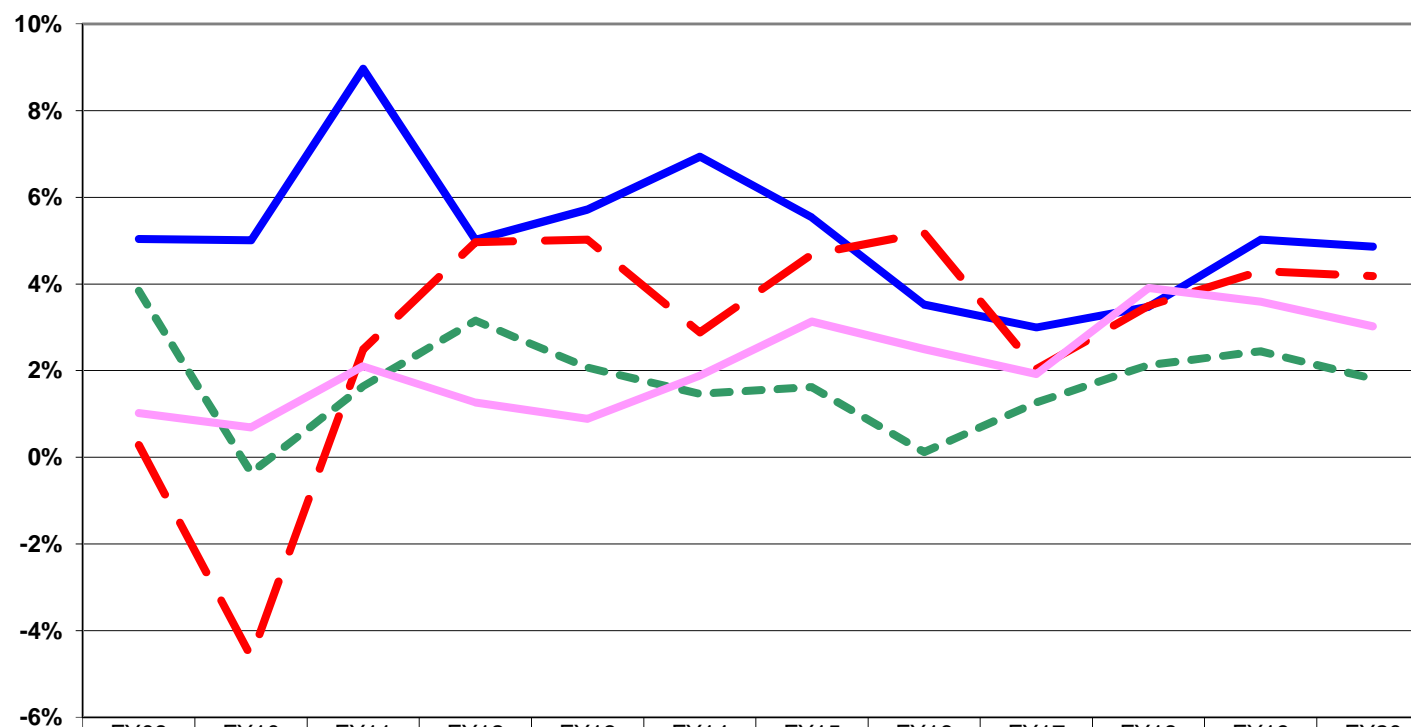


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College Boise State University

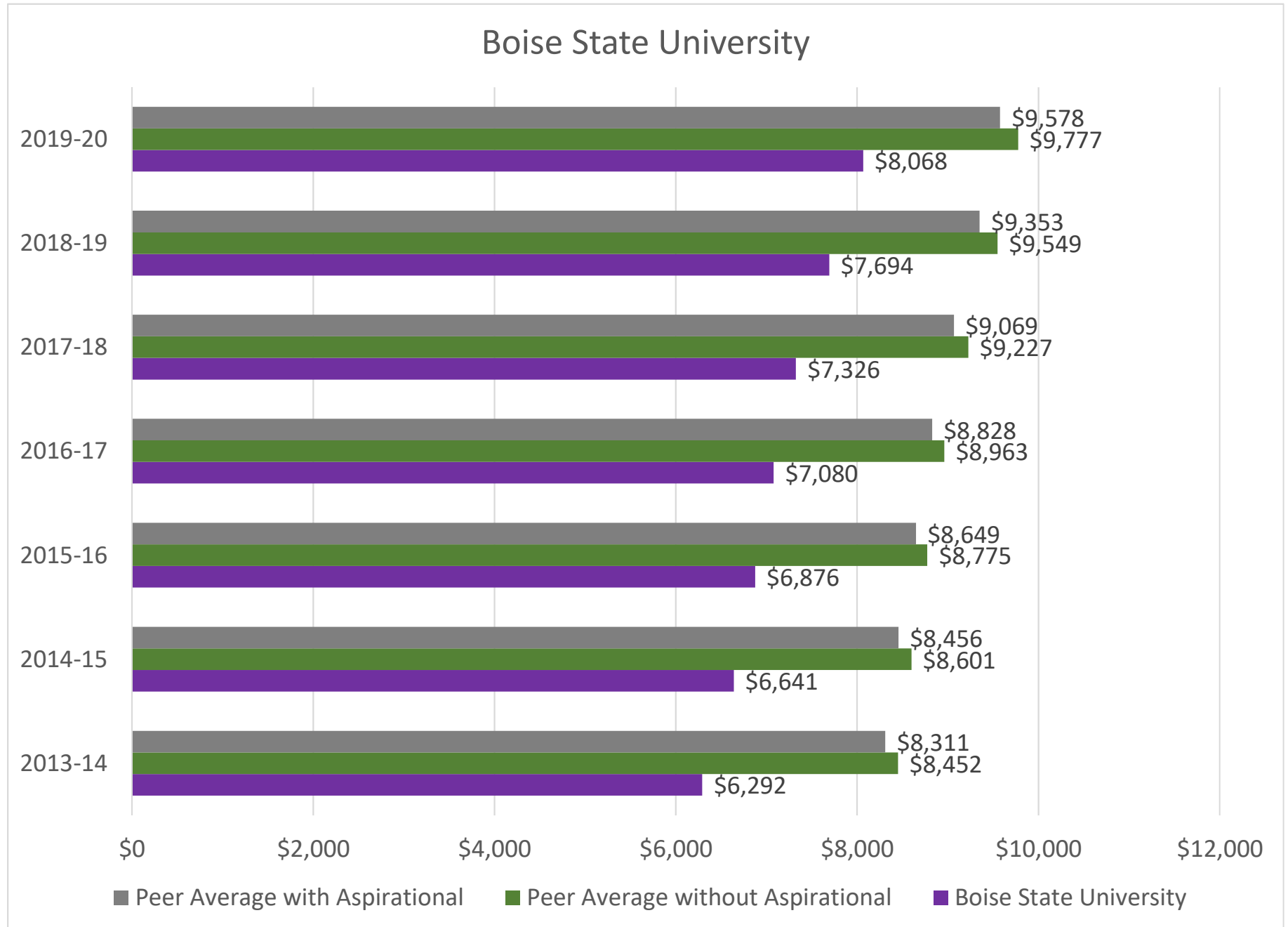


Boise State University
Resident Tuition and Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20
Resident Tuition and Fees	5.03%	5.01%	8.96%	5.02%	5.71%	6.93%	5.53%	3.52%	3.00%	3.47%	5.02%	4.86%
Consumer Price Index	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%	2.44%	1.81%
Idaho Per Capita Income	0.29%	-4.61%	2.49%	4.96%	5.02%	2.88%	4.68%	5.18%	2.04%	3.50%	4.30%	4.18%
Idaho Average Annual Wage	1.02%	0.69%	2.10%	1.27%	0.88%	1.88%	3.14%	2.50%	1.92%	3.91%	3.59%	3.02%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Division of Financial Management Economic Forecast, January 2020



IDAHO STATE UNIVERSITY

FY 2021 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution Attachment 1
- Attachments:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2021 Attachment 2
 - Changes to Executive Approved Course and Other Fees Attachment 3
 - 4-year History: Board Approved T&F plus FY 2021 Requested T&F Attachment 4
 - Chart: Cost of Attending College vs. Per Capita Income Attachment 5
 - Chart: Cost to Deliver College Attachment 6
 - Chart: Annual % Increase for T&F, CPI, Income, and Average Wage Attachment 7
 - Chart: Institution Comparison to Peers Attachment 8

Idaho State University FY2021 Student Tuition and Fee Request

Proposed Changes to Student Fees

Notice of public hearings to seek testimony on proposed tuition and fee increases for the 2020-2021 academic year was published in The Bengal newspaper on February 12, 2020. Public hearings were held on February 19 and 20, 2020 at the Pocatello and Idaho Falls campuses, respectively, with streaming to the Meridian and Twin Falls campuses. Members of ISU's Administrative Council were present to hear feedback and respond to questions.

The attached worksheet presents proposed tuition and fee rate changes for FY2021. These changes were presented to the President of the Associated Students of ISU on February 10, 2020 and also published in The Bengal newspaper on February 12, 2020.

Summary of Proposed Tuition and Fees

Resident Undergraduate and Graduate Tuition

No increase in FY2021

Student Activity Fee, Technology Fee, Facilities Fee, Graduate Fee

No increase in FY2021

Non-Resident Fee

The full-time non-resident fee is proposed at \$8,311 per semester, a \$163 or 2% increase over the FY2020 fee. The part-time non-resident fee is proposed at \$270.30 per credit hour, a \$5.30 or 2% increase over the FY2020 fee. These recommended fee increases take into account market factors and costs required for delivering quality educational programs.

Including the proposed professional fee increases listed below, the total effective increase in non-resident tuition and fees for FY2021 will range from 1.2% to 2.7%.

Professional Fees

ISU is proposing modest increases to select graduate and non-resident professional fees as follows:

Pharmacy

The College of Pharmacy is proposing a non-resident professional fee of \$7,896 per semester, a \$110 or 1.4% increase over the FY2020 fee. The additional revenue generated by this fee will support efforts to strengthen recruitment activities, develop support programs for first semester PharmD students, and assist with other increased costs. A comparison of peer institution fee rates indicates ISU's Pharmacy program will continue to remain competitive with the proposed fee increase.

Physical Therapy

The Physical Therapy program is proposing a professional fee of \$1,537 per session for resident graduate students, representing a \$15 or 1% increase over the FY2020 fee. The proposed fee for non-resident graduate students is \$3,328 per session, a \$33 or 1% increase over the FY2020 fee. These increases will assist covering increased program costs. A comparison of peer institution fee rates indicates ISU's Physical Therapy program will continue to remain competitive with the proposed fee increase.

Occupational Therapy

The Master of Occupational Therapy program is proposing a professional fee of \$1,262 per session for resident graduate students, representing a \$37 or 3% increase over the FY2020 fee. The proposed fee for non-resident graduate students is \$2,804 per session, an \$82 or 3% increase over the FY2020 fee. The additional revenue generated by these fees will support expanded clinical faculty and develop fiscal resources needed for the planned transition to a Doctor of Occupational Therapy program during the next five years. A comparison of peer institution fee rates indicates ISU's Master of Occupational Therapy program will continue to remain competitive with the proposed fee increase.

Physician Assistant

The Department of Physician Assistant Studies is proposing a professional fee of \$7,230 per session for resident graduate students, representing a \$250 or 3.6% increase over the FY2020 fee. The proposed fee for non-resident graduate students is \$7,315 per session, a \$315 or 4.5% increase over the FY2020 fee. Additional revenue generated by these fees will support anticipated new clinical site fees and other program costs. A comparison of peer institution fee rates indicates ISU's Physician Assistant program will continue to remain competitive with the proposed fee increase.

Communication Sciences Disorders

The Department of Communication Sciences Disorders is proposing the following professional fee increases:

1. Speech Language Pathology MS: \$72 per credit hour, a \$2 or 2.9% increase
2. Speech Language Pathology Online Pre-Professional: \$273 per credit hour, a \$5 or 1.9% increase
3. Speech Language Pathology Online MS: \$498 per credit hour, a \$3 or .6% increase
4. Audiology AuD: \$74 per credit hour, a \$3 or 4.2% increase

Additional revenue generated by these proposed fee increases will cover anticipated cost increases. A comparison of peer institution fee rates indicates ISU's onsite Speech Language Pathology and Doctor of Audiology programs will continue to remain competitive with the proposed fee increase. While still competitive, ISU's online Speech Language Pathology program cost is toward the higher end for students compared to peer institutions. This online program was started with limited state resources and relies heavily on professional fees and significant overload/adjunct instructional contracts. Didactic courses are developed and delivered completely online; attendance at the Pocatello and Meridian campuses for two summer term clinic rotations is required. The university will continue to look for ways to reduce the cost of this program to students, but would need additional state/other funding to significantly reduce the costs.

Counseling

The Department of Counseling is proposing a professional fee of \$572 per semester for graduate students, representing a \$17 or 3.1% increase over the FY2020 fee. The fee increase will assist with anticipated cost increases. A comparison of peer institution fee rates indicates ISU's graduate Counseling program will continue to remain competitive with the proposed fee increase.

Nursing

The College of Nursing is proposing a professional fee of \$2,155 per semester for graduate Nursing DNP students, representing a \$21 or 1% increase over the FY2020 fee. The fee increase will support increased costs for laboratory equipment, supplies, technology support at advanced simulation laboratories in Pocatello and Meridian, and will also assist with anticipated cost increases. A comparison of peer institution fee rates indicates ISU's professional nursing programs will continue to remain competitive with the proposed fee increase.

Dietetics

The Department of Dietetics is proposing a professional fee of \$1,050 per session for graduate students, representing a \$50 or 5% increase over the FY2020 fee. This increase will support increased costs related to graduate student research studies. A comparison of peer institution fee rates indicates ISU's graduate Dietetics program will continue to remain competitive with the proposed fee increase.

Social Work

The College of Arts & Letters is proposing a professional fee of \$206 per semester for graduate students, a \$6 or 3% over the FY2020. This increase will support program cost increases. A comparison of peer institution fee rates indicates ISU's graduate Social Work program fees will remain significantly lower than peer institutions with the proposed fee increase.

IDAHO STATE UNIVERSITY

ATTACHMENT 2

Changes to Student Fees for FY 2021 Annual Full-Time Fees and Part-Time Credit Hours Fees

		Bd	FY20	FY21	Requested	
Student Fees:	Appv	Fees	Initial Notice	FY21 Fees	Change	% Chg.
Full-time Fees:						
1 Tuition	**	\$5,928.04	\$5,928.04	\$5,928.04	\$0.00	0.0%
2 Technology Fee	**	176.80	176.80	176.80	0.00	0.0%
3 Facilities Fees	**	590.00	590.00	590.00	0.00	0.0%
4 Student Activity Fees	**	1,177.16	1,177.16	1,177.16	0.00	0.0%
5 Total Full-time Fees		\$7,872.00	\$7,872.00	\$7,872.00	\$0.00	0.0%
Part-time Credit Hour Fees:						
8 Education Fee	**	\$335.03	\$334.83	\$335.03	\$0.00	0.0%
9 Technology Fee	**	6.52	6.52	6.52	0.00	0.0%
10 Facilities Fees	**	10.00	10.00	10.00	0.00	0.0%
11 Student Activity Fees	**	50.45	50.45	50.45	0.00	0.0%
12 Total Part-time Cr Hr Fees:		\$402.00	\$401.80	\$402.00	\$0.00	0.0%
Other Student Fees:						
Graduate Fees:						
17 Full-time Tuition	**	\$6,520.00	\$6,440.04	\$6,520.00	\$0.00	0.0%
18 Full-time Grad Fee	**	\$1,462.00	\$1,462.00	\$1,462.00	\$0.00	0.0%
19 Full-time Technology Fee	**	\$176.80	\$176.80	\$176.80	\$0.00	0.0%
20 Full-time Facilities Fee	**	\$590.00	\$590.00	\$590.00	\$0.00	0.0%
21 Full-time Student Activity Fees	**	\$1,177.16	\$1,177.16	\$1,177.16	\$0.00	0.0%
22 Total Graduate Full-time Fees		\$9,925.96	\$9,846.00	\$9,925.96	\$0.00	0.0%
Part-time Graduate Fees:						
24 Part-time Tuition	**	\$364.00	\$353.03	\$364.00	\$0.00	0.0%
25 Part-time Grad Fee	**	\$74.00	\$73.50	\$74.00	\$0.00	0.0%
26 Part-time Technology Fee	**	\$6.52	\$6.52	\$6.52	\$0.00	0.0%
27 Part-time Facilities Fee	**	\$10.00	\$10.00	\$10.00	\$0.00	0.0%
28 Part-time Student Activity Fees	**	\$50.45	\$50.45	\$50.45	\$0.00	0.0%
29 Total Graduate Part-time Cr Hr Fees		\$504.97	\$493.50	\$504.97	\$0.00	0.0%
Nonresident Tuition:						
31 Full-time Nonres Tuition	**	\$16,296.00	\$17,274.00	\$16,622.00	\$326.00	2.0%
32 Part-time Nonres Tuition	**	265.00	280.90	270.30	5.30	2.0%
Professional Fees:						
34 PharmD - Resident	**	\$11,366.00	\$11,366.00	\$11,366.00	\$0.00	0.0%
35 PharmD - Nonres	**	\$15,572.00	\$15,792.00	\$15,792.00	\$220.00	1.4%
36 Phys Therapy - Resident	**	\$4,566.00	\$4,611.00	\$4,611.00	\$45.00	1.0%
37 Phys Therapy - Nonres	**	\$9,885.00	\$9,984.00	\$9,984.00	\$99.00	1.0%
38 Occu Therapy - Resident	**	\$3,675.00	\$3,786.00	\$3,786.00	\$111.00	3.0%
39 Occu Therapy - Nonres	**	\$8,166.00	\$8,412.00	\$8,412.00	\$246.00	3.0%
40 Physician Assistant - Resident	**	\$20,940.00	\$21,690.00	\$21,690.00	\$750.00	3.6%
41 Physician Assistant - Nonres	**	\$21,000.00	\$21,945.00	\$21,945.00	\$945.00	4.5%
42 Nursing-BSN	**	\$1,930.00	\$1,930.00	\$1,930.00	\$0.00	0.0%
43 Nursing-MSN	**	\$2,376.00	\$2,376.00	\$2,376.00	\$0.00	0.0%
44 Nursing-PhD	**	\$2,366.00	\$2,366.00	\$2,366.00	\$0.00	0.0%
45 Nursing-DNP	**	\$4,268.00	\$4,310.00	\$4,310.00	\$42.00	1.0%
46 Speech Language Path MS (Cr Hr)	**	\$70.00	\$72.00	\$72.00	\$2.00	2.9%
47 Speech Language Online PreProf (C	**	\$268.00	\$273.00	\$273.00	\$5.00	1.9%
48 Speech Language Online MS (Cr Hr)	**	\$495.00	\$498.00	\$498.00	\$3.00	0.6%
49 Audiology AuD (Cr Hr)	**	\$71.00	\$74.00	\$74.00	\$3.00	4.2%
50 Dental Hygiene BS (Junior/Senior)	**	\$2,346.00	\$2,346.00	\$2,346.00	\$0.00	0.0%
51 Dental Hygiene MS-Didactic (Cr Hr)	**	\$157.00	\$157.00	\$157.00	\$0.00	0.0%
52 Dental Hygiene MS-Clinical (Cr Hr)	**	\$349.00	\$349.00	\$349.00	\$0.00	0.0%
53 Dental Hygiene MS-Thesis (Cr Hr)	**	\$271.00	\$271.00	\$271.00	\$0.00	0.0%
54 Counseling-Graduate	**	\$1,110.00	\$1,144.00	\$1,144.00	\$34.00	3.1%
55 Radiographic Science	**	\$870.00	\$870.00	\$870.00	\$0.00	0.0%
56 Clinical Lab Science	**	\$1,446.00	\$1,446.00	\$1,446.00	\$0.00	0.0%
57 Paramedic Science	**	\$1,468.00	\$1,468.00	\$1,468.00	\$0.00	0.0%
58 Dietetics	**	\$3,000.00	\$3,150.00	\$3,150.00	\$150.00	5.0%
59 Social Work BA	**	\$250.00	\$250.00	\$250.00	\$0.00	0.0%
60 Social Work MS	**	\$400.00	\$412.00	\$412.00	\$12.00	3.0%
61 Athletic Training MS	**	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.0%
62 Idaho Dental Education (IDEP)		\$30,190.00	\$30,190.00	\$30,190.00	\$0.00	0.0%
Other Fees:						
64 Western Undergrad Exchge	**	\$3,936.00	\$3,936.00	\$3,936.00	\$0.00	0.0%
65 In-service Fees/Cr Hr - Undergrad	**	\$129.00	\$129.00	\$129.00	\$0.00	0.0%
66 In-service Fees/Cr Hr - Grad	**	\$170.00	\$170.00	\$170.00	\$0.00	0.0%
67 OPF - Community Paramedic Certific	**	\$3,300.00	\$3,300.00	\$3,300.00	\$0.00	0.0%
68 OPF - Spanish MA (Cr Hr)	**	\$330.00	\$330.00	\$330.00	\$0.00	0.0%
69 # Health Informatics MS (Cr Hr)	**	\$0.00	\$528.00	\$528.00	\$528.00	0.0%
70 SSPF - Diagnostic Medical Sonography Cert		\$277.09	\$277.09	\$277.09	\$0.00	0.0%
71 New Student Orientation Fee		\$100.00	\$100.00	\$100.00	\$0.00	0.0%
72						

New Program: State Board of Education approved rate, October 17, 2019

The Full-time fee & Part-time credit hour fee are effective Fall Semester 2020.
Summer session fees are at the Part-time fee rate - effective Summer 2021.

Idaho State University

Increase to Executive Approved Course and Other Fees

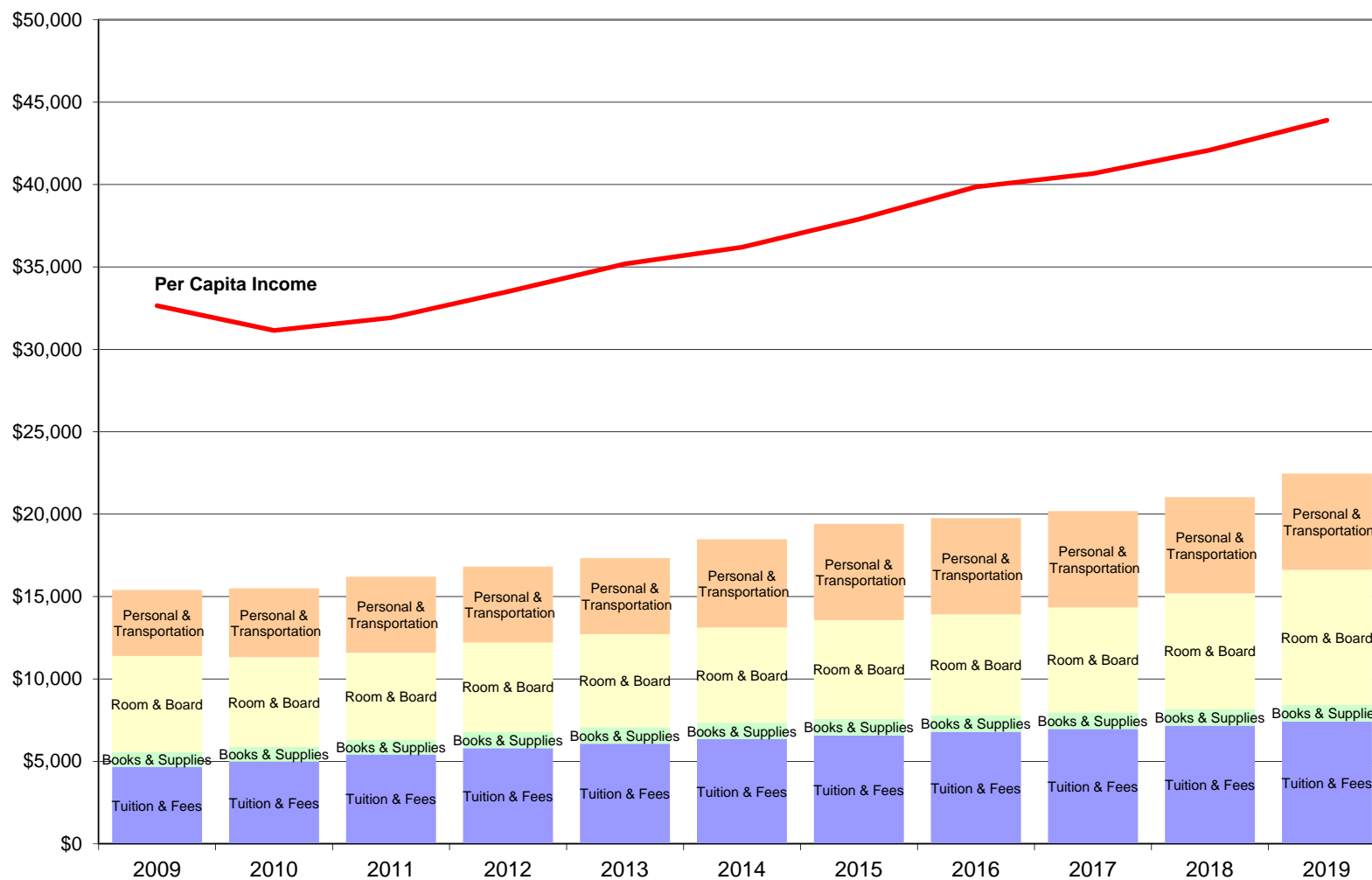
Idaho State University will not be increasing FY2021 course fees and other executive approved fees subject to Board Policy V.R.3.c.

IDAHO STATE UNIVERSITY

4-year History of Board Approved Fees plus FY21 Requested Fees
Annual Full-Time Fees and Part-Time Credit Hours Fees

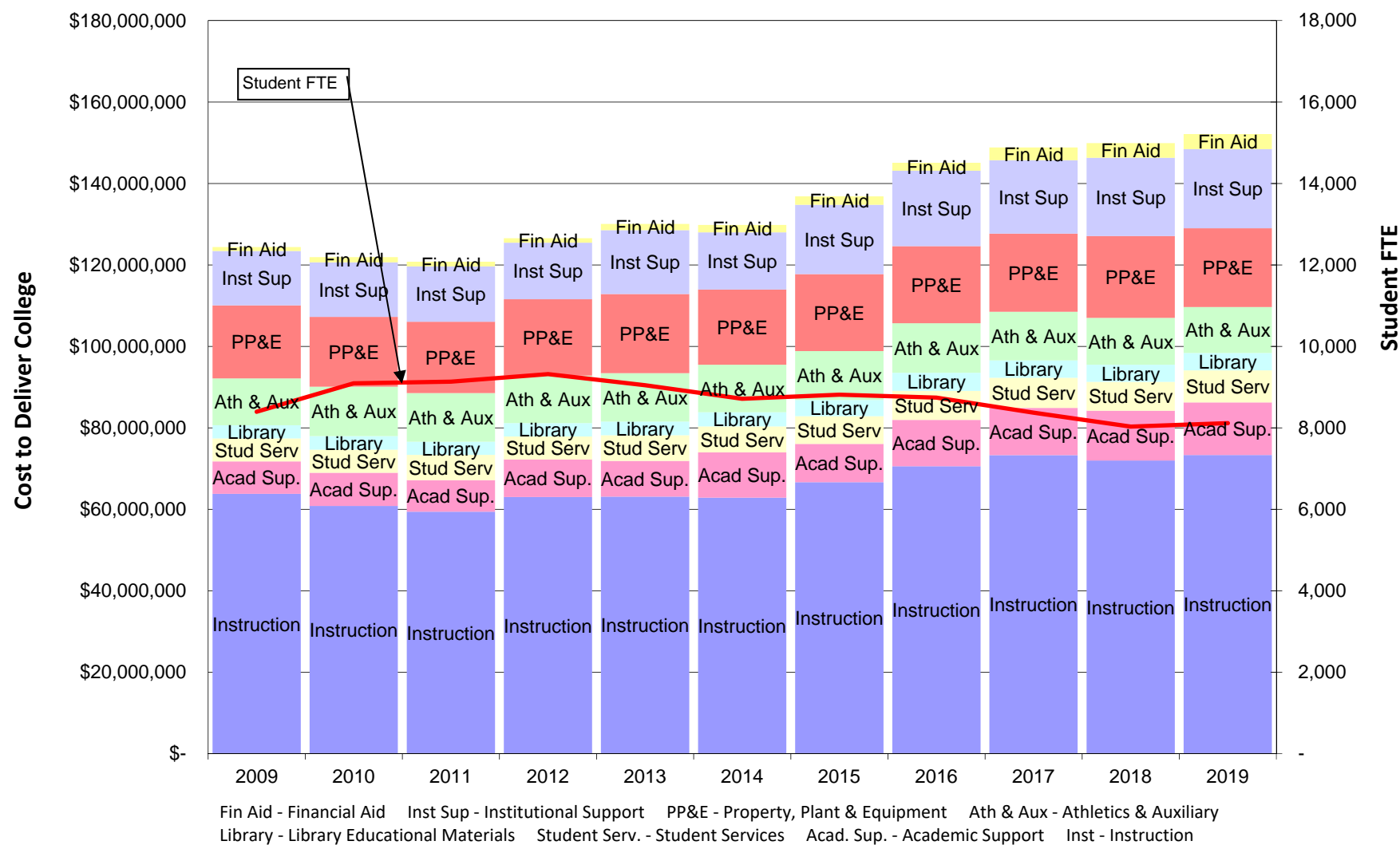
Student Fees:		FY 2017	FY 2018	FY 2019	FY 2020	Request FY 2021	5-Year Increase	% Increase
1	Full-time Fees							
2	Tuition (Unrestricted)	\$5,242.64	\$5,424.60	\$5,645.00	\$5,928.04	\$5,928.04	\$685.40	13.07%
3	Technology Fee	166.80	166.80	166.80	176.80	176.80	10.00	6.00%
4	Facilities Fees	510.00	510.00	510.00	590.00	590.00	80.00	15.69%
5	Student Activity Fees	1,036.56	1,064.60	1,098.20	1,177.16	1,177.16	140.60	13.56%
6	Total Full-time Fees	\$6,956.00	\$7,166.00	\$7,420.00	\$7,872.00	\$7,872.00	\$916.00	13.17%
7	Percentage Increase	2.5%	3.0%	3.5%	6.1%	0.0%		
8								
9	Part-time Credit Hour Fees							
10	Education Fee	\$297.53	\$307.33	\$318.89	\$335.03	\$335.03	\$37.50	12.60%
11	Technology Fee	6.15	6.15	6.15	6.52	6.52	0.37	0.00%
12	Facilities Fees	0.00	0.00	0.00	10.00	10.00	10.00	0.00%
13	Student Activity Fees	44.32	45.52	46.96	50.45	50.45	6.13	13.83%
14	Total Part-time Cr Hr Fees	\$348.00	\$359.00	\$372.00	\$402.00	\$402.00	\$54.00	15.52%
15								
16	Other Student Fees							
17	Graduate Fees:							
18	Full-time Grad/Prof	\$1,263.00	\$1,326.00	\$1,392.00	\$1,462.00	\$1,462.00	\$199.00	15.76%
19	Part-time Graduate/Hour	\$64.00	\$67.00	\$70.00	\$74.00	\$74.00	\$10.00	15.63%
20	Nonresident Tuition:							
21	Nonres Tuition	\$14,068.00	\$14,776.00	\$15,520.00	\$16,296.00	\$16,622.00	\$2,554.00	18.15%
22	Part-time Nonres Tuition	\$228.00	\$240.00	\$252.00	\$265.00	\$270.30	\$42.30	18.55%
23	Professional Fees:							
24	PharmD - Resident	\$10,330.00	\$10,734.00	\$11,156.00	\$11,366.00	\$11,366.00	\$1,036.00	10.03%
25	PharmD - Nonres	\$14,940.00	\$14,940.00	\$15,362.00	\$15,572.00	\$15,792.00	\$852.00	5.70%
26	Phys Therapy - Resident	\$3,630.00	\$4,320.00	\$4,500.00	\$4,566.00	\$4,611.00	\$981.00	27.02%
27	Phys Therapy - Nonres	\$8,640.00	\$9,720.00	\$9,720.00	\$9,885.00	\$9,984.00	\$1,344.00	15.56%
28	Occu Therapy - Resident	\$2,818.00	\$3,384.00	\$3,585.00	\$3,675.00	\$3,786.00	\$968.00	34.35%
29	Occu Therapy - Nonres	\$7,098.00	\$7,986.00	\$7,986.00	\$8,166.00	\$8,412.00	\$1,314.00	18.51%
30	Physician Assistant - Res	\$20,115.00	\$20,340.00	\$20,565.00	\$20,940.00	\$21,690.00	\$1,575.00	7.83%
31	Physician Assistant - Nonres	\$20,625.00	\$20,625.00	\$20,625.00	\$21,000.00	\$21,945.00	\$1,320.00	6.40%
32	Nursing-BSN	\$1,780.00	\$1,780.00	\$1,870.00	\$1,930.00	\$1,930.00	\$150.00	8.43%
33	Nursing-MSN	\$2,160.00	\$2,160.00	\$2,268.00	\$2,376.00	\$2,376.00	\$216.00	10.00%
34	Nursing-PhD	\$2,170.00	\$2,170.00	\$2,268.00	\$2,366.00	\$2,366.00	\$196.00	9.03%
35	Nursing-DNP	\$3,880.00	\$3,880.00	\$4,074.00	\$4,268.00	\$4,310.00	\$430.00	11.08%
36	Speech Language Path MS (Cr Hr)	\$60.00	\$65.00	\$68.00	\$70.00	\$72.00	\$12.00	20.00%
37	Speech Language Online PreProf (Cr	\$245.00	\$255.00	\$262.00	\$268.00	\$273.00	\$28.00	11.43%
38	Speech Language Online MS (Cr Hr)	\$470.00	\$480.00	\$490.00	\$495.00	\$498.00	\$28.00	5.96%
39	Audiology AuD (Cr Hr)	\$60.00	\$65.00	\$68.00	\$70.00	\$74.00	\$14.00	23.33%
40	Dental Hygiene BS (Junior/Senior)	\$2,090.00	\$2,180.00	\$2,266.00	\$2,346.00	\$2,346.00	\$256.00	12.25%
41	Dental Hygiene MS-Didactic (Cr Hr)	\$143.00	\$150.00	\$155.00	\$157.00	\$157.00	\$14.00	9.79%
42	Dental Hygiene MS-Clinical (Cr Hr)	\$349.00	\$349.00	\$349.00	\$349.00	\$349.00	\$0.00	0.00%
43	Dental Hygiene MS-Thesis (Cr Hr)	\$250.00	\$260.00	\$268.00	\$271.00	\$271.00	\$21.00	8.40%
44	Counseling-Graduate	\$990.00	\$1,098.00	\$1,110.00	\$1,110.00	\$1,144.00	\$154.00	15.56%
45	Radiographic Science	\$830.00	\$830.00	\$850.00	\$870.00	\$870.00	\$40.00	4.82%
46	Clinical Lab Science	\$1,420.00	\$1,420.00	\$1,436.00	\$1,446.00	\$1,446.00	\$26.00	1.83%
47	Paramedic Science	\$1,412.00	\$1,468.00	\$1,468.00	\$1,468.00	\$1,468.00	\$56.00	3.97%
48	Dietetics (currently a class fee)	\$2,900.00	\$2,900.00	\$2,900.00	\$3,000.00	\$3,150.00	\$250.00	8.62%
49	Social Work BA	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$0.00	0.00%
50	Social Work MS	NA	\$400.00	\$400.00	\$400.00	\$412.00	New	New
51	Athletic Training	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	0.00%
52	Idaho Dental Education (IDEP)	\$26,476.00	\$27,260.00	\$29,311.00	\$30,190.00	\$30,190.00	\$3,714.00	14.03%
53	Other Fees:							
54	Western Undergrad Exchge	\$3,478.00	\$3,583.00	\$3,710.00	\$3,936.00	\$3,936.00	\$458.00	13.17%
55	In-service Fees/Cr Hr - Undergrad	\$110.00	\$114.00	\$122.00	\$129.00	\$129.00	\$19.00	17.27%
56	In-service Fees/Cr Hr - Grad	\$138.00	\$143.00	\$160.00	\$170.00	\$170.00	\$32.00	23.19%
57	OPF - Community Paramedic Certific:	\$1,100.00	\$1,100.00	\$3,300.00	\$3,300.00	\$3,300.00	\$2,200.00	200.00%
58	OPF - Spanish MA (Cr Hr)	NA	NA	NA	\$330.00	\$330.00	New	New
59	Health Informatics MS (Cr Hr)	NA	NA	NA	NA	\$528.00	New	New
60	SSPF - Diagnostic Med Sonography	NA	NA	NA	\$277.09	\$277.09	New	New
61	New Student Orientation Fee	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$0.00	0.00%

Cost of Attending College vs. Per Capita Income Idaho State University

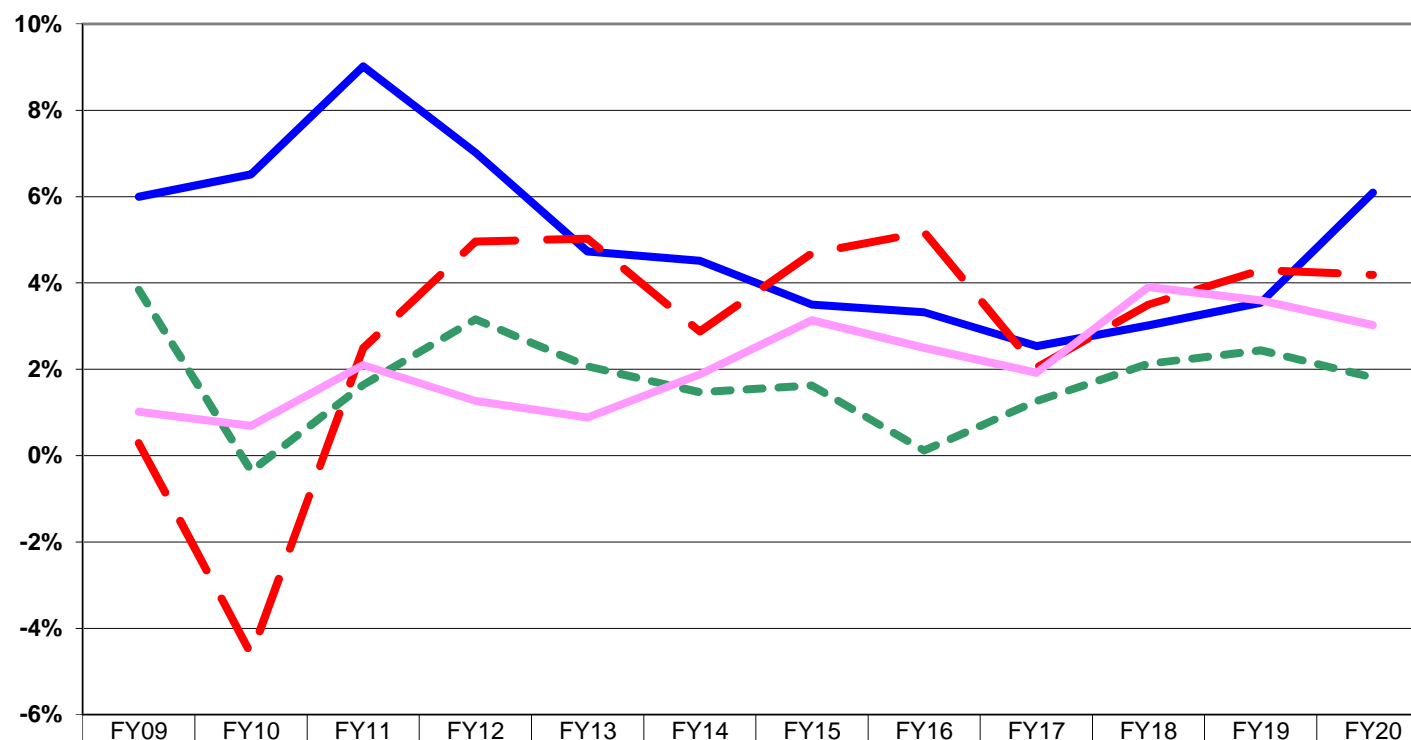


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

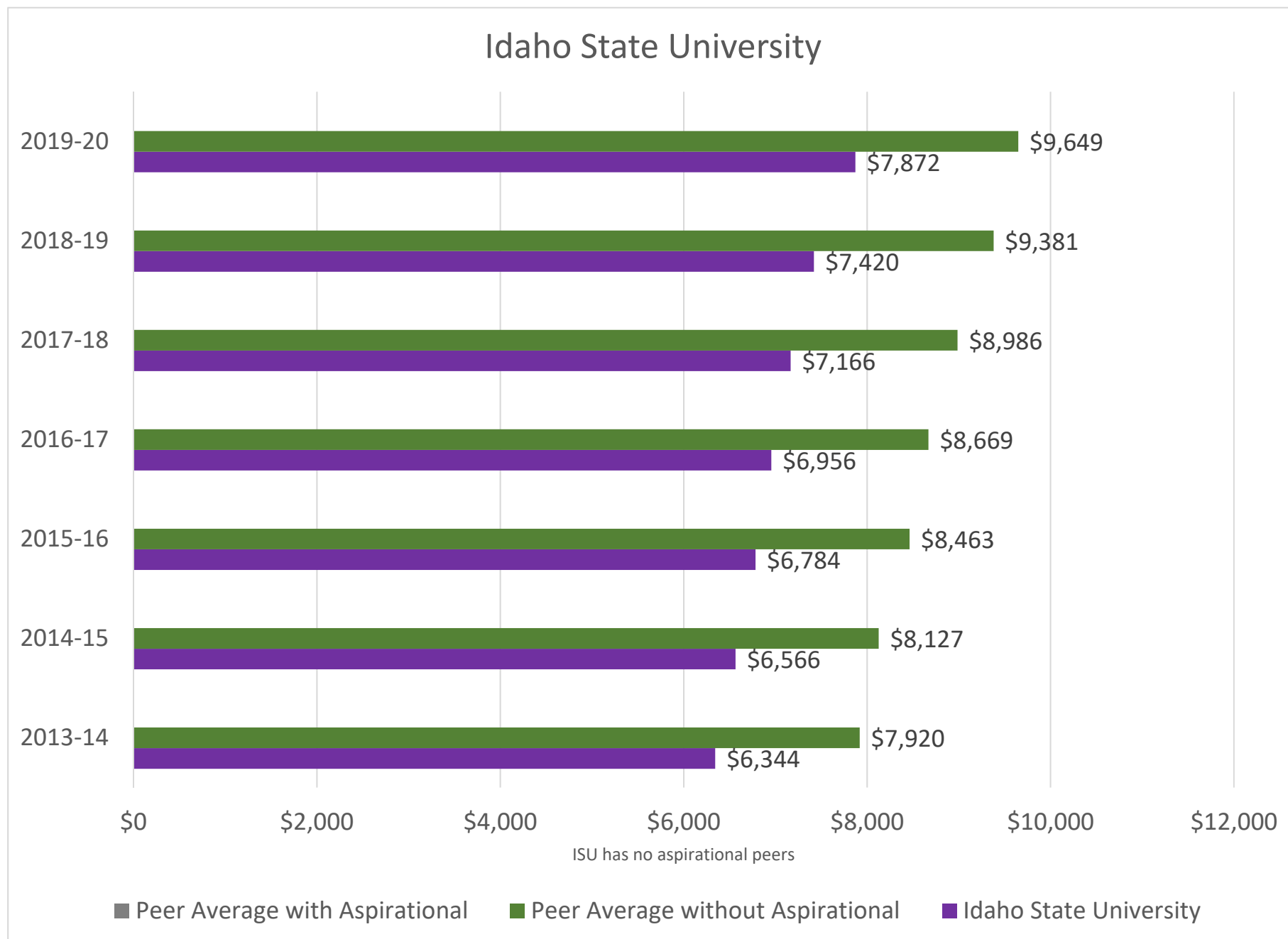
Cost to Deliver College Idaho State University



Idaho State University
Resident Tuition and Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



Source: Bureau of Economic Analysis, U.S. Department of Commerce
Division of Financial Management Economic Forecast, January 2020



LEWIS-CLARK STATE COLLEGE

FY 2021 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution Attachment 1
- Attachments:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2021 Attachment 2
 - Changes to Executive Approved Course and Other Fees Attachment 3
 - 4-year History: Board Approved T&F plus FY 2021 Requested T&F Attachment 4
 - Chart: Cost of Attending College vs. Per Capita Income Attachment 5
 - Chart: Cost to Deliver College Attachment 6
 - Chart: Annual % Increase for T&F, CPI, Income, and Average Wage Attachment 7
 - Chart: Institution Comparison to Peers Attachment 8

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 15, 2020

Lewis-Clark State College
Tuition & Fees Proposal

Proposed Changes to Student Tuition and Fees

Lewis-Clark State College requests State Board approval to increase non-resident tuition and fees by no more than 2.0% for FY 2021. Revenue generated will be used to support institutional operations.

Non-Resident Tuition

- A \$260 (2.0%) increase in non-resident tuition per year. The proposed FY 2021 non-resident tuition is \$13,256 per year versus the prior year fee of \$12,996.
 - This increase combined with the additional resident full-time tuition will bring the total FY 2021 full-time non-resident tuition and fee package to \$20,238 versus the prior year at \$19,978.
- A \$80 (2.0%) increase in Asotin County non-resident tuition per year. The proposed FY 2021 Asotin County non-resident tuition is \$4,070 per year versus the prior year fee of \$3,990.
 - This increase combined with the additional resident full-time tuition will bring the total FY 2021 full-time Asotin County non-resident tuition and fee package to \$11,052 versus the prior year at \$10,972.

LEWIS-CLARK STATE COLLEGE

Changes to Student Fees for FY 2021 Annual Full-Time Fees and Part-Time Credit Hours Fees

		Bd	FY20	FY21	Requested	
Student Fees:		Appv	Fees	Initial Notice	FY21 Fees	% Chg.
1	Full-time Fees:					
2	Tuition	**	\$5,826.00	\$5,826.00	\$5,826.00	\$0.00 0.0%
3	Technology Fee	**	136.00	136.00	136.00	0.00 0.0%
4	Facilities Fees	**	189.00	189.00	189.00	0.00 0.0%
5	Student Activity Fees (Note A)	**	831.00	831.00	831.00	0.00 0.0%
6	Total Full-time Fees		<u>\$6,982.00</u>	<u>\$6,982.00</u>	<u>\$6,982.00</u>	<u>\$0.00 0.0%</u>
7						
8	Part-time Credit Hour Fees:					
9	Tuition	**	\$308.75	\$308.75	\$308.75	\$0.00 0.0%
10	Technology Fee	**	8.25	8.25	8.25	0.00 0.0%
11	Facilities Fees	**	8.00	8.00	8.00	0.00 0.0%
12	Student Activity Fees (Note A)	**	31.00	31.00	31.00	0.00 0.0%
13	Total Part-time Cr Hr Fees		<u>\$356.00</u>	<u>\$356.00</u>	<u>\$356.00</u>	<u>\$0.00 0.0%</u>
14						
15	Summer Fees: (eff. Summer 2018)					
16	Tuition	**	\$232.25	\$232.25	\$232.25	\$0.00 0.0%
17	Technology Fee	**	8.25	8.25	8.25	0.00 0.0%
18	Facilities Fees	**	8.00	8.00	8.00	0.00 0.0%
19	Student Activity Fees (Note A)	**	107.50	107.50	107.50	0.00 0.0%
20	Total Summer Cr Hr Fees		<u>\$356.00</u>	<u>\$356.00</u>	<u>\$356.00</u>	<u>\$0.00 0.0%</u>
21						
22	Other Student Fees:					
23	Nonresident Tuition:					
24	Nonres Tuition	**	\$12,996.00	\$12,996.00	\$13,256.00	\$260.00 2.0%
25	Nonres Tuition-Asotin County	**	\$3,990.00	\$3,990.00	\$4,070.00	\$80.00 2.0%
26	Professional Fees:					
27	None					
28	Other Fees:					
29	Western Undergrad Exchge	**	\$3,492.00	\$3,492.00	\$3,492.00	\$0.00 0.0%
30	In-service Fees/Cr Hr - Undergrad	**	\$129.00	\$129.00	\$129.00	\$0.00 0.0%
31	Overload (20 cr. or more)	**	\$356.00	\$356.00	\$356.00	\$0.00 0.0%
32	High School Student on Campus/Online Credit Hour Fees					
33	(25% of part-time credit hour fee)					
34	Idaho High School Student	**	\$89.00	\$89.00	\$89.00	\$0.00 0.0%
35	Washington High School Student	**	\$89.00	\$89.00	\$89.00	\$0.00 0.0%
36	WA In-High School Credit Hour Fees	**	\$89.00	\$89.00	\$89.00	\$0.00 0.0%
37	<u>Change to Fees:</u>					
38						
39						
40						
41						
42						
43						
44						
45						

Full- & part-time fees are effective Fall Semester 2020. Summer fees are effective Summer 2021.

					FY 2021		FY 2020		FY 2021		FY 2020			
									2nd Fee Attached to Course					
Division	Subject	Course	Section	Description	Effective	Amt 1 Fee	Course/Credit	Old Fee	Difference	Amt 2 Fee	Course/Credit	Old Fee	Difference	Special Notes
T&I	AUTMC	218		Auto A/C Accessories	Fall 2020	0	Per Course	45	-45					
DONSAM	CHEM	105		General Organic Biochem	Fall 2020	10	Per Course	0	10					
DONSAM	CHEM	392		Phys Chem Lab	Fall 2020	30	Per Course	0	30					
BTS	CITPT	280/480		Web Development Capstone	Fall 2020	0	Per Course	127	-127					
Teach Ed	ED	426	60	Prof Internship/ED I K-8	Fall 2020	300-1,400	Per Course	0	300-1,400	80	Per Course	0	80	The 300-1,400 is for distant site fees and covers travel and supervisory costs
Teach Ed	ED	429	OFF	Prof Intrnshp/ED II K-8 (distant site only)	Fall 2020	300-1,400	Per Course	300-1,400	0	30	Per Course	0	30	
Teach Ed	ED	445		Instructional Strategies & Classroom Management 6-12	Fall 2020	80	Per Course	0	80					
Teach Ed	ED	460	OFF	Prof Intrnshp/ED 6-12 (distant site only)	Fall 2020	300-1,400	Per Course	300-1,400	0	30	Per Course	0	30	The 300-1,400 is for distant site fees and covers travel and supervisory costs
Teach Ed	ED	461	OFF	Prof Intrnshp/ED K-12 (distant site only)	Fall 2020	300-1,400	Per Course	300-1,400	0	30	Per Course	0	30	The 300-1,400 is for distant site fees and covers travel and supervisory costs
Teach Ed	ED	476		Learner Development & Differentiation (Module A)	Fall 2020	55	Per Course	0	55					
Teach Ed	ED	477		Creating an Environment that Fosters College and Career Ready Skills (Module B)	Fall 2020	55	Per Course	0	55					
Teach Ed	ED	478		Creating an Environment for All Learners (Module C)	Fall 2020	55	Per Course	0	55					
Teach Ed	ED	479		Differentiation and Application of Content (Module D)	Fall 2020	55	Per Course	0	55					
Teach Ed	ED	480		Designing Instruction and Assessment Literacy (Module E)	Fall 2020	55	Per Course	0	55					
DONSAM	ENGR	120		Engineering Fundamentals	Fall 2020	50	Per Course	13	37					
MaSS	KIN	472		Outdoor Education	Fall 2020	60	Per Course	45	15					
DONSAM	MATH	153		Statistical Reasoning	Fall 2020	10	Per Course	0	10					
BTS	MEDPT	250		Clinical Medical Assist I	Fall 2020	0	Per Course	92	-92					
BTS	MEDPT	255		Clinical Medical Assist I	Fall 2020	92	Per Course	0	92					Course Replaced MEDPT 250 Through Curriculum Committee FA20
NUR	NU	309	All	Skills Transition (LPN to BSN)	Fall 2020	332	Per Course	322	10	13	Per Course	13	0	
NUR	NU	312	All	Pharmacology in Nursing	Fall 2020	30	Per Course	24	6					
NUR	NU	332	All	PR: Alterations in Health I	Fall 2020	250	Per Course	264	-14	13	Per Course	13	0	
NUR	NU	341	All	Alterations in Health II	Fall 2020	30	Per Course	24	6					
NUR	NU	352	All	Psyc/Mental Health Nursing	Fall 2020	30	Per Course	24	6					
NUR	NU	407	All	Maternal Health Nursing	Fall 2020	30	Per Course	25	5					
NUR	NU	413	All Except 6X	Professional Development II	Fall 2020	30	Per Course	25	5					
NUR	NU	413	6X Only	Professional Development II	Fall 2020	0	Per Course	25	-25					
NUR	NU	416	All	PR: Family Health	Fall 2020	197	Per Course	214	-17					
NUR	NU	418	All	Family Health	Fall 2020	197	Per Course	214	-17					
NUR	NU	421	All	Preparation for NCLEX And Professional Practice	Fall 2020	85	Per Course	76	9					
PROGRAM	HYBRID	ALL	7x	Online Technology Fee	Summer 2020	5	Per Credit	0	5					
PROGRAM	ONLINE	ALL	6X/P6X	Online Technology Fee	Summer 2020	15	Per Credit	12	3					
PROGRAM	ONLINE	ALL	HSPT#	Online Technology Fee	Summer 2020	15	Per Credit	12	3					
DONSAM	PHYS	171		Phys Sci Elem Ed	Fall 2020	15	Per Course	0	15					
BTS	PITPT	134		Offset Lithographic	Fall 2020	0	Per Course	80	-80					
BTS	PITPT	211		Adv Printing Techniques	Fall 2020	0	Per Course	50	-50					
BTS	PITPT	229		Print Design I	Fall 2020	0	Per Course	30	-30					
BTS	PITPT	281/381		Packaging 1	Fall 2020	0	Per Course	100	-100					
BTS	PITPT	289/389		Packaging 2	Fall 2020	0	Per Course	100	-100					
NUR	RS	220	All	Patient Care in Radiography	Fall 2020	114	Per Course	89	25					
NUR	RS	221	All	Radiographic Methods I	Fall 2020	141	Per Course	136	5					
NUR	RS	222	All	Radiographic Methods II	Fall 2020	50	Per Course	39	11					
NUR	RS	261	All	Applied Radiography I	Fall 2020	121	Per Course	116	5	13	Per Course	13	0	
NUR	RS	330	All	Radiobiology	Fall 2020	36	Per Course	31	5					
NUR	RS	355	All	Registry Review	Fall 2020	60	Per Course	53	7					
NUR	RS	362	All	Applied Radiography II	Fall 2020	120	Per Course	114	6	13	Per Course	13	0	
FYE	SD	107	All	Student Orientation	Fall 2020	15	Per Course	0	15					

Lewis-Clark State College

Fee Name	Fee Description	FY 2020	FY 2021
		Fee Amount	\$ Increase
Parking Permit	Annual parking permit fee	\$ 10.00	\$ 65.00
Graduation Application	Includes first transcript	\$ -	\$ 25.00

Per OSBE - only report out on fees that are increasing from FY 2020 to FY 2021

As of March 2020

FY 2021

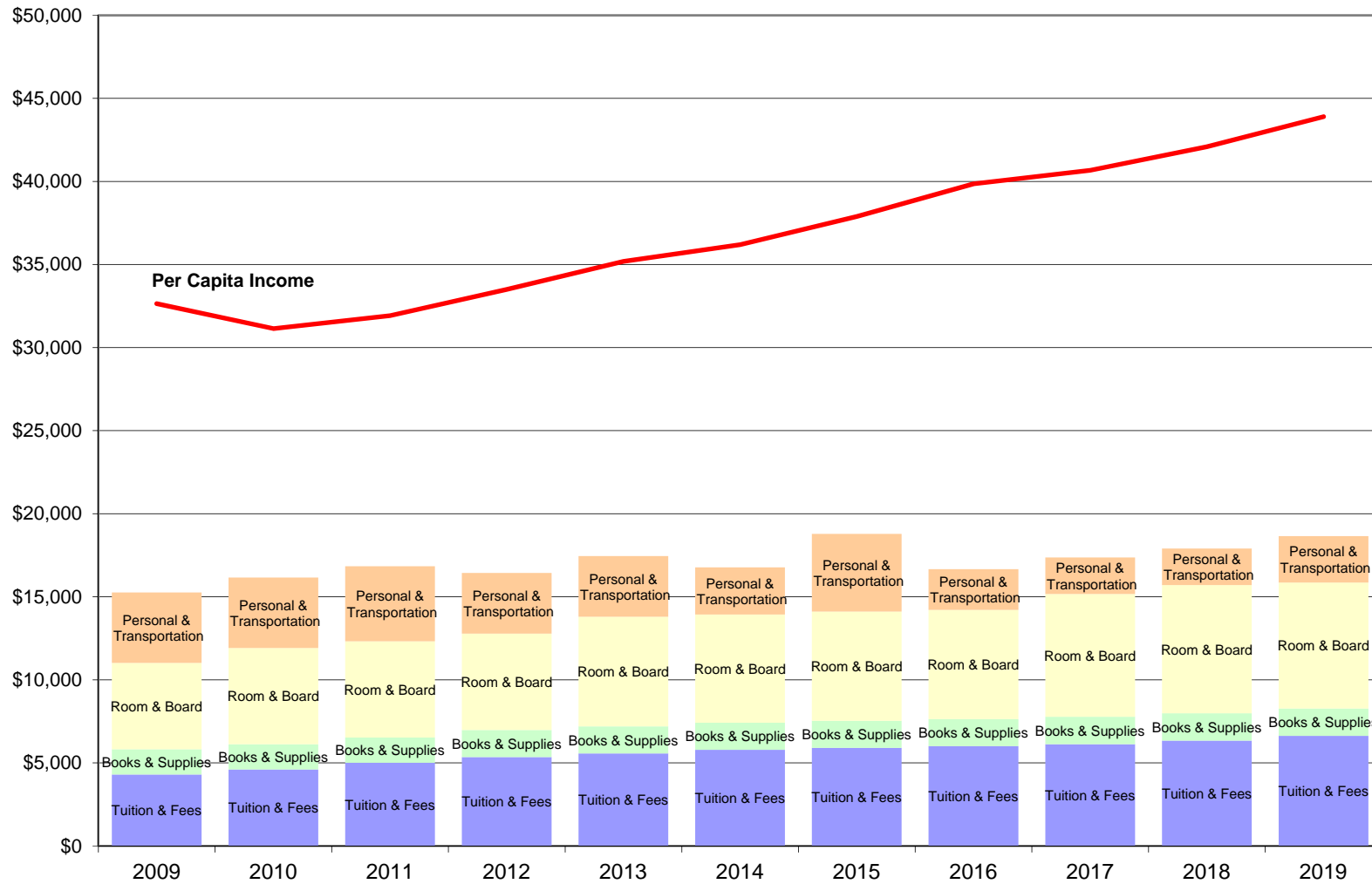
Fee Amount		When Assessed	Frequency
\$	75.00	Optional	Annual
\$	25.00	Upon application to graduate	

LEWIS-CLARK STATE COLLEGE

4-year History of Board Approved Fees plus FY21 Requested Fees
Annual Full-Time Fees and Part-Time Credit Hours Fees

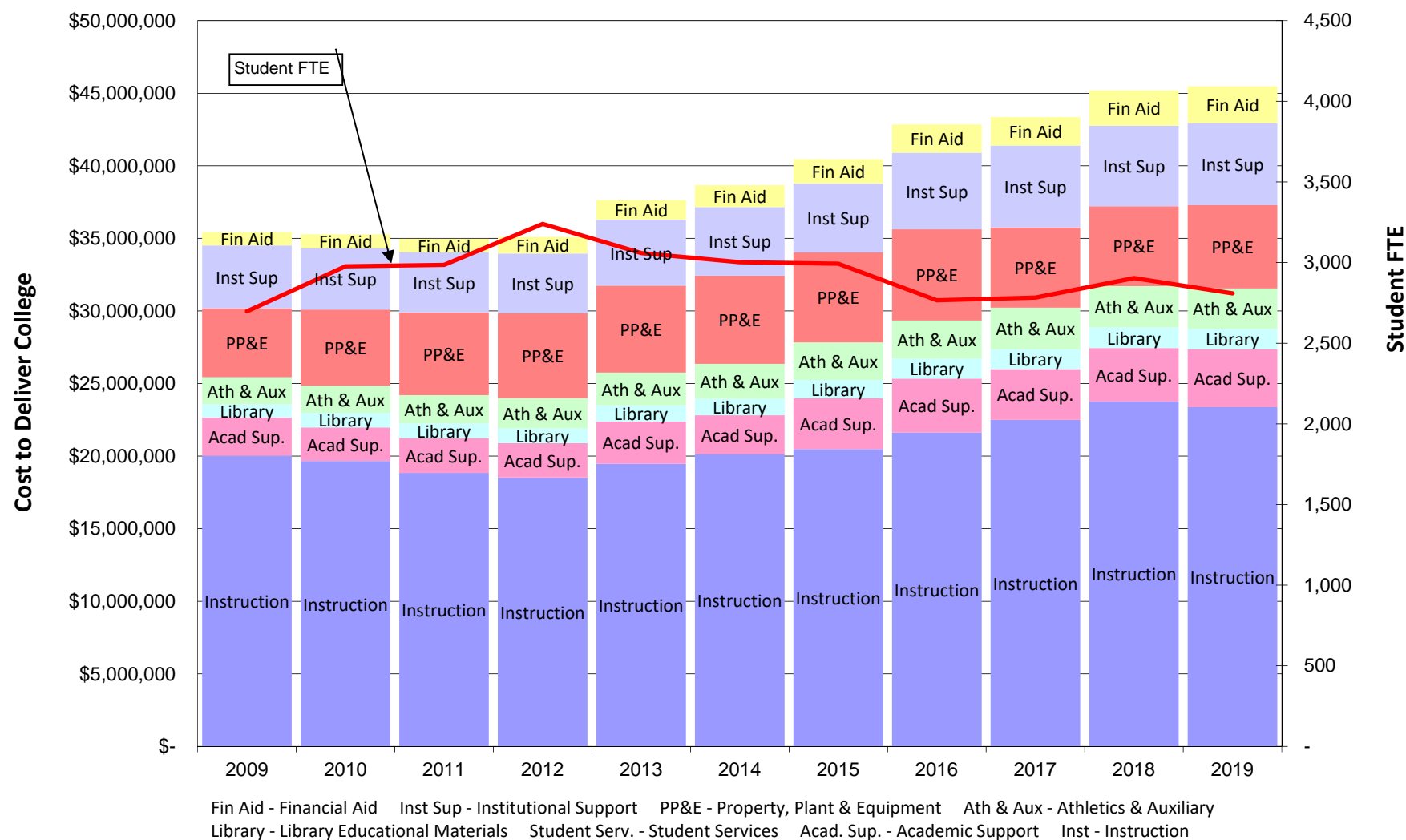
Student Fees:		FY 2017	FY 2018	FY 2019	FY 2020	Request FY 2021	5-Year Increase	% Increase
1	Full-time Fees							
2	Tuition (Unrestricted)	\$ 5,100.00	\$ 5,278.00	\$ 5,502.00	\$ 5,826.00	\$ 5,826.00	\$ 726.00	14.2%
3	Technology Fee	70.00	70.00	130.00	136.00	136.00	66.00	94.3%
4	Facilities Fees	155.00	155.00	155.00	189.00	189.00	34.00	21.9%
5	Student Activity Fees	795.00	831.00	831.00	831.00	831.00	36.00	4.5%
6	Total Full-time Fees	<u>\$ 6,120.00</u>	<u>\$ 6,334.00</u>	<u>\$ 6,618.00</u>	<u>\$ 6,982.00</u>	<u>\$ 6,982.00</u>	<u>\$ 862.00</u>	<u>14.1%</u>
7	Percentage Increase	2.0%	3.5%	4.5%	5.5%	0.0%		
8								
9	Part-time Credit Hour Fees							
10	Education Fee	\$ 272.75	\$ 283.75	\$ 294.75	\$ 308.75	\$ 308.75	\$ 36.00	13.2%
11	Technology Fee	4.25	4.25	7.25	8.25	8.25	4.00	94.1%
12	Facilities Fees	5.00	5.00	5.00	8.00	8.00	3.00	60.0%
13	Student Activity Fees	31.00	31.00	31.00	31.00	31.00	-	0.0%
14	Total Part-time Cr Hr Fees	<u>\$ 313.00</u>	<u>\$ 324.00</u>	<u>\$ 338.00</u>	<u>\$ 356.00</u>	<u>\$ 356.00</u>	<u>\$ 43.00</u>	<u>13.7%</u>
15								
16	Summer Credit Hour Fees							
17	Education Fee	\$ 199.75	\$ 210.75	\$ 219.25	\$ 232.25	\$ 232.25	\$ 32.50	16.3%
18	Technology Fee	4.25	4.25	7.25	8.25	8.25	4.00	94.1%
19	Facilities Fees	5.00	5.00	5.00	8.00	8.00	3.00	60.0%
20	Student Activity Fees	104.00	104.00	106.50	107.50	107.50	3.50	3.4%
21	Total Summer Cr Hr Fees	<u>\$ 313.00</u>	<u>\$ 324.00</u>	<u>\$ 338.00</u>	<u>\$ 356.00</u>	<u>\$ 356.00</u>	<u>\$ 43.00</u>	<u>13.7%</u>
22								
23	Other Student Fees							
24	Nonresident Tuition:							
25	Nonres Tuition	\$ 11,500.00	\$ 12,076.00	\$ 12,618.00	\$ 12,996.00	\$ 13,256.00	\$ 1,756.00	15.3%
26	Nonres Tuition-Asotin County	\$ 3,532.00	\$ 3,708.00	\$ 3,874.00	\$ 3,990.00	\$ 4,070.00	\$ 538.00	15.2%
27	Other Fees:							
28	Western Undergrad Exchge	\$ 3,060.00	\$ 3,167.00	\$ 3,310.00	\$ 3,492.00	\$ 3,492.00	\$ 432.00	14.1%
29	In-service Fees/Cr Hr - Undergrad	\$ 110.00	\$ 114.00	\$ 122.00	\$ 129.00	\$ 129.00	\$ 19.00	17.3%
30	Overload (20 cr. or more)	\$ 313.00	\$ 324.00	\$ 338.00	\$ 356.00	\$ 356.00	\$ 43.00	13.7%

Cost of Attending College vs. Per Capita Income Lewis-Clark State College

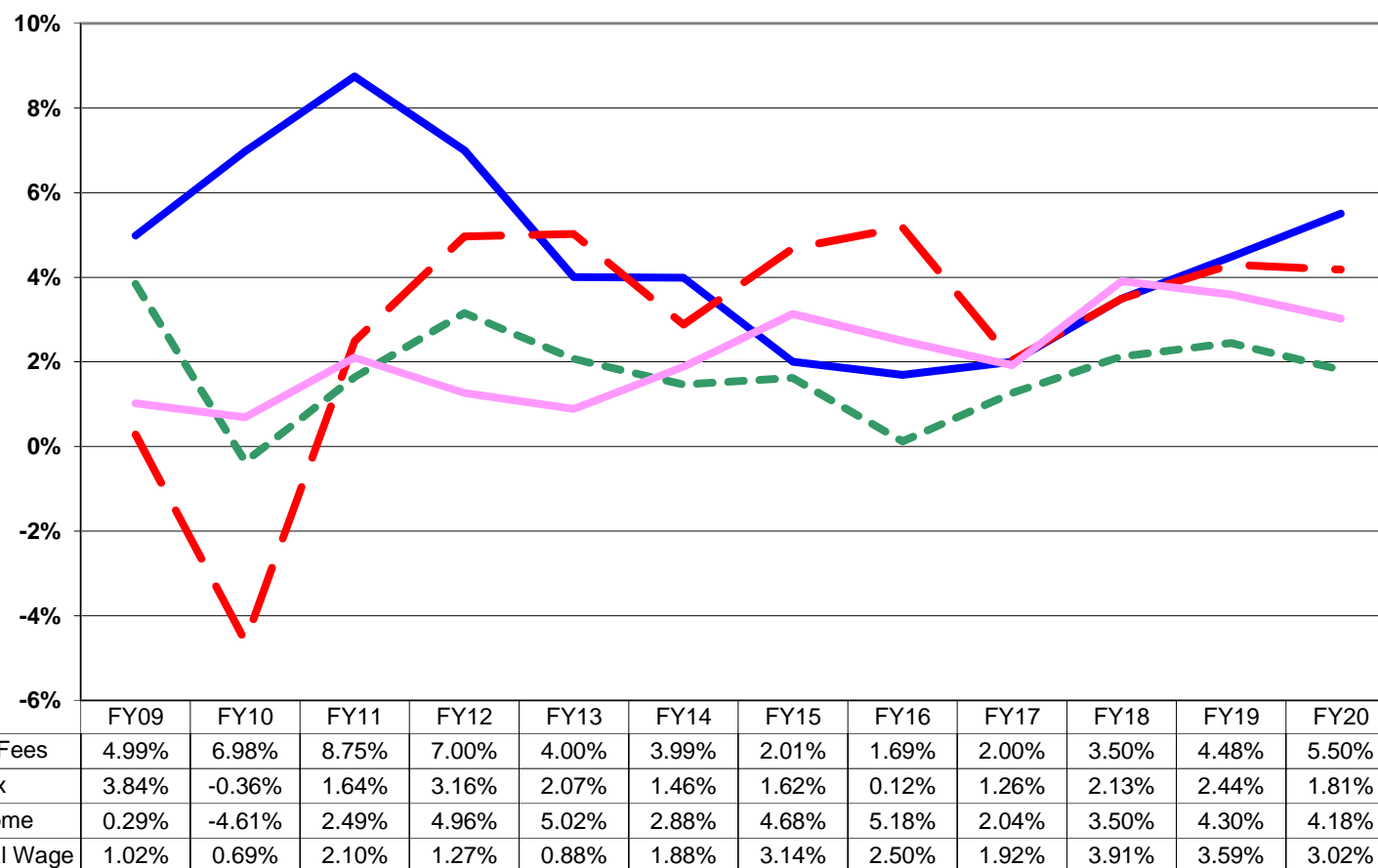


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

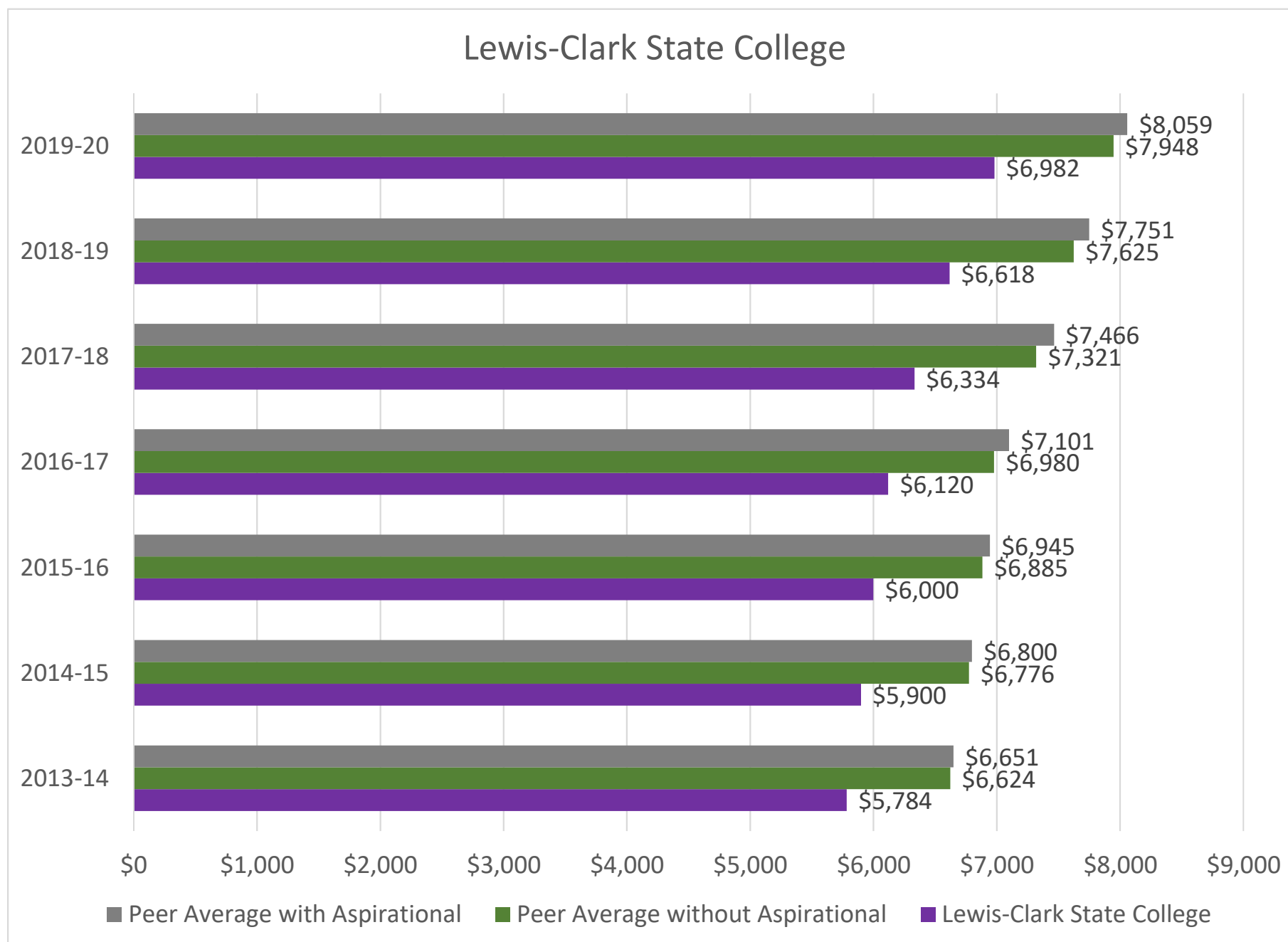
Cost to Deliver College Lewis-Clark State College



Lewis-Clark State College
Resident Tuition and Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



Source: Bureau of Economic Analysis, U.S. Department of Commerce
Division of Financial Management Economic Forecast, January 2020



UNIVERSITY OF IDAHO

FY 2021 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution Attachment 1
- Attachments:
 - Recommendations for Changes to Tuition & Fees (T&F) for FY 2021 Attachment 2
 - Changes to Executive Approved Course and Other Fees Attachment 3
 - 4-year History: Board Approved (T&F) plus FY 2021 Requested (T&F) Attachment 4
 - Chart: Cost of Attending College vs. Per Capita Income Attachment 5
 - Chart: Cost to Deliver College Attachment 6
 - Chart: Annual % Increase for (T&F), CPI, Income, and Average Wage Attachment 7
 - Chart: Institution Comparison to Peers Attachment 8
- Request for Increase to Professional Fee in Law Attachment 9
- Request for Increase to Professional Fee in Art & Architecture Attachment 10
- Request for Increase to Self-Support Fee in McCall Outdoor Science School
(MOSS) Environmental Education and Science Communication Attachment 11
- Request for Increase to Self-Support Fee in McCall Outdoor Science School
(MOSS) Master of Natural Resources Attachment 12

University of Idaho Tuition and Fee Narrative

The Fee Process

The University of Idaho collaborative fee process started in the fall with preliminary discussions between executive and student leadership about the financial prospects for the coming year and how student activity fees fit into that overall financial picture. This work continued through fall and early spring with active participation throughout the process by the Dedicated Student Activity Fee Committee (DSAFC). This representative committee included student leaders from the Associated Students of the University of Idaho (ASUI), the Graduate and Professional Students Association (GSPA) and the Student Bar Association representing the law school. All units currently receiving dedicated fees or requesting a new dedicated fee submitted narrative and financial data to the DSAFC. A public meeting of the DSAFC was held on January 23, 2020 with each unit requesting an increased or new fee presenting their request.

The DSAFC committee met several times in late January to discuss the fee requests from each unit as well as to review existing activity fees. A comprehensive activity fee proposal was developed by student leaders and presented to executive leadership on February 13th. This fee proposal was incorporated into the overall proposed tuition and fee package and published for public review via the formal University Notice of Intent to Adopt Student Tuition and Fee Changes, which was issued on March 4th as required by Board policy. The period of public comment is open until April 14th and will include a public presentation and open forum on proposed student fees on April 2nd. During this period, students and interested citizens may provide comment, in writing, regarding the proposed fee increases. Written comments will be forwarded to the Regents and a recording of the April 2nd open forum will be available.

Fee Request Overview

The FY 2021 proposal for tuition and fee changes reflects the commitment made by the University of Idaho, along with the other four-year higher education institutions in Idaho, to hold resident tuition flat for the upcoming year. In addition, we are proposing no increases to mandatory fees (facility, technology and activity fees), non-resident tuition and graduate tuition. Holding these rates flat for FY 2021 supports our goals to provide greater access to education for Idaho residents and to build a diverse community by attracting students from outside our state.

The University of Idaho is putting forth this proposal in the midst of significant budgetary challenges as it works towards implementing \$22M in base reductions within the General Education budget. These reductions are aimed at bringing our revenue and expense budgets into alignment and reflect enrollment mix changes related to full participation in the WUE program which will continue to impact tuition revenue through FY 2022 as well as the proposed tuition freeze for FY 2021. As always, meeting our challenges with the least impact on our students remains a primary goal.

The specific components of the fee increase are as follows:

Undergraduate Tuition

The University of Idaho is requesting no increase to the undergraduate tuition of \$6,181.80 per full-time student per year.

Facilities Fee

The University of Idaho is requesting no increase to the facility fee of \$821.62 per full-time student per year.

Technology Fee

The University of Idaho is requesting no increase to the technology fee of \$165.40 per full-time student per year.

Dedicated Activity Fees

The University of Idaho is requesting no increase to the dedicated activity fee total of \$1,135.18 per full-time student per year. In cooperation with the university's plan to hold tuition and fees flat for FY 2021, the Dedicated Student Activity Fee Committee has recommended no increase but rather a reallocation of existing activity fees. In their deliberations the committee examined all requests for increases and new fees, as well as reviewed those areas that currently receive fees but did not seek additional funding. Through this process, the committee focused on funding the potential 1% change in employee compensation and investment in several key areas including the Raven's Scholar Program, LGBTQA and the Native American Student Center. In order to make these investments while maintaining a \$0 increase, the students eliminated the Readership Program¹ funding and implemented across-the-board reductions to all activity fees meaning that while CEC will be covered, fee-funded units will have fewer resources for programming and other non-personnel costs. As stated in their memo to President Green regarding their recommendations, the students' objective in making these cuts in order to fund CEC is to ensure they show value and take care of all those who work diligently in providing a strong student experience here at the University of Idaho.

New Student Orientation

The University of Idaho charges a separate one-time new student orientation fee of \$100 to first time undergraduate students. The university is not requesting an increase to this fee for FY 2021.

(1) The Readership Program funded a joint subscription to the New York Times. Low subscription use justified reallocation of this funding to higher priority needs.

Professional and Self-Support Fees

The University of Idaho is requesting increases to the following professional and self-support fees:

- Law Professional Fee: Increase to \$12,884 per year; an increase of \$500 or 4.0%
- Art & Architecture Professional Fee: Increase to \$1,390 per year; an increase of \$40 or 3.0%
- McCall Outdoor Science School (MOSS) Environmental Education and Science Communication Self-Support Program Fee: Increase to \$17,936 for the program; an increase of \$352 or 2.0%
- McCall Outdoor Science School (MOSS) Master of Natural Resources Self-Support Program Fee: Increase to \$22,688 for the program; an increase of \$444 or 2.0%

Additional information regarding each of these increases can be found in the support letters included in the agenda materials.

(1) The Readership Program funded a joint subscription to the New York Times. Low subscription use justified reallocation of this funding to higher priority needs.

UNIVERSITY OF IDAHO

ATTACHMENT 2

Changes to Student Fees for FY 2021 Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:		Bd Appv	FY20 Fees	FY21 Initial Notice	FY21 Fees	Requested Change	% Chg.
1	Full-time Fees:						
2	Tuition	**	\$ 6,181.80	\$ 6,181.80	\$ 6,181.80	\$0.00	0.0%
3	Technology Fee	**	165.40	165.40	165.40	0.00	0.0%
4	Facilities Fees	**	821.62	821.62	821.62	0.00	0.0%
5	Student Activity Fees	**	1,135.18	1,135.18	1,135.18	0.00	0.0%
6	Total Full-time Fees (See Note A)		<u>8,304.00</u>	<u>8,304.00</u>	<u>8,304.00</u>	<u>0.00</u>	<u>0.0%</u>
7							
8	Part-time Credit Hour Fees:						
9	Undergraduate Tuition	**	\$ 368.00	\$ 368.00	\$ 368.00	\$0.00	0.0%
10	Undergraduate Fees	**	47.00	47.00	47.00	0.00	0.0%
11	Total Part-time Cr Hr Fees: *		<u>\$415.00</u>	<u>\$415.00</u>	<u>\$415.00</u>	<u>\$0.00</u>	<u>0.0%</u>
12							
13	Other Student Fees:						
14	Academic Year Graduate Fees:						
15	Full-Time Tuition	**	\$ 6,181.80	\$ 6,181.80	\$ 6,181.80	\$0.00	0.0%
16	Full-Time Grad Fee	**	1,572.00	1,572.00	1,572.00	\$0.00	0.0%
17	Full-Time Other Fees	**	2,122.20	2,122.20	2,122.20	\$0.00	0.0%
18	Part-Time Tuition	**	\$ 415.00	\$ 415.00	\$ 415.00	\$0.00	0.0%
19	Part-Time Grad Fee	**	87.00	87.00	87.00	\$0.00	0.0%
20	Part-Time Other Fees	**	47.00	47.00	47.00	\$0.00	0.0%
21	Nonresident Tuition						
22	Full-Time Tuition (UG & GR)	**	\$ 19,236.00	\$ 19,236.00	\$ 19,236.00	\$0.00	0.0%
23	Part-Time Undergrad Tuition	**	962.00	962.00	962.00	\$0.00	0.0%
24	Part-Time Grad Tuition	**	1,069.00	1,069.00	1,069.00	\$0.00	0.0%
25	Other Fees:						
26	Overload Fee (>20 credits)	**	\$ 368.00	\$ 368.00	\$ 368.00	\$0.00	0.0%
27	Western Undergrad Exchge	**	4,152.00	4,152.00	4,152.00	\$0.00	0.0%
28	In-service Fees/Cr Hr - UG	**	\$129.00	\$129.00	\$129.00	\$0.00	0.0%
29	In-service Fees/Cr Hr - Grad	**	\$170.00	\$170.00	\$170.00	\$0.00	0.0%
30	Professional Fees:						
31	Law College FT	**	\$ 12,384.00	\$ 12,884.00	\$ 12,884.00	\$500.00	4.0%
32	Law College PT	**	688.00	716.00	716.00	\$28.00	4.1%
33	Art & Architecture FT UG & GR	**	\$ 1,350.00	\$ 1,390.00	\$ 1,390.00	\$40.00	3.0%
34	Art & Architecture PT Undergrad	**	68.00	70.00	70.00	\$2.00	2.9%
35	Art & Architecture PT Grad	**	75.00	77.00	77.00	\$2.00	2.7%
36	Summer Session (2016)						
37	Part-Time Undergrad Tuition	**	\$ 368.00	\$ 368.00	\$ 368.00	\$0.00	0.0%
38	Part-Time Grad Tuition	**	415.00	415.00	415.00	\$0.00	0.0%
39	Part-Time Grad Fee	**	87.00	87.00	87.00	\$0.00	0.0%
40	Part-Time Other Fees (UG & GR)	**	47.00	47.00	47.00	0.00	0.0%
41	Self-Support Program Fees:						
42	Executive MBA (2 years)		\$47,900.00	\$ 47,900.00	\$47,900.00	\$0.00	0.0%
43	Masters of Science Athletic Traini	**	22,434.00	22,434.00	22,434.00	0.00	0.0%
44	Doctorate Athletic Training (1yr/3 s	**	19,941.00	19,941.00	19,941.00	0.00	0.0%
45	MOSS Environmental Ed Grad Pgr	**	17,584.00	17,936.00	17,936.00	352.00	2.0%
46	MOSS MNR Env Ed/Sci Comm (1	**	22,244.00	22,688.00	22,688.00	444.00	2.0%
47	New Student Orientation (See Note A)		\$100.00	\$100.00	\$100.00	0.00	0.0%

Note A: The university charges a separate one-time \$100 fee charged only to first time undergraduate students.

University of Idaho
Lab and Course Fee Changes

College	Department	Course Title	Course Subject	Course Number	This is a request for:	Current fee amount:	Requested fee amount:
College of Agriculture and Life Sciences	Soil and Water Systems	Small engines	ASM	210	A change to an EXISTING fee	\$ 70.00	\$ 75.00
College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nematology	Intro to Forest Insects	ENT	469	A change to an EXISTING fee	\$ 10.00	\$ 25.00
College of Agriculture and Life Sciences	SWS (Soil and Water Systems)	Agricultural Shop Practices	ASM	202	A change to an EXISTING fee	\$ 76.50	\$ 85.00
College of Art and Architecture	Art and Design	Graphic Design: Studio	ART	322	A change to an EXISTING fee	\$ 31.50	\$ 35.00
College of Letters, Arts and Social Sciences	Lionel Hampton School of Music	Studio Ins:	MUSA	115, 124, 134, 324, 334, 524, 534	A change to an EXISTING fee	\$ 270.00	\$ 325.00
College of Letters, Arts and Social Sciences	Lionel Hampton School of Music	Recital, Elective Recital, Elective Master's Recital, Required Master's Recital	MUSA	491, 493, 590, 591	A change to an EXISTING fee	\$ 70.00	\$ 75.00
College of Letters, Arts and Social Sciences	Lionel Hampton School of Music	Studio Ins: (summer only)	MUSA	324, 334	A change to an EXISTING fee	\$ 270.00	\$ 750.00
College of Natural Resources	Natural Resources and Society	Environmental Project Management and Decision Making	NRS	476	A change to an EXISTING fee	\$ 38.00	\$ 45.00
Education Health and Human Sciences	MVSC	River Recreation and Watercraft Safety	RSTM	216	A change to an EXISTING fee	\$ 143.00	\$ 162.85
Education Health and Human Sciences	MVSC	Swiftwater Rescue Training	RSTM	229	A change to an EXISTING fee	\$ 234.00	\$ 187.50
Education Health and Human Sciences	Movement Sciences	PEB Program (New Name - IFIT)	PEB and DAN	PEB 106, 107 and 108; DAN 105	A change to an EXISTING fee	\$ 40.00	\$ 45.00
College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nematology	Microbiology and the World Around Us:Laboratory	EPPN	155	A change to an EXISTING fee	\$ 100.00	\$ 125.00 Per
College of Agriculture and Life Sciences	EPPN	Plant Pathology Laboratory	PLP	416/516	A change to an EXISTING fee	\$ 85.00	\$ 100.00
College of Agriculture and Life Sciences	Soil and Water Systems	Agricultural tractors, Power units, and Machinery Management	ASM	409	A change to an EXISTING fee	\$ 40.00	\$ 105.00
College of Agriculture and Life Sciences	Plant Sciences	Advanced Laboratory Techniques	PLSC	440	A change to an EXISTING fee	\$ 150.00	\$ 204.00
College of Agriculture and Life Sciences	Soil and Water Systems	GPS and Precision Agriculture	ASM	305	A change to an EXISTING fee	\$ 50.00	\$ 95.00
College of Agriculture and Life Sciences	School of Food Science	Food Microbiology Laboratory	FCS	417	A change to an EXISTING fee	\$ 250.00	\$ 300.00
College of Agriculture and Life Sciences	FCS	Experimental Construction	FCS	478	A change to an EXISTING fee	\$ 30.00	\$ 40.00
College of Art and Architecture	Art and Design Program	Life Drawing	Drawing	211	A change to an EXISTING fee	\$ 58.50	\$ 59.00
College of Art and Architecture	Art and Design	Drawing 1	ART	111	A change to an EXISTING fee	\$ 9.00	\$ 16.00
College of Art and Architecture	Art and Design	Drawing as Integrated Design Thinking	ART	112	A change to an EXISTING fee	\$ 9.00	\$ 16.00
College of Art and Architecture	Art and Design	Integrated Design Process	ART	121	A change to an EXISTING fee	\$ 18.00	\$ 16.00
College of Art and Architecture	Art and Design Program	Art and Design Process	ART	122	A change to an EXISTING fee	\$ 22.50	\$ 16.00
College of Art and Architecture	Art and Design	Introduction to Graphic Design	ART	221	A change to an EXISTING fee	\$ 31.50	\$ 35.00
College of Art and Architecture	Art and Design	Introduction to Typography	ART	222	A change to an EXISTING fee	\$ 31.50	\$ 35.00
College of Art and Architecture	Art and Design	Graphic Design Concepts	ART	321	A change to an EXISTING fee	\$ 31.50	\$ 35.00
College of Art and Architecture	Art and Design	Painting 1	ART	231	A change to an EXISTING fee	\$ 22.50	\$ 25.00
College of Art and Architecture	Art and Design	Intermediate/Advanced Painting	ART	330	A change to an EXISTING fee	\$ 22.50	\$ 25.00
College of Art and Architecture	Art and Design	Printmaking 1	ART	251	A change to an EXISTING fee	\$ 48.00	\$ 52.00
College of Art and Architecture	Art and Design	History and Theory of Modern Design	ART	213	A change to an EXISTING fee	\$ 9.00	\$ 10.00
College of Art and Architecture	Art and Design	Contemporary Art and Theory	ART	303	A change to an EXISTING fee	\$ 9.00	\$ 10.00
College of Letters, Arts and Social Sciences	Lionel Hampton School of Music	Studio Ins:	MUSA	114, 314, 514	A change to an EXISTING fee	\$ 200.00	\$ 250.00
College of Letters, Arts and Social Sciences	Lionel Hampton School of Music	Half Recital, Elective Half Recital	MUSA	490, 492	A change to an EXISTING fee	\$ 35.00	\$ 50.00
College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Media Writing, Intro to Integrated Media Campaigns, Intro to Media Design, Publications Editing, Public Relations Writing and Production, and Advanced Media Design	JAMM	121, 252, 267, 325, 350, 468	A change to an EXISTING fee	\$ 17.00	\$ 24.00
College of Natural Resources	Forest Rangeland and Fire Sciences	Exploring Natural Resources	NR	101	A change to an EXISTING fee	\$ 135.00	\$ 150.00
Education Health and Human Sciences	Movement Sciences	Secondary Methods in Physical Activity Pedagogy	PEP	421	A change to an EXISTING fee	\$ 67.50	\$ 90.00
Education Health and Human Sciences	Movement Sciences	Mountain Biking / Biking / Cycling	PEB	106	A change to an EXISTING fee	\$ 63.00	\$ 40.00
Education Health and Human Sciences	Movement Sciences, Dance Program	Technique	DAN	116, 216, 416, 516 (joint meeting courses)	A change to an EXISTING fee	\$ 40.00	\$ 50.00
Engineering	Chemical & Materials Engineering	Material and Energy Balances	CHE	223	A change to an EXISTING fee	\$ 45.00	\$ 15.00
Engineering	Chemical & Materials Engineering	Separation Processes I	CHE	330	A change to an EXISTING fee	\$ 45.00	\$ 15.00
Engineering	Chemical & Materials Engineering	Digital Process Control	CHE	445	A change to an EXISTING fee	\$ 45.00	\$ 15.00
Engineering	Mechanical Engineering	Dynamic Modeling of Engineering Systems	ME	313	A change to an EXISTING fee	\$ 45.00	\$ 90.00
Engineering	Computer Science	Machine Learning	CS	475/575	A change to an EXISTING fee	\$ 20.00	\$ 30.50

University of Idaho
Lab and Course Fee Changes

College	Department	Course Title	Course Subject	Course Number	This is a request for:	Current fee amount:	Requested fee amount:
Engineering	Computer Science	Real-Time Operating Systems	CS	452/552	A change to an EXISTING fee	\$ 27.00	\$ 70.00
Engineering	Computer Science	Computer Organization & Architecture	CS	150	A change to an EXISTING fee	\$ 46.00	\$ 37.00
Law	Legal Aid Clinic	Trial Advocacy	LAW	958-01	A change to an EXISTING fee	\$ 200.00	\$ 225.00
Science	Biological Sciences	General Microbiology Lab	BIOL	255	A change to an EXISTING fee	\$ 95.00	\$ 105.00
Science	Biological Sciences	Molecular and Cellular Lab	BIOL	313	A change to an EXISTING fee	\$ 115.00	\$ 125.00
Science	Biological Sciences	Biochemistry I Laboratory	BIOL	382	A change to an EXISTING fee	\$ 140.00	\$ 150.00
Science	Mathematics	Intermediate Algebra	MATH	Math 108	A change to an EXISTING fee	\$ 82.00	\$ 110.00
Science	Mathematics	College Algebra	MATH	Math 143	A change to an EXISTING fee	\$ 82.00	\$ 110.00
Science	Mathematics	Trigonometry	MATH	144	A change to an EXISTING fee	\$ 30.00	\$ 35.00
Science	Mathematics	Survey of Calculus	MATH	160	A change to an EXISTING fee	\$ 43.00	\$ 50.00
Science	Mathematics	Calculus I	MATH	170	A change to an EXISTING fee	\$ 43.00	\$ 50.00
Science	Mathematics	Calculus II	MATH	175	A change to an EXISTING fee	\$ 43.00	\$ 50.00
Science	Statistical Science	Statistical Methods	STAT	251	A change to an EXISTING fee	\$ 40.00	\$ 64.00
Science	Statistical Science	Probability and Statistics	STAT	301	A change to an EXISTING fee	\$ 40.00	\$ 80.00
Science	Statistical Science	Statistical Analysis	STAT	431	A change to an EXISTING fee	\$ 40.00	\$ 71.00
College of Letters, Arts and Social Sciences	Sociology & Anthropology	Inside Out	SOC	441	A brand NEW fee	\$	100.00 Per Student
College of Agriculture and Life Sciences	EPPN	Plant Virology Lab	PLP	511	A brand NEW fee	\$	60.00
College of Agriculture and Life Sciences	soil and water systems	Remote sensing application of UAS	ASM/REM	404	A brand NEW fee	\$	225.00
College of Agriculture and Life Sciences	AVS	Animal Products for Human Consumption	AVS	363	A brand NEW fee	\$	20.00
College of Agriculture and Life Sciences	Animal and Veterinary Sciecne	Principles and Practice of Dairy Science	AVS	172	A brand NEW fee	\$	20.00
College of Agriculture and Life Sciences	Animal and Veterinary Science	Dairy Cattle Management	AVS	472	A brand NEW fee	\$	15.00
College of Agriculture and Life Sciences	Animal and Veterinary Sciences	Animal Husbandry Lab	AVS	110L	A brand NEW fee	\$	10.00
College of Agriculture and Life Sciences	Family and Consumer Sciences	Preschool Internship	FCS	497	A brand NEW fee	\$	65.00
College of Agriculture and Life Sciences	Food Science	Food Mycology	FS	301	A brand NEW fee	\$	95.00
College of Agriculture and Life Sciences	EPPN	Applied and General Entomology	ENT	322	A brand NEW fee	\$	85.00
College of Agriculture and Life Sciences	AVS	Beef Cattle Science	AVS	474	A brand NEW fee	\$	20.00
College of Art and Architecture	Art and Design	New Media	ART	407	A brand NEW fee	\$	10.00
College of Art and Architecture	Art and Design	Visual Studies	ART	409	A brand NEW fee	\$	10.00
College of Art and Architecture	Art and Design	Advanced Studio Practices	ART	411	A brand NEW fee	\$	30.00
College of Natural Resources	Forest, Rangeland and Fire Science	ST: Remote Sensing Applications of Unmanned Aerial Systems	ASM/REM	404	A brand NEW fee	\$	225.00
College of Natural Resources	FRFS	Forest Production Ecology	FOR	440/540	A brand NEW fee	\$	44.00 Per
Science	Geological Sciences	Glaciology and the Dynamic Frozen Earth	GEOL	435/535	A brand NEW fee	\$	30.00
Education Health and Human Sciences	Movement Sciences	Personal Fitness	PEB	106	A brand NEW fee	\$	50.00
Education Health and Human Sciences	Movement Sciences	Yoga and Pilates	PEB	106	A brand NEW fee	\$	2.00
Education Health and Human Sciences	Movement Sciences	Weight Training	PEB	106	A brand NEW fee	\$	8.00
Engineering	Chemical & Materials Engineering	Reactor Kinetics and Design	CHE	423	A brand NEW fee	\$	15.00
Engineering	Chemical & Materials Engineering	Programming for Chemical Engineers	CHE	220	A brand NEW fee	\$	15.00
Engineering	Mechanical Engineering	Heat Transfer	ME	345	A brand NEW fee	\$	45.00
Engineering	Computer Science	Parallel Programming	CS	411/511	A brand NEW fee	\$	20.00
Engineering	Computer Science	Analysis of Algorithms	CS	395	A brand NEW fee	\$	20.00
Engineering	Computer Science	SFS Professional Development	CS	431/531	A brand NEW fee	\$	117.00
Engineering	Computer Science	Evolutionary Computation	CS	472/572	A brand NEW fee	\$	20.00
Engineering	Civil and Environmental Engineering	Engineering Law and Contracts	CE	484	A brand NEW fee	\$	40.00
WWAMI	WWAMI	Anatomy Lab (Lab fee is slightly less than Human Anatomy Lab fee (BIOL120: \$81) per credit hour)	MEDS	499	A brand NEW fee	\$	75.00

University of Idaho
Processing Fee Changes:

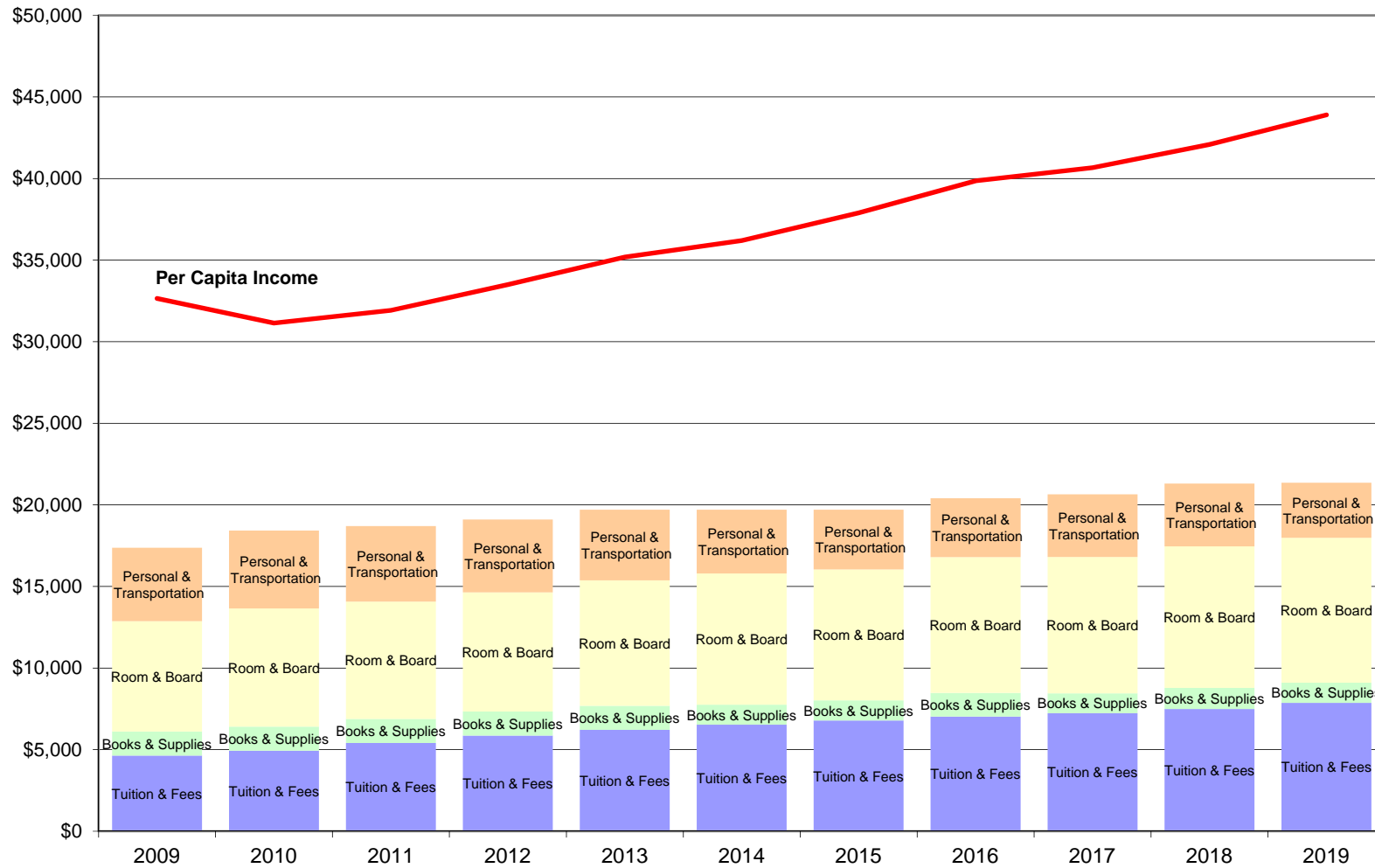
Fee	FY 2020	FY 2021	
Challenge Exam Fee	\$35 application +\$25 per credit granted	\$	75
Technical Competancy Credit Application	\$35 application +\$25 per credit granted	\$	75
Virtual Credit Application	\$35 application +\$25 per credit granted	\$	75
Experiential Credit	\$35 application +\$25 per credit granted	\$	75

UNIVERSITY OF IDAHO

4-year History of Board Approved Fees plus FY21 Requested Fees
Annual Full-Time Fees and Part-Time Credit Hours Fees

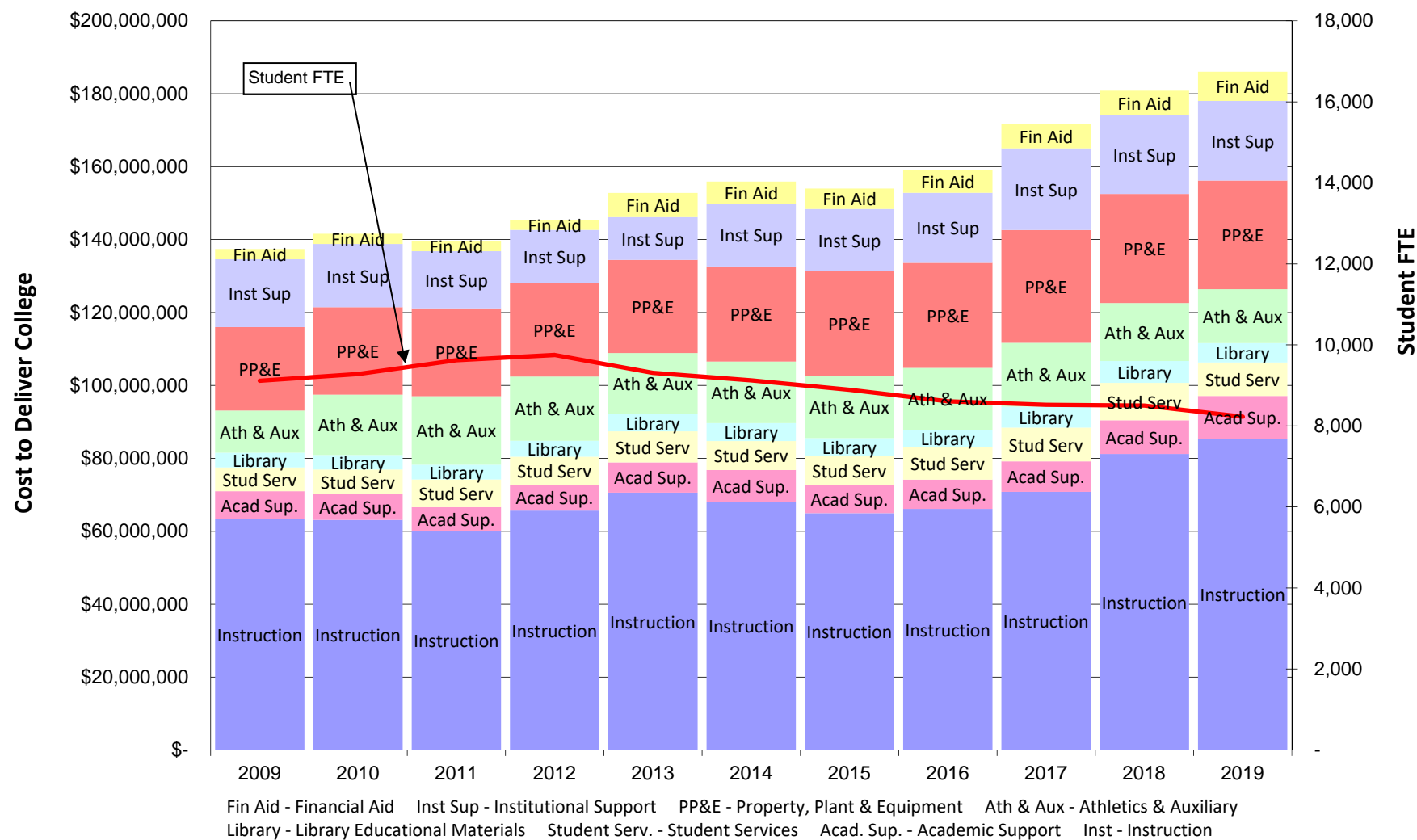
Student Fees:	FY 2017	FY 2018	FY 2019	FY 2020	Request FY 2021	5-Year Increase	% Increase
Full-time Fees							
Tuition (Unrestricted)	\$5,162.32	\$5,444.36	\$5,778.44	\$6,181.80	\$6,181.80	\$1,019.48	19.75%
Technology Fee	125.40	165.40	165.40	165.40	165.40	40.00	31.90%
Facilities Fees	820.50	791.62	791.62	821.62	821.62	1.12	0.14%
Student Activity Fees	1,123.78	1,086.62	1,128.54	1,135.18	1,135.18	11.40	1.01%
Total Full-time Fees	7,232.00	7,488.00	7,864.00	8,304.00	8,304.00	1,072.00	14.82%
Percentage Increase	3.0%	3.5%	5.0%	5.6%	0.0%		
Part-time Credit Hour Fees							
Undergraduate Tuition	\$302.00	\$328.50	\$347.50	\$368.00	\$368.00	\$66.00	21.85%
Undergraduate Fees	\$60.00	\$45.50	\$45.50	\$47.00	\$47.00	(\$13.00)	-21.67%
Total Part-time Cr Hr Fees	\$362.00	\$374.00	\$393.00	\$415.00	\$415.00	\$53.00	14.64%
Other Student Fees							
Academic Year Graduate Fees:							
Full-Time Tuition	\$5,162.32	\$5,444.36	\$5,778.44	\$6,181.80	\$6,181.80	\$1,019.48	19.75%
Full-Time Grad	\$1,298.00	\$1,376.00	\$1,488.00	\$1,572.00	\$1,572.00	\$274.00	21.11%
Full-Time Other Fees	\$2,069.68	\$2,043.64	\$2,085.56	\$2,122.20	\$2,122.20	\$52.52	2.54%
Total	\$8,530.00	\$8,864.00	\$9,352.00	\$9,876.00	\$9,876.00	\$1,346.00	15.78%
Part-Time Tuition	\$342.00	\$370.50	\$391.50	\$415.00	\$415.00	\$73.00	21.35%
Part-Time Grad	\$72.00	\$76.00	\$83.00	\$87.00	\$87.00	\$15.00	20.83%
Part-Time Other Fees	\$60.00	\$45.50	\$45.50	\$47.00	\$47.00	(\$13.00)	-21.67%
Total	\$474.00	\$492.00	\$520.00	\$549.00	\$549.00	\$75.00	15.82%
Summer Session							
On-Campus							
Part-Time Undergrad Tuition	\$302.00	\$328.50	\$347.50	\$368.00	\$368.00	\$66.00	21.85%
Part-Time Grad Tuition	\$342.00	\$370.50	\$391.50	\$415.00	\$415.00	\$73.00	21.35%
Part-Time Grad Fee	\$72.00	\$76.00	\$83.00	\$87.00	\$87.00	\$15.00	20.83%
Part-Time Other Fees (UG & GR)	\$60.00	\$45.50	\$45.50	\$47.00	\$47.00	(\$13.00)	-21.67%
Nonresident Tuition (See Notes A & B)							
Full-Time Tuition (UG & GR)	\$14,808.00	\$16,324.00	\$17,636.00	\$19,236.00	\$19,236.00	\$4,428.00	29.90%
Part-Time Tuition Undergrad	\$740.00	\$817.00	\$882.00	\$962.00	\$962.00	\$222.00	30.00%
Part-Time Tuition Grad	\$823.00	\$907.00	\$979.00	\$1,069.00	\$1,069.00	\$246.00	29.89%
Professional Fees:							
Law College FT	\$10,134.00	\$10,884.00	\$11,634.00	\$12,384.00	\$12,884.00	\$2,750.00	27.14%
Law College PT	\$563.00	\$605.00	\$646.00	\$688.00	\$716.00	\$153.00	27.18%
Art & Architecture FT UG & GR	\$1,246.00	\$1,302.00	\$1,302.00	\$1,350.00	\$1,390.00	\$144.00	11.56%
Art & Architecture PT Undergrad	\$62.00	\$65.00	\$65.00	\$68.00	\$70.00	\$8.00	12.90%
Art & Architecture PT Grad	\$69.00	\$72.00	\$72.00	\$75.00	\$77.00	\$8.00	11.59%
Self-Support Program Fees:							
Executive MBA (2 years)	\$42,000.00	\$44,100.00	\$44,100.00	\$47,900.00	\$47,900.00	\$5,900.00	14.05%
Masters of Science Athletic Training (1 yr/3	\$22,434.00	\$22,434.00	\$22,434.00	\$22,434.00	\$22,434.00	\$0.00	0.00%
Doctorate in Athletic Training (1 year/3 Ser	\$19,941.00	\$19,941.00	\$19,941.00	\$19,941.00	\$19,941.00	\$0.00	0.00%
MOSS Environmental Education (1 year/2 :	\$15,054.00	\$15,656.00	\$16,282.00	\$17,584.00	\$17,936.00	\$2,882.00	19.14%
MOSS MNR Env Ed/Sci Comm (1 year + S	N/A	\$19,804.00	\$20,596.00	\$22,244.00	\$22,688.00	New	New
Other Fees:							
Overload Fee	\$302.00	\$328.50	\$347.50	\$368.00	\$368.00	\$66.00	21.85%
Western Undergrad Exchge	\$3,616.00	\$3,744.00	\$3,932.00	\$4,152.00	\$4,152.00	\$536.00	14.82%
In-service Fees/Cr Hr - UG	\$110.00	\$114.00	\$122.00	\$129.00	\$129.00	\$19.00	17.27%
In-service Fees/Cr Hr - Grad	\$138.00	\$143.00	\$160.00	\$170.00	\$170.00	\$32.00	23.19%

Cost of Attending College vs. Per Capita Income University of Idaho

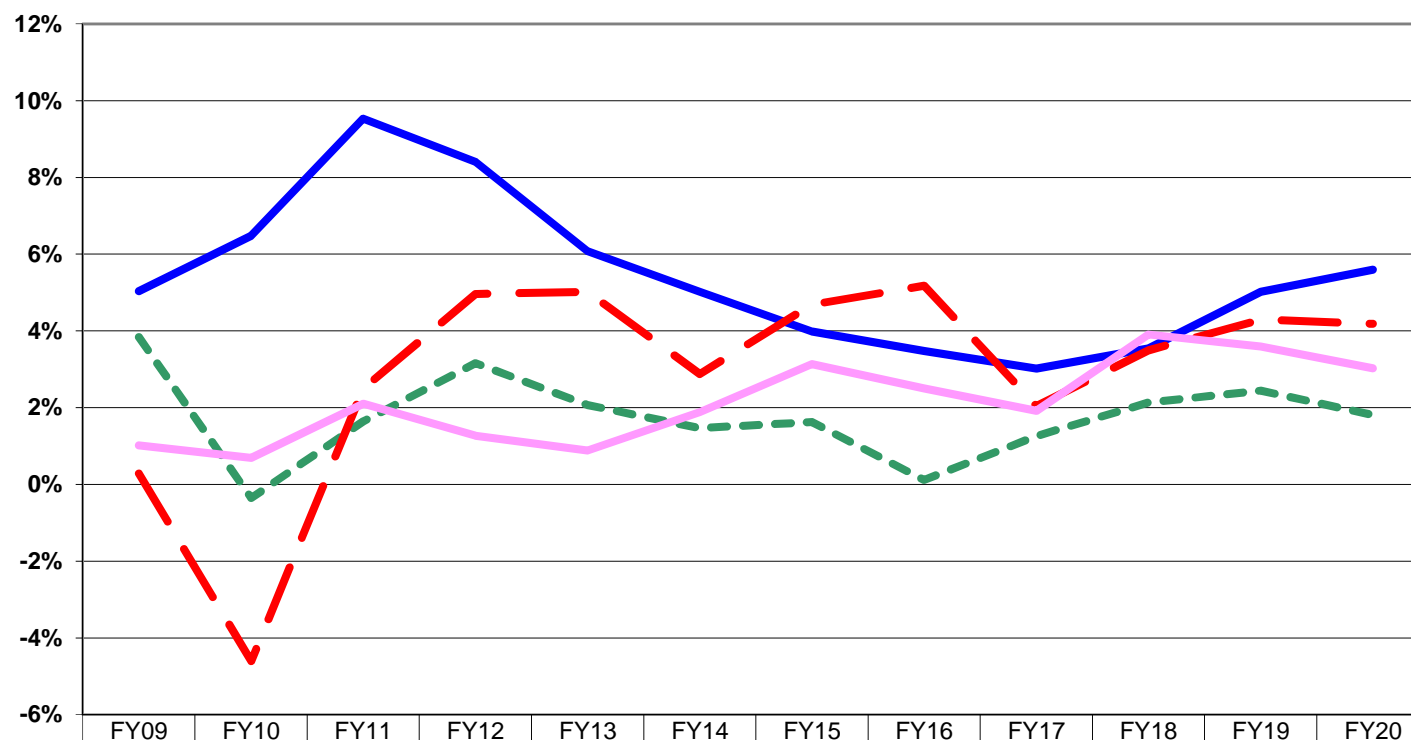


The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

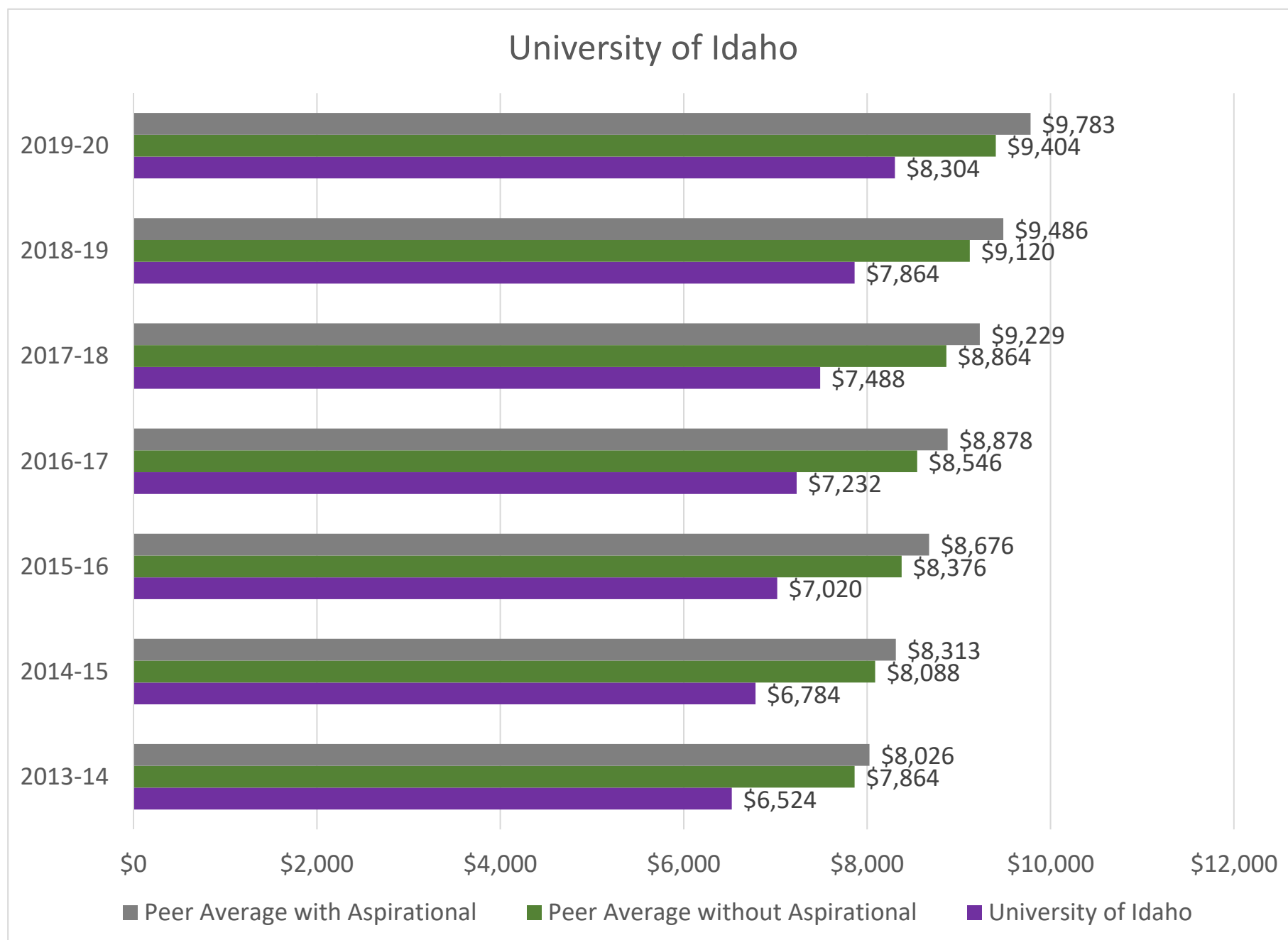
Cost to Deliver College University of Idaho



University of Idaho
Resident Tuition and Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



Source: Bureau of Economic Analysis, U.S. Department of Commerce
Division of Financial Management Economic Forecast, January 2020



COLLEGE OF LAW

UNIVERSITY OF IDAHO

Office of the Dean
 Moscow, ID 83844-2321
 (208) 885-4977
 FAX: 885-5709

Memorandum

Date: February 12, 2020

To:	John Wiencek, Provost & Executive Vice President Brian Foisy, Vice President for Finance & Administration Trina Mahoney, Director, Budget Office
From:	Jerrold Long, Dean, College of Law
Re:	Law Student Dedicated Professional Fee Request for FY 2021

As described in this memorandum, the College of Law requests an increase in the Law School Dedicated Professional fee of \$500 per year for Fiscal Year 2021. This dollar amount represents an increase of 4% over the current level of \$12,384 per year to \$12,884 per year.

This proposed fee is necessary to maintain the high quality of education we provide to students. This fee is not, nor should it be perceived as, a substitute for other funding from the University or from any other source. We fear that perception could lead to the ultimate functional privatization of the College of Law, which would be detrimental to legal education in the State of Idaho. Out of necessity, the fee has been used by the College of Law to preserve the quality of legal education under the enormous pressures of the recent period of financial difficulty. The fee is an additional investment by law students themselves in their own legal education, which is the foundation of their future success as professionals.

The current requested fee increase will help to support our Boise area operations and will assist with unanticipated costs associated with operating a law school in two locations 300 miles apart, including additional faculty and staff, with the intention of maintaining the quality of our academic programs. The requested fee increase serves two general purposes: it allows us to continue to achieve our statewide, land grant mission as Idaho's public law school, and it supports specific areas of strategic investment identified by our accrediting body, the American Bar Association

These proposed uses for the fee increase have long held support by the law student leadership. It is important to the students that the College of Law remain competitively priced while still taking reasonable steps to ensure that needed programming and other fiscal requirements are met. The 4% fee increase reflects this balancing of interests, though the College's overall funding needs are greater than can be supported by fee increases alone.

Conclusion:

The FY 2021 fee increase of 4%, or \$500, is designed to address critical needs at the College of Law

while remaining mindful of maintaining our College's cost-competitive edge in American legal education, and to assist our students in controlling their educational debts.

Jerrold Long
Dean, College of Law



OFFICE OF THE DEAN
 College of Art and Architecture
 875 Perimeter Drive MS 2461
 Moscow ID 83844-2461

208-885-5423
 208-885-9481 (FAX)
 caa@uidaho.edu
 uidaho.edu/caa

MEMORANDUM

TO: JOHN WIENCEK, PROVOST & EXECUTIVE VICE PRESIDENT
 TRINA MAHONEY, DIRECTOR, BUDGET OFFICE

FROM: SHAUNA CORRY, DEAN, COLLEGE OF ART & ARCHITECTURE

SUBJECT: COLLEGE OF ART & ARCHITECTURE FY 2020 PROFESSIONAL FEE REQUEST

DATE: FEBRUARY 12, 2020

With this memo I am requesting the College of Art & Architecture Professional Fee increase by 3%. The current FT rate is \$675.00 per student/semester with the undergrad PT rate being equal to 1/10 of FT and graduate rates being equal to 1/9 of FT.


The proposed calculation is: $\$675 \times 3\% = \695

The College of Art & Architecture Professional Fee helps support student organizations, field trips, technical shops and studios, computer studios, teaching assistantships and student services such as the presentation of Academic and Financial Aid petitions, career advice, dissemination of opportunities for internships, and both group and individual mentoring by College Advisory Council members.

Each degree program uses these funds to cover accreditation visits for all our accredited programs, association dues, professional development for faculty, to support temporary faculty, student positions, computer studio updates, technology cloud updates, studio facilities upgrades, and technology and IT costs for the entire college.

I am happy to respond to any questions regarding this information. Thank you for your consideration.

Sincerely,



Shauna Corry
 Dean, College of Art & Architecture

February 24, 2020

To: Idaho State Board of Education (SBOE)
From: Student Congress of Art & Architecture (SCAA)
College of Art & Architecture
University of Idaho

The Student Congress of Art & Architecture (SCAA) represents all students within our college. The student leaders in the College of Art & Architecture at the University of Idaho are writing to inform you that we have held a meeting speaking with the club representatives about a 3% increase in our student professional fee. The students are in full support of the increase, in the condition that the professional fee provides outstanding services and opportunities directly to each program in the College of Art & Architecture which enhances the student academic experience at the University of Idaho. The College of Art & Architecture and SCAA will collaborate to increase the transparency of the professional fee.

Sincerely,

A handwritten signature in black ink, appearing to read 'Trista Spence', with a large, stylized loop at the end.

Trista Spence
SCAA President



OFFICE OF THE DEAN
College of Natural Resources
Perimeter Drive MS1138
Moscow, ID 83844-1138

10 February 2020

Re: College of Natural Resources/McCall Field Campus Environmental Education and Science Communication Graduate Certificate Program Fee

Dear Members of the Board,

In 2011, the State Board of Education approved a self-support program fee request from the College of Natural Resources to support the operation of a successful graduate residency program at the McCall Field Campus, home of the award winning McCall Outdoor Science School (MOSS). The program culminates in a graduate certificate in Environmental Education and Science Communication (Board approved in 2005).

The purpose of this memo is to request a 2% increase in the self-support program fee for school year 2020-21 from the current rate of \$8,792 per semester, to \$8,968 per semester. This increase will keep pace with inflationary costs illustrated by the current 10-yr CPI rolling average of 1.8%.

Specifically, this requested increase:

- 1) Will defray the increased cost of faculty teaching the program and staff providing administrative support resulting from state approved CEC increases; costs of technology and scientific equipment needed for teaching, travel, and field study;
- 2) Will proportionately cover increased costs of operating and maintaining the 14-acre McCall Field Campus and the buildings contained therein generally attributed to normal inflation and in keeping with a comprehensive new Campus Master Plan completed in 2014. Please note that the requested fee increase will only support facility costs appropriate to the graduate program and that other facility costs will be covered using other appropriate budget lines;
- 3) Will not affect any students currently enrolled in the program. This requested increase would take effect for the new cohort of graduate students entering in Fall 2020.

This popular graduate program has grown to be one of the largest in the College of Natural Resources. Talented students come to the University of Idaho/CNR from within the state as well as from across the U.S. and Canada, with many students having graduated from highly selective undergraduate institutions. Students apply their graduate coursework through hands-on teaching and outreach to form a unique link between university level STEM education and the Idaho K12 education system. They instill a STEM identity in 2,500 Idaho elementary, middle and high school students annually to help them become the innovators and problem solvers that our state needs to compete in the 21st century economy.

I am happy to discuss this request further with you or to answer any questions you might have. Thank you for your consideration.

Sincerely,

Dennis Becker, PhD
Dean, College of Natural Resources



OFFICE OF THE DEAN
College of Natural Resources
Perimeter Drive MS1138
Moscow, ID 83844-1138

10 February 2020

Re: College of Natural Resources/McCall Field Campus Environmental Education and Science Communication
Masters of Natural Resources (MNR) Program Fee

Dear Members of the Board,

In 2017, the State Board of Education approved a self-support program fee request from the College of Natural Resources to support the operation of a successful Master of Natural Resources (MNR) program at the McCall Field Campus, home of the award winning McCall Outdoor Science School (MOSS). The program culminates in a MNR with special emphasis on Environmental Education and Science Communication.

The purpose of this memo is to request a 2% increase in the self-support program fee for school year 2020 – 2021 from the current rate of \$11,122 per semester, to \$11,344 per semester. This increase will keep pace with inflationary costs illustrated by the current 10-yr CPI rolling average of 1.8%. Specifically, this requested increase:

- 1) Will defray the increased cost of faculty teaching the program and staff providing administrative support resulting from state approved CEC increases; costs of technology and scientific equipment needed for teaching, travel, and field study;
- 2) Will proportionately cover increased costs of operating and maintaining the 14-acre McCall Field Campus and the buildings contained therein generally attributed to normal inflation and in keeping with a comprehensive new Campus Master Plan completed in 2014. Please note that the requested fee increase will only support facility costs appropriate to the graduate program and that other facility costs will be covered using other appropriate budget lines;
- 3) Will not affect any students currently enrolled in the program. This requested increase would take effect for the new cohort of graduate students entering in Fall 2020.

This popular graduate program has grown to be one of the largest in the College of Natural Resources. Talented students come to the University of Idaho/CNR from within the state as well as from across the U.S. and Canada, with many students having graduated from highly selective undergraduate institutions. Students apply their graduate coursework through hands-on teaching and outreach to form a unique link between university level STEM education and the Idaho K12 education system. They instill a STEM identity in 2,500 Idaho elementary, middle and high school students annually to help them become the innovators and problem solvers that our state needs to compete in the 21st century economy.

I am happy to discuss this request further with you or to answer any questions you might have. Thank you for your consideration.

Sincerely,

Dennis Becker, PhD
Dean, College of Natural Resources

**CONSENT
APRIL 16, 2020**

TAB	DESCRIPTION	ACTION
1	BAHR – SECTION II - FY 2021 APPROPRIATIONS	Action Item
2	BAHR – SECTION II – FY2021 OPPORTUNITY SCHOLARSHIP EDUCATIONAL COSTS	Action Item
3	BAHR – SECTION II – UNIVERSITY OF IDAHO – PROPERTY DISPOSAL	Action Item
4	BAHR – SECTION II – IDAHO STATE UNIVERSITY – EASEMENT AGREEMENT	Action Item
5	BAHR – SECTION II – INTERCOLLEGIATE ATHLETICS – FY2019 GENDER EQUITY REPORTS	Action Item
6	IRSA – BSU – DISCONTINUANCE FOR MASTER OF ARTS IN TEACHING LANGUAGE ARTS	Action Item
7	IRSA – BSU – MASTER OF TEACHING ELEMENTARY EDUCATION	Action Item
8	IRSA - BSU – MASTER OF TEACHING SECONDARY EDUCATION	Action Item
9	PPGA – DATA MANAGEMENT COUNCIL APPOINTMENTS	Action Item
10	PPGA – INDIAN EDUCATION COMMITTEE APPOINTMENTS	Action Item

**CONSENT
APRIL 16, 2020**

TAB	DESCRIPTION	ACTION
11	PPGA – STATE REHABILITATION COUNCIL APPOINTMENTS	Action Item
12	SDE – PROFESSIONAL STANDARDS COMMISSION – BOISE STATE UNIVERSITY – EDUCATOR PREPARATION PROGRAM RECOMMENDATION	Action Item
13	SDE – REQUEST FOR WAIVER OF 103% STUDENT TRANSPORTATION FUNDING CAP	Action Item
14	SDE – EMERGENCY PROVISIONAL CERTIFICATES	Action Item

BOARD ACTION

I move to approve the consent agenda.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2020

SUBJECT

FY 2021 Appropriation Information – Institutions and Agencies of the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

Applicable Legislative Appropriation Bills (2020)

BACKGROUND/ DISCUSSION

The 2020 Legislature has passed and the Governor has signed the appropriation bills for most of the agencies and institutions of the Board.

The table on Tab 7 Attachment 1 lists the FY 2021 appropriations related to the State Board of Education.

IMPACT

Appropriations provide funding and spending authority for the agencies and institutions of the State Board of Education, allowing them to offer programs and services to Idaho's citizens.

ATTACHMENTS

Attachment 1 – FY 2021 Appropriations List

STAFF COMMENTS

Staff comments and recommendations are included for each specific institution and agency allocation. Special Programs includes an increase of \$7M in general funds for the Opportunity Scholarship.

BOARD ACTION

Motions for the allocations for College and Universities, Community Colleges, and Career Technical Education are found on each specific institution and agency allocation.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2020**

ATTACHMENT 1

**State Board of Education
FY 2021 Appropriations to Institutions and Agencies**

	General Fund	% Δ From FY 2020	Total Fund
<u>Allocations</u>			
College and Universities	\$307,079,600	.4%	\$628,654,200
Community Colleges	48,174,200	0.9%	48,974,200
Career Technical Education	68,075,700	(0.1%)	78,389,800
<u>Agencies</u>			
Agricultural Research & Extension Service	32,108,400	(1.3%)	32,108,400
Health Education Programs	21,880,900	2.7%	22,218,200
Special Programs	26,427,700	35.5%	31,953,000
Office of the State Board of Education	7,994,200	42.4%	15,874,900
Idaho Public Television	2,678,300	(8.4%)	8,783,100
Division of Vocational Rehabilitation	8,125,600	(8.4%)	28,118,700
State Department of Education (Superintendent of Public Instruction)	12,664,900	(19.3%)	37,841,000

Statewide Issues

Permanent Building Fund Advisory Committee Appropriations, HB569:

In addition to Alteration and Repair projects, the following capital requests were recommended:

Lewis-Clark State College: CTE Building	2,500,000
College of Southern Idaho: Canyon Building Remodel, Ph 2	2,289,000

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2020

SUBJECT

FY 2021 College and Universities Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 644 (2020)

Idaho State Board of Education Governing Policies & Procedures, Section V.S.

BACKGROUND/DISCUSSION

The Legislature appropriates to the State Board of Education and the Board of Regents monies for the general education programs at Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), Lewis-Clark State College (LCSC), and system-wide needs. The Board allocates the appropriation to the four institutions based on legislative intent and Board Policy, Section V.S.

According to Board policy, the allocation is made in the following order: 1) each institution shall be allocated its prior year budget base; 2) funds for the Enrollment Workload Adjustment (EWA); 3) operations and maintenance funds for new, major general education capital improvement projects.; 4) decision units above the base; and 5) special activities or projects at the discretion of the Board. These funds, allocated along with revenue generated from potential fee increases, will establish the funding for the general education programs for FY 2021. The allocation for FY 2021 is shown on Tab 7a Attachment 1. The FY 2021 general fund appropriation includes the following items:

Maintenance of Current Operations (MCO):

- | | |
|--|---------------|
| • Decreases in variable benefit costs | (\$1,508,000) |
| • 2% ongoing Change in Employee Compensation (CEC) | 4,510,400 |
| • Compensation Schedule Changes | 232,000 |
| • Inflation | 7,800 |
| • Statewide cost allocation | 526,100 |
| • Enrollment Workload Adjustment (EWA) | 1,842,600 |

Line Items:

- | | |
|-------------------------------------|--------------------|
| • Occupancy costs | |
| Boise State University | 392,700 |
| Idaho State University | 4,500 |
| University of Idaho | 3,400 |
| Lewis-Clark State College | 306,700 |
| • Idaho Law and Justice Center Rent | (20,800) |
| • Cybesecurity Programs | 1,000,000 |
| • 2% Budget Reduction | <u>(6,118,300)</u> |

Total General Fund increase over Base	\$1,179,100
---------------------------------------	-------------

ATTACHMENTS

Attachment 1 - C&U FY 2021 Appropriation Allocation

Attachment 2 - Statement of Purpose/Fiscal Note

Attachment 3 - Appropriation Bill (H644)

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2020

STAFF COMMENTS

Staff recommends approval of the FY 2021 College and Universities allocation as presented in Attachment 1.

BOARD ACTION

I move to approve the allocation of the FY 2021 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab 7a, Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

FY 2021 College and University Allocation
Based on HB 644
 March 17, 2020

Appropriation:	FY20 Appr	FY21 Appr	% Chge	Sys Needs:	FY20 Appr	FY21 Appr
General Educ Approp: HB 644				HERC	<u>1,962,700</u>	<u>1,962,700</u>
General Account	302,441,500	307,079,600	1.53%	UG Research	<u>200,000</u>	<u>200,000</u>
Endowment Funds	17,236,400	18,670,200	8.32%	Sys Nds	<u>2,252,600</u>	<u>2,252,600</u>
				IGEM	<u>2,000,000</u>	<u>2,000,000</u>
Total Gen Acct & Endow Funds	<u>319,677,900</u>	<u>325,749,800</u>	1.90%	Total	<u>6,415,300</u>	<u>6,415,300</u>
Student Fees/Misc Revenue	413,678,600	302,373,400	-26.91%			
One-time HESF Surplus Stabilization		531,000				
Total General Education Appropriation	<u>733,356,500</u>	<u>628,654,200</u>	-14.28%			
Allocation:	BSU	ISU	UI	LCSC	SYS-WIDE	TOTAL
FY20 General Account	105,196,800	82,220,400	94,465,700	17,651,800	6,365,800	305,900,500
FY20 Endowment Funds	0	4,007,400	10,756,000	2,473,000	0	17,236,400
FY21 Budget Base	<u>105,196,800</u>	<u>86,227,800</u>	<u>105,221,700</u>	<u>20,124,800</u>	<u>6,365,800</u>	<u>323,136,900</u>
Additional Funding for FY21:						
MCO Adjustments:						
Personnel Benefits	(573,600)	(389,800)	(493,900)	(93,800)		(1,551,100)
Inflation including Library B&P	1,200	800	208,300	44,700	4,300	259,300
Recplacement Capital	0	0	0	0		0
CEC: 2.0% ongoing	1,545,300	1,369,800	1,476,500	257,400		4,649,000
Compensation Schedule Changes	91,700	123,000	1,000	22,100		237,800
Endowment Fund Adjustments	0	205,100	726,400	149,500		1,081,000
Nonstandard Adjustments:						
Risk Mgmt/Controller/Treasurer	198,800	104,200	173,500	49,600		526,100
External Nonstandard Adjustments:						
Enrollment Workload Adjustment (EWA) - GF	2,831,300	(385,700)	(72,000)	(531,000)		1,842,600
Enrollment Workload Adjustment (EWA) - HSF	0	0	0	531,000		531,000
Line Items						
Occupancy Costs	392,700	4,500	3,400	306,700	0	707,300
Idaho Law & Justice Center Rent	0	0	(20,800)	0	0	(20,800)
Cybersecurity Programs	0	0	0	0	1,000,000	1,000,000
2% Budget Reductions	(2,104,000)	(1,644,400)	(1,889,400)	(353,100)	(127,400)	(6,118,300)
Total Addl Funding	<u>2,383,400</u>	<u>(612,500)</u>	<u>113,000</u>	<u>383,100</u>	<u>876,900</u>	<u>3,143,900</u>
FY21 Gen Acct, Endow & HESF Allocation	<u>107,580,200</u>	<u>85,615,300</u>	<u>105,334,700</u>	<u>20,507,900</u>	<u>7,242,700</u>	<u>326,280,800</u>
% Change From FY20 Adjusted Budget Base	2.27%	-0.71%	0.11%	1.90%	13.78%	0.97%
FY21 Estimated Student Fee Revenue	132,791,000	64,972,400	87,829,500	16,780,500	0	302,373,400
FY21 Operating Budget	<u>240,371,200</u>	<u>150,587,700</u>	<u>193,164,200</u>	<u>37,288,400</u>	<u>7,242,700</u>	<u>628,654,200</u>
General Fund Increase over Base	2,383,400	-869,900	-869,400	-341,900	876,900	1,179,100
% Increase	2.3%	-1.1%	-0.9%	-1.9%	13.8%	0.4%
General Fund Increase - ongoing over Base	2,383,400	-869,900	-869,400	-341,900	876,900	1,179,100
% Increase	2.3%	-1.1%	-0.9%	-1.9%	13.8%	0.4%
General Fund Increase - ongoing less Benefits & CEC	1,411,700	-1,849,900	-1,852,000	-505,500	876,900	-1,918,800
% Increase	1.3%	-2.2%	-2.0%	-2.9%	13.8%	-0.6%

STATEMENT OF PURPOSE

RS28027 / H0644

This is the FY 2021 original appropriation bill for the State Board of Education's Division of College and Universities. It appropriates a total of \$628,654,200 and does not cap the number of authorized full-time equivalent positions. This division includes the budgets for Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, and Systemwide Programs. For benefit costs, the bill maintains the current appropriated amount for health insurance at \$11,650 per eligible FTP and temporarily removes funding for the employer's sick leave contribution rate. The enrollment workload adjustment and endowment adjustments are included. The enrollment workload adjustment includes \$1,842,600 ongoing from the General Fund, and \$531,000 onetime from dedicated funds. The bill also provides funding for the equivalent of a 2% change in employee compensation for permanent state employees, with an additional 2% increase for those in the 20 job classifications most in need of equity adjustments. Funding for a 3% upward shift in the compensation schedule is also included for Boise State University. The bill funds three line items. Line item 1 provides 1.73 FTP and \$707,300 ongoing from the General Fund for occupancy costs. Line item 4 provides for a decrease of \$20,800 for adjusted rent for the Idaho Law and Justice Learning Center, and line item 5 provides \$1,000,000 for cybersecurity programs. Lastly, the ongoing General Fund appropriation is reduced by 2%. This budget is a 0.3% increase on the General Fund, and a total increase of 4.0% for all funds.

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FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2020 Original Appropriation	4,753.54	306,030,600	298,217,900	0	604,248,500
Reappropriation	0.00	0	133,085,500	0	133,085,500
1. UI, Occupancy Cost Rescission	0.00	0	0	0	0
1. Sick Leave Rate Reduction	0.00	(528,700)	(388,400)	0	(917,100)
1% General Fund Reduction	0.00	(3,060,400)	0	0	(3,060,400)
FY 2020 Total Appropriation	4,753.54	302,441,500	430,915,000	0	733,356,500
Noncognizable Funds and Transfers	118.26	0	17,356,300	0	17,356,300
Expenditure Adjustments	(0.48)	(80,100)	(392,200)	0	(472,300)
FY 2020 Estimated Expenditures	4,871.32	302,361,400	447,879,100	0	750,240,500
Removal of Onetime Expenditures	0.00	(50,000)	(132,810,000)	0	(132,860,000)
Base Adjustments	0.00	0	(6,467,000)	0	(6,467,000)
Restore Rescissions	0.00	3,589,100	388,400	0	3,977,500
FY 2021 Base	4,871.32	305,900,500	308,990,500	0	614,891,000
Benefit Costs	0.00	(1,508,000)	(1,222,600)	0	(2,730,600)
Inflationary Adjustments	0.00	7,800	2,156,800	0	2,164,600
Replacement Items	0.00	0	6,324,100	0	6,324,100
Statewide Cost Allocation	0.00	526,100	0	0	526,100
Change in Employee Compensation	0.00	4,742,400	3,713,800	0	8,456,200
Nondiscretionary Adjustments	0.00	1,842,600	531,000	0	2,373,600
Endowment Adjustments	0.00	0	1,081,000	0	1,081,000
FY 2021 Program Maintenance	4,871.32	311,511,400	321,574,600	0	633,086,000
1. Occupancy Costs	1.73	707,300	0	0	707,300
4. Idaho Law and Justice Learning Rent	0.00	(20,800)	0	0	(20,800)
5. Cybersecurity Programs	0.00	1,000,000	0	0	1,000,000
2% General Fund Reduction	0.00	(6,118,300)	0	0	(6,118,300)
FY 2021 Total	4,873.05	307,079,600	321,574,600	0	628,654,200
Chg from FY 2020 Orig Approp	119.51	1,049,000	23,356,700	0	24,405,700
% Chg from FY 2020 Orig Approp.	2.5%	0.3%	7.8%		4.0%

Contact:

Janet E Jessup
 Budget and Policy Analysis
 (208) 334-4730

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

BY APPROPRIATIONS COMMITTEE

II. IDAHO STATE UNIVERSITY:			
FROM:			
General			
Fund	\$79,585,500	\$1,765,000	\$81,350,500
Charitable Institutions Endowment Income			
Fund	1,597,800		1,597,800

		FOR	FOR	FOR	FOR	
		PERSONNEL	OPERATING	CAPITAL	TRUSTEE AND	
		COSTS	EXPENDITURES	OUTLAY	BENEFIT	TOTAL
					PAYMENTS	
1						
2						
3						
4						
5	Normal School Endowment Income					
6	Fund	2,667,000				2,667,000
7	Unrestricted					
8	Fund	<u>32,506,900</u>	<u>25,383,700</u>	<u>\$7,081,800</u>		<u>64,972,400</u>
9	TOTAL	\$116,357,200	\$27,148,700	\$7,081,800		\$150,587,700
10	III. UNIVERSITY OF IDAHO:					
11	FROM:					
12	General					
13	Fund	\$82,419,600	\$7,685,200	\$3,491,500		\$93,596,300
14	Agricultural College Endowment Income					
15	Fund	940,100	364,600	246,900		1,551,600
16	Scientific School Endowment Income					
17	Fund	3,468,500	555,500	1,396,400		5,420,400
18	University Endowment Income					
19	Fund		3,729,500	1,036,900		4,766,400
20	Unrestricted					
21	Fund	<u>66,255,500</u>	<u>21,574,000</u>	<u>0</u>		<u>87,829,500</u>
22	TOTAL	\$153,083,700	\$33,908,800	\$6,171,700		\$193,164,200
23	IV. LEWIS-CLARK STATE COLLEGE:					
24	FROM:					
25	General					
26	Fund	\$14,806,300	\$2,078,300	\$425,300		\$17,309,900
27	HESF Surplus Stabilization CU					
28	Fund	531,000				531,000
29	Normal School Endowment Income					
30	Fund		2,667,000			2,667,000
31	Unrestricted					
32	Fund	<u>14,584,000</u>	<u>2,176,500</u>	<u>20,000</u>		<u>16,780,500</u>
33	TOTAL	\$29,921,300	\$6,921,800	\$445,300		\$37,288,400

	FOR	FOR	FOR	FOR	
	PERSONNEL	OPERATING	CAPITAL	TRUSTEE AND	
	COSTS	EXPENDITURES	OUTLAY	BENEFIT	TOTAL
				PAYMENTS	
V. SYSTEMWIDE PROGRAMS:					
FROM:					
General					
Fund		\$3,167,900		\$4,074,800	\$7,242,700
GRAND TOTAL	\$486,377,500	\$117,662,300	\$20,539,600	\$4,074,800	\$628,654,200

SECTION 2. REAPPROPRIATION AUTHORITY. There is hereby reappropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education any unexpended and unencumbered balances appropriated or reappropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education from dedicated funds for fiscal year 2020 to be used for nonrecurring expenditures for the period July 1, 2020, through June 30, 2021. The State Controller shall confirm the reappropriation amount, by fund, expense class, and program, with the Legislative Services Office prior to processing the reappropriation authorized herein.

SECTION 3. EXEMPTIONS FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS. The State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education are hereby exempted from the provisions of Section 67-3511(1), (2), and (3), Idaho Code, allowing unlimited transfers between object codes and between programs for all moneys appropriated to them for the period July 1, 2020, through June 30, 2021. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

SECTION 4. SYSTEMWIDE NEEDS. Of the amount appropriated in Section 1, Subsection V., of this act, the following amounts may be used as follows: (1) an amount not to exceed \$902,600 may be used by the Office of the State Board of Education for systemwide needs that benefit all of the four-year institutions, including but not limited to projects to promote accountability and information transfer throughout the higher education system; and (2) an amount of approximately \$1,960,500 may be used for the mission and goals of the Higher Education Research Council as outlined in State Board of Education Policy III.W., which includes awards for infrastructure, matching grants, and competitive grants through the Idaho Incubation Fund program.

SECTION 5. STUDENT TUITION AND FEES FOR FISCAL YEAR 2021. Notwithstanding the provisions of Section 67-3516(2), Idaho Code, the Division of Financial Management may approve the expenditure of dedicated state funds pursuant to the noncognizable process for student tuition and fees during

1 fiscal year 2021. Each of the institution's budget requests for fiscal year
2 2022 shall reflect all adjustments so approved by the Division of Financial
3 Management.

4 SECTION 6. REPORTING REQUIREMENTS. It is the intent of the Legislature
5 that each institution continue with budget reduction considerations and
6 cost containment efforts and, where possible, priority should be placed
7 on reducing administrative overhead and the elimination of expenditures
8 that are not integral to each institution's core instructional mission.
9 The State Board of Education shall provide a written report to the Joint
10 Finance-Appropriations Committee and the House and Senate Education commit-
11 tees detailing these budget reductions and cost containment efforts no later
12 than January 15, 2021.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2020

SUBJECT

Community Colleges FY 2021 Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

Senate Bill 1383 (2020)

BACKGROUND/DISCUSSION

The Legislature makes an annual appropriation to the State Board of Education for community college support. The allocation to the colleges includes the current year (FY 2020) base allocation plus each college's respective share in any annual budget adjustments according to the normal budgeting process.

IMPACT

The FY 2021 appropriation, shown on Tab 7b Attachment 1, includes a temporary decrease in benefit costs for the employer's sick leave contribution rate. for variable benefits, 2% ongoing Change in Employee Compensation (CEC) increases and Enrollment Workload Adjustment. Line item enhancements include \$6,700 for Occupancy Costs for College of Southern Idaho and a 2% base reduction for all community colleges.

ATTACHMENTS

Attachment 1 – FY 2021 CC Appropriations Allocation

Attachment 2 – Statement of Purpose/Fiscal Note

Attachment 3 – Appropriation Bill (S1383)

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the FY 2021 Community College allocation.

BOARD ACTION

I move to approve the allocation of the FY 2021 appropriation for the College of Southern Idaho, College of Eastern Idaho, College of Western Idaho, North Idaho College, and system-wide needs as presented on Tab 7b, Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Community Colleges
FY 2021 Appropriation Allocation - SB 1383
17-Mar-20

General Educ Approp: JFAC Action

	CSI	CEI	CWI	NIC	Systemwide	Total
1 FY 20 Total Appropriation						
2 General Funds	14,262,200	5,211,000	15,141,700	12,547,600	39,600	47,202,100
3 Community College Start Up Funds		55,000				55,000
4 Dedicated Funds	200,000	199,700	200,000	200,000		799,700
5 Total FY20 Total Appropriation	14,462,200	5,465,700	15,341,700	12,747,600	39,600	48,056,800
6						
7 FY 21 Base						-
8 General Funds	14,426,700	5,272,700	15,317,000	12,695,400	40,000	47,751,800
9 Dedicated Funds	200,000	200,000	200,000	200,000		800,000
10 Total FY 21 Base	14,626,700	5,472,700	15,517,000	12,895,400	40,000	48,551,800
11						-
12 FY 21 Maintenance Items						
13 Changes in Benefit Costs	(59,400)	(30,900)	(63,400)	(51,900)		(205,600)
14 Inflationary Cost Increases	-	-	-	-		-
15 Replacement Items	-	-	-	-		-
16 CEC: 2% ongoing	179,500	81,600	195,700	184,000		640,800
17 Enrollment Workload Adjustment	258,600		823,600	(146,900)		935,300
18	378,700	50,700	955,900	(14,800)	-	1,370,500
19 FY 21 Maintenance						-
20 General Funds	14,805,400	5,323,400	16,272,900	12,680,600	40,000	49,122,300
21 Dedicated Funds	200,000	200,000	200,000	200,000	-	800,000
22 Total FY 20 Maintenance	15,005,400	5,523,400	16,472,900	12,880,600	40,000	49,922,300
23						
24 FY 21 Line Items						
25 Occupancy Costs	6,700					6,700
26 2% Ongoing Budget Reduction	(288,400)	(105,400)	(306,300)	(253,900)	(800)	(954,800)
27 Total Line Items	(281,700)	(105,400)	(306,300)	(253,900)	(800)	(948,100)
28						
29 FY 21 Total Appropriation						
30 General Funds	14,523,700	5,218,000	15,966,600	12,426,700	39,200	48,174,200
31 Dedicated Funds	200,000	200,000	200,000	200,000	-	800,000
32 FY 21 Total Appropriation	14,723,700	5,418,000	16,166,600	12,626,700	39,200	48,974,200
33						
34						
35 GF Change from FY 20 Total	1.8%	0.1%	5.4%	-1.0%	0.0%	2.1%
36						
37 GF Appropriation Allocation						
38 PC	12,257,600	5,198,000	12,327,500	10,522,600		40,305,700
39 OE	1,758,700	20,000	3,639,100	1,904,100	39,200	7,361,100
40 CO	507,400					507,400
41 TB						0
42 Total General Funds	14,523,700	5,218,000	15,966,600	12,426,700	39,200	48,174,200

STATEMENT OF PURPOSE

RS27891 / S1383

This is the FY 2021 original appropriation bill for Community Colleges. It appropriates a total of \$48,974,200 and does not cap the number of authorized full-time equivalent positions. This budget includes support for five distinct budgeted programs including the College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, North Idaho College, and Systemwide Programs. For benefit costs, the bill maintains the current appropriated amount for health insurance at \$11,650 per eligible FTP and temporarily removes funding for the employer's sick leave contribution rate. Funding for nondiscretionary adjustments includes an increase of \$935,300 tied to an increase in weighted credit hours at the institutions. The bill also provides funding for the equivalent of a 2% change in employee compensation for permanent state employees. The bill funds one line item, which provides \$6,700 for occupancy costs for the College of Southern Idaho. Lastly, the ongoing General Fund appropriation is reduced by 2%.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2020 Original Appropriation	0.00	47,751,800	855,000	0	48,606,800
1. Sick Leave Rate Reduction	0.00	(72,100)	(300)	0	(72,400)
1% General Fund Reduction	0.00	(477,600)	0	0	(477,600)
FY 2020 Total Appropriation	0.00	47,202,100	854,700	0	48,056,800
Noncognizable Funds and Transfers	0.00	0	0	0	0
FY 2020 Estimated Expenditures	0.00	47,202,100	854,700	0	48,056,800
Removal of Onetime Expenditures	0.00	0	(55,000)	0	(55,000)
Restore Rescissions	0.00	549,700	300	0	550,000
FY 2021 Base	0.00	47,751,800	800,000	0	48,551,800
Benefit Costs	0.00	(205,600)	(1,200)	0	(206,800)
Inflationary Adjustments	0.00	0	0	0	0
Change in Employee Compensation	0.00	640,800	1,200	0	642,000
Nondiscretionary Adjustments	0.00	935,300	0	0	935,300
FY 2021 Program Maintenance	0.00	49,122,300	800,000	0	49,922,300
2. Occupancy Costs	0.00	6,700	0	0	6,700
2% General Fund Reduction	0.00	(954,800)	0	0	(954,800)
FY 2021 Total	0.00	48,174,200	800,000	0	48,974,200
Chg from FY 2020 Orig Approp	0.00	422,400	(55,000)	0	367,400
% Chg from FY 2020 Orig Approp.		0.9%	(6.4%)		0.8%

Contact:

Janet E Jessup
Budget and Policy Analysis
(208) 334-4730

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

BY FINANCE COMMITTEE

RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES FOR FISCAL YEAR 2021; APPROPRIATING MONEYS TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES FOR FISCAL YEAR 2021; AND EXEMPTING THE APPROPRIATION FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS.

SECTION 1. There is hereby appropriated to the State Board of Education for Community Colleges the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2020, through June 30, 2021:

II. COLLEGE OF WESTERN IDAHO:			
FROM:			
General			
Fund	\$12,327,500	\$3,639,100	\$15,966,600
Community College			
Fund	<u>0</u>	<u>200,000</u>	<u>200,000</u>
TOTAL	\$12,327,500	\$3,839,100	\$16,166,600

III. NORTH IDAHO COLLEGE:			
FROM:			
General			
Fund	\$10,522,600	\$1,904,100	\$12,426,700

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	TOTAL
Community College				
Fund	<u>0</u>	<u>175,000</u>	<u>\$25,000</u>	<u>200,000</u>
TOTAL	\$10,522,600	\$2,079,100	\$25,000	\$12,626,700
IV. COLLEGE OF EASTERN IDAHO:				
FROM:				
General				
Fund	\$5,198,000	\$20,000		\$5,218,000
Community College				
Fund	<u>200,000</u>	<u>0</u>		<u>200,000</u>
TOTAL	\$5,398,000	\$20,000		\$5,418,000
V. COMMUNITY COLLEGES SYSTEMWIDE:				
FROM:				
General				
Fund		\$39,200		\$39,200
GRAND TOTAL	\$40,505,700	\$7,936,100	\$532,400	\$48,974,200

SECTION 2. EXEMPTIONS FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS. The State Board of Education for Community Colleges is hereby exempted from the provisions of Section 67-3511(1), (2), and (3), Idaho Code, allowing unlimited transfers between object codes and between programs for all moneys appropriated to it for the period July 1, 2020, through June 30, 2021. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2020

SUBJECT

Allocation of the Idaho Division of Career Technical Education appropriation.

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 572 and Senate Bill 1426 to support Senate Bill 1329 (2020)

BACKGROUND

The Idaho Legislature appropriates funds for career technical education to Idaho Division of Career Technical Education (ICTE) in five designated functions: State Leadership and Technical Assistance, General Programs, Postsecondary Programs, Dedicated Programs, and Related Services. ICTE requests approval of the allocation of the FY 2021 appropriated funds detailed in Attachment 1.

DISCUSSION

The allocation is based on the decreased level of funding in House Bill No. 572 and Senate Bill 1426 and the provisions of the State Plan for ICTE. The total appropriation reflects an overall decrease of (.5%) from the original FY 2020 appropriation. Included in the State General Fund appropriation is a 2% base reduction excepting secondary programs; the closure of the outsourced Inspire-Educate program; the replacement of Inspire-Educate as an internal program per S1329; a 2% change in employee compensation with an additional 2% increase for those in the 20 job classifications most in need of equity adjustments of \$6,900 for ICTE; employee benefit decreases; statewide cost allocation increases; \$215,000 for one-time replacement capital at College of Eastern Idaho for machining equipment; and \$400,000 for program added-cost (\$50,000 for an allocation study and \$350,000 for maintenance of current enrollment).

IMPACT

Establish FY 2021 operating budget.

ATTACHMENTS

Attachment 1- FY 2021 Allocation of Career Technical Education
Attachment 2- Statement of Purpose/ Fiscal Note (H572, S1329, S1426)
Attachment 3- Appropriation Bills (H572, S1329, S1426)

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the allocation of the FY 2021 appropriation for ICTE as detailed in Attachment 1.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2020

BOARD ACTION

I move to approve the request from Idaho Division of Career Technical Education for the allocation of the FY 2021 appropriation as detailed in Attachment 1.

Moved by _____ Seconded by _____ Yes ____ No ____

Idaho Division of Career Technical Education
Appropriation by Function, Program and Fund

	FY 2021	FY 2020	% Inc/(Dcr)	
1 01 - Administration and Assistance				
2 By Program				
3 Administration and Assistance	3,366,400	3,404,700	(1.1%)	(1)
4 Total	3,366,400	3,404,700	(1.1%)	
5 By Fund				
6 General	3,058,900	3,066,300	(0.2%)	
7 General (One-Time)	0	34,900	(100.0%)	
8 Federal	307,500	303,500	1.3%	
9 Total	3,366,400	3,404,700	(1.1%)	
10				
11 02 - General Programs				
12 By Program				
13 General Programs Leadership	295,000	267,100	10.4%	(2,3)
14 Program Added-Cost	8,275,000	7,875,000	5.1%	(2,4)
15 CTS Added-Cost	4,825,800	4,825,800	0.0%	(2)
16 CTE Teacher Pipeline	1,190,800	825,800	44.2%	(5)
17 Program Quality Initiative Grants (PQI)	700,000	693,000	1.0%	(2)
18 Workforce Readiness Incentive Gr	200,000	198,000	1.0%	(2)
19 Carl D. Perkins Grant - Programs	7,108,000	7,102,900	0.1%	
20 Hazardous Materials Training	67,800	67,800	0.0%	
21 SkillStack Maintenance	15,000	15,000	0.0%	
22 Total	22,677,400	21,870,400	3.7%	
23 By Fund				
24 General	15,109,300	14,420,700	4.8%	(4,5)
25 General (One-Time)	377,300	264,800	42.5%	(5)
26 Hazardous Materials (0274)	67,800	67,800	0.0%	
27 Federal	7,108,000	7,102,100	0.1%	
28 Miscellaneous Revenue	15,000	15,000	0.0%	
29 Total	22,677,400	21,870,400	3.7%	
30		0		
31 03 - Postsecondary				
32 By Program				
33 Postsecondary Allocation	46,570,000	47,279,300	(1.5%)	(1,6)
34 Total	46,570,000	47,279,300	(1.5%)	
35 By Fund				
36 General	46,355,000	46,494,700	(0.3%)	(1)
37 General (One-Time)	215,000	784,600	(72.6%)	(6)
38 Total	46,570,000	47,279,300	(1.5%)	
39				
40 04 - Dedicated Programs				
41 By Program				
42 Agriculture & Natural Resources (IQPS)	350,000	346,500	1.0%	(2)
43 Workforce Training Centers (WTC)	1,208,400	1,220,800	(1.0%)	
44 Fire Safety Training	235,700	0		(7)
45 Centers for New Directions (CND)	170,000	170,000	0.0%	
46 Total	1,964,100	1,737,300	13.1%	

**Idaho Division of Career Technical Education
Appropriation by Function, Program and Fund**

		FY 2021	FY 2020	% Inc/(Dcr)	
47	By Fund				
48	General	1,794,100	1,567,300	14.5%	(2,7)
49	Displaced Homemaker	170,000	170,000	0.0%	
50	Miscellaneous Revenue	0	0		
51	Total	1,964,100	1,737,300	13.1%	
52					
53	05 - Related Services				
54	By Program				
55	Adult Education	3,511,900	3,522,500	(0.3%)	
56	Development and Training	300,000	300,000	0.0%	
57	Total	3,811,900	3,822,500	(0.3%)	
58	By Fund				
59	General	1,166,100	1,177,600	(1.0%)	
60	Federal	2,345,800	2,344,900	0.0%	
61	Miscellaneous Revenue	300,000	300,000	0.0%	
62	Total	3,811,900	3,822,500	(0.3%)	
63					
64	06 - Special Grants (Continuous Appropriation per IC 33-4904)				
65	By Program				
66	Motorcycle Safety Training	0	0		
67					
68	All Functions				
69	By Object				
70	Personnel Costs	46,318,500	46,069,000	0.5%	
71	Operating Expenditures	5,925,100	5,144,800	15.2%	
72	Capital Outlay	215,000	2,985,700	(92.8%)	
73	Trustee and Benefit Payments	25,931,200	23,914,700	8.4%	
74	Total	78,389,800	78,114,200	0.4%	
75	By Fund				
76	General	67,483,400	66,726,600	1.1%	
77	General (One-Time)	592,300	1,084,300	(45.4%)	
78	Displaced Homemaker	170,000	170,000	0.0%	
79	Hazardous Materials	67,800	67,800	0.0%	
80	Federal	9,761,300	9,750,500	0.1%	
81	Miscellaneous Revenue	315,000	315,000	0.0%	
82	Total	78,389,800	78,114,200	0.4%	
83					
84	1) Net of 2% base reduction, 2% CEC, variable health costs and other.				
85	2) Funding for secondary programs excluded from 2% base reduction.				
86	3) Prior year subject to base reductions.				
87	4) Additional \$400k to support current enrollment.				
88	5) Funding for Inspire-Educate Cohort (S1329) and Inspire 2.0 (S1426)				
89	6) Capital replacement of \$215,000 at College of Eastern Idaho				
90	7) Moved funding for Fire Safety Training from postsecondary				

STATEMENT OF PURPOSE

RS27835 / H0572

This is the FY 2021 original appropriation bill for the Division of Career Technical Education. It appropriates a total of \$77,880,500 and does not cap the number of authorized full-time equivalent positions. For benefit costs, the bill maintains the current appropriated amount for health insurance at \$11,650 per eligible FTP and temporarily removes funding for the employer's sick leave contribution rate. Funding for replacement items includes \$215,000 for Eastern Idaho College. The bill also provides funding for the equivalent of a 2% change in employee compensation for permanent state employees, with an additional 2% increase for those in the 20 job classifications most in need of equity adjustments. The bill funds two line items, which provide \$400,000 for enrollment growth for secondary programs; and \$114,800 onetime for teacher education. Also included are adjustments to pay the Office of Information Technology Services for security software and data center office space located at the Chinden Campus. Lastly, the ongoing General Fund appropriation is reduced by 2%, excepting secondary CTE programming.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2020 Original Appropriation	581.26	68,455,500	552,800	9,751,900	78,760,200
Reappropriation	0.00	0	814,300	4,847,300	5,661,600
1. Educator pipeline phase out	0.00	0	0	0	0
1. Sick Leave Rate Reduction	0.00	(89,700)	0	(1,400)	(91,100)
1% General Fund Reduction	0.00	(554,900)	0	0	(554,900)
FY 2020 Total Appropriation	581.26	67,810,900	1,367,100	14,597,800	83,775,800
Noncognizable Funds and Transfers	0.00	0	0	0	0
Expenditure Adjustments	0.00	0	(369,500)	0	(369,500)
FY 2020 Estimated Expenditures	581.26	67,810,900	997,600	14,597,800	83,406,300
Removal of Onetime Expenditures	0.00	(1,076,500)	(814,300)	(4,847,300)	(6,738,100)
Base Adjustments	0.00	0	369,500	0	369,500
Restore Rescissions	0.00	636,800	0	1,400	638,200
FY 2021 Base	581.26	67,371,200	552,800	9,751,900	77,675,900
Benefit Costs	0.00	(240,000)	0	(3,900)	(243,900)
Replacement Items	0.00	215,000	0	0	215,000
Statewide Cost Allocation	0.00	2,600	0	0	2,600
Change in Employee Compensation	0.00	753,400	0	13,300	766,700
FY 2021 Program Maintenance	581.26	68,102,200	552,800	9,761,300	78,416,300
1. Enrollment Growth for Secondary Pgrms	0.00	400,000	0	0	400,000
7. Teacher Educator Phase-Out	0.00	114,800	0	0	114,800
OITS 1 Operating Costs	0.00	600	0	0	600
2% General Fund Reduction	0.00	(1,051,200)	0	0	(1,051,200)
FY 2021 Total	581.26	67,566,400	552,800	9,761,300	77,880,500
Chg from FY 2020 Orig Approp	0.00	(889,100)	0	9,400	(879,700)
% Chg from FY 2020 Orig Approp.	0.0%	(1.3%)	0.0%	0.1%	(1.1%)

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

Contact:

Janet E Jessup
Budget and Policy Analysis
(208) 334-4730



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REVISED

STATEMENT OF PURPOSE

RS27699 / S1329

To address long standing equity issues associated with recruitment and retention of industry professionals within Career and Technical Education (CTE) programs. This legislation identifies three areas for modification to improve CTE instruction throughout the State. Section 1 of the bill recognizes and values CTE instructional staff's experience within the industry by identifying a ratio for placement on the career ladder; Section 2 specifies the existing allocation for CTE instructional staff holding an an occupational specialist certificate be directed to the instructional staff rather than being placed in the District's general fund; and Section 3 identifies a new individualized path for industry professionals that has been streamlined to allow a more efficient route to occupational certification.

Funding provided for these efforts would be allocated for the division of CTE to start a new teacher-educator teacher/educator training program with an individualized focus. This "Inspire 2.0: "Inspire 2.0" would provide newly-certificated CTE instructional staff (those holding a limited a limited occupational specialist) the ability to demonstrate evidence of proficiency in each of the standards identified within CTE's teacher educator programs.

FISCAL NOTE

Currently, a \$305,000/year contract is in place with University of Idaho (U of I) to manage the existing Inspire program. As existing students CTE instructors finish this program and new student CTE instructors enter the Inspire 2.0 program, this contract will be phased out. It is anticipated to take up to two years.

Ongoing Costs:

Transition the support, which is currently provide provided by U of I, to the Division of CTE. These costs would be in addition to the U of I costs during the two-year transition:

1. Coordination of regional mentoring and working with new teachers to complete their individualized educator training plan (\$122,000):
 - a. Develop and deliver Inspire 2.0 program;
 - b. Supervise regional mentor teachers in the Inspire 2.0 program; and
 - c. Facilitate ongoing professional development.
2. Regional mentor teachers/operational expenses (\$124,800):
 - a. Provide ongoing periodic observation;
 - b. Provide just in time coaching and on-site support; and
 - c. Travel, professional development, supplies.

One-time Costs:

1. Costs associated with with the one-time equity adjustment for teachers currently on the career ladder; \$187,500 (based on 100 teachers currently on the residency rung), and

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REVISED

2. Costs associated with development of e-learning modules to support ~~just in-time learning~~ just-in-time learning: \$75,000.

Contact:

Senator Dave Lent
(208) 332-1313



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STATEMENT OF PURPOSE

RS28007 / S1426

This is an FY 2021 trailer appropriation bill for the Division of Career Technical Education. It addresses the impact of S1329, which addresses pay associated with recruitment and retention of industry professionals within Career and Technical Education (CTE) programs. This bill provides additional personnel costs; ongoing operating expenditures for travel, professional development, and contracted facilitators; and onetime operating expenditures for module development and pay equity.

FISCAL NOTE

This bill provides an additional appropriation for \$509,300 from the General Fund to the Division of Career Technical Education for FY 2021.

Contact:

Janet E Jessup
Budget and Policy Analysis
(208) 334-4730

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

BY APPROPRIATIONS COMMITTEE

SECTION 1. There is hereby appropriated to the Division of Career Technical Education the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2020, through June 30, 2021:

	FOR	FOR	FOR	FOR	
	PERSONNEL	OPERATING	CAPITAL	TRUSTEE AND	
	COSTS	EXPENDITURES	OUTLAY	BENEFIT	TOTAL
				PAYMENTS	
I. STATE LEADERSHIP & TECHNICAL ASSISTANCE:					
FROM:					
General					
Fund	\$2,693,000	\$365,900			\$3,058,900
Federal Grant					
Fund	<u>252,500</u>	<u>55,000</u>			<u>307,500</u>
TOTAL	\$2,945,500	\$420,900			\$3,366,400

TOTAL	\$454,300	\$989,800	\$20,724,000	\$22,168,100
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FROM:

	FOR	FOR	FOR	FOR	
	PERSONNEL	OPERATING	CAPITAL	TRUSTEE AND	
	COSTS	EXPENDITURES	OUTLAY	BENEFIT	TOTAL
				PAYMENTS	
General					
Fund	\$42,651,300	\$3,703,700	\$215,000		\$46,570,000
IV. DEDICATED PROGRAMS:					
FROM:					
General					
Fund				\$1,794,100	\$1,794,100
Displaced Homemaker					
Fund				<u>170,000</u>	<u>170,000</u>
TOTAL				\$1,964,100	\$1,964,100
V. RELATED SERVICES:					
FROM:					
General					
Fund	\$91,400	\$5,600		\$1,069,100	\$1,166,100
Miscellaneous Revenue					
Fund		300,000			300,000
Federal Grant					
Fund	<u>54,000</u>	<u>117,800</u>		<u>2,174,000</u>	<u>2,345,800</u>
TOTAL	\$145,400	\$423,400		\$3,243,100	\$3,811,900
GRAND TOTAL	\$46,196,500	\$5,537,800	\$215,000	\$25,931,200	\$77,880,500

SECTION 2. EXEMPTIONS FROM OBJECT TRANSFER LIMITATIONS. Postsecondary Programs within the Division of Career Technical Education is hereby exempted from the provisions of Section 67-3511(1) and (3), Idaho Code, allowing unlimited transfers between object codes for all moneys appropriated to it for the period July 1, 2020, through June 30, 2021. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

LEGISLATURE OF THE STATE OF IDAHO
Sixty-fifth Legislature Second Regular Session - 2020

IN THE SENATE

SENATE BILL NO. 1329

BY EDUCATION COMMITTEE

AN ACT

RELATING TO EDUCATION; AMENDING SECTION 33-1004B, IDAHO CODE, AS AMENDED BY SECTION 2, CHAPTER 132, LAWS OF 2019, TO PROVIDE PLACEMENT ON THE CAREER LADDER FOR CERTAIN INSTRUCTIONAL STAFF AND TO PROVIDE FOR INCLUSION OF AN ALLOCATION AMOUNT IN CERTAIN CAREER TECHNICAL EDUCATION INSTRUCTIONAL STAFF MEMBER SALARIES; AND AMENDING SECTION 33-2205, IDAHO CODE, TO PROVIDE FOR THE ISSUANCE OF CAREER TECHNICAL EDUCATION CERTIFICATES UNDER CERTAIN CIRCUMSTANCES AND TO MAKE TECHNICAL CORRECTIONS.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 33-1004B, Idaho Code, as amended by Section 2, Chapter 132, Laws of 2019, be, and the same is hereby amended to read as follows:

33-1004B. CAREER LADDER. School districts shall receive an allocation for instructional staff and pupil service staff based on their staffs' position on the career ladder as follows:

(1) Instructional staff and pupil service staff who are in their first year of holding a certificate shall be placed in the first cell of the residency compensation rung and shall move one (1) cell on the residency compensation rung for each year they hold a certificate thereafter for up to three (3) years, at which point they will remain in the third cell of the residency rung until they earn a professional endorsement.

(2) Instructional staff and pupil service staff in their first year of holding a professional endorsement shall be placed in the first cell of the professional compensation rung.

(3) Instructional staff and pupil service staff on the professional compensation rung with four (4) years of experience shall move one (1) cell on the professional compensation rung unless they have failed to meet the professional compensation rung performance criteria for three (3) of the previous four (4) years. Instructional staff and pupil service staff on the professional compensation rung who meet the performance criteria for three (3) of the previous five (5) years, one (1) of which must be during the fourth or fifth year, shall move one (1) cell. Allocations for instructional staff and pupil service staff who do not meet the professional compensation rung performance criteria for three (3) of the previous five (5) years, one (1) of which must be during the fourth or fifth year, shall remain at the previous fiscal year allocation level. This also applies to the educational allocation.

(4) Career technical education instructional staff holding an occupational specialist certificate shall be placed on the career ladder as follows:

(a) Instructional staff new to working in an Idaho public school:

(i) With two (2) or three (3) years of industry experience in a field closely related to the subjects they seek to teach shall be placed in an equivalent cell to instructional staff who have been on the career ladder and met the movement requirements for one (1) year;

(ii) With four (4) or five (5) years of industry experience in a field closely related to the subjects they seek to teach shall be placed in an equivalent cell to instructional staff who have been on the career ladder and met the movement requirements for two (2) years;

(iii) With six (6) or seven (7) years of industry experience in a field closely related to the subjects they seek to teach shall be placed in an equivalent cell to instructional staff who have been on the career ladder and met the movement requirements for three (3) years; and

(iv) With eight (8) or more years of industry experience in a field closely related to the subjects they seek to teach shall be placed in an equivalent cell to instructional staff who have been on the career ladder and met the movement requirements for four (4) years; and

(b) Existing career technical education instructional staff on the residency compensation rung shall have their placement updated consistent with the provisions of paragraph (a) of this subsection if the update would result in a rung higher than their current placement.

(5) In addition to the allocation amount specified for the applicable cell on the career ladder, school districts shall receive an additional allocation amount for career technical education instructional staff holding an occupational specialist certificate in the area for which they are teaching in the amount of three thousand dollars (\$3,000), which shall be designated for career technical education staff and included as part of their salary.

(56) In addition to the allocation amount specified for the applicable cell on the career ladder, school districts shall receive an additional allocation amount for instructional staff and pupil service staff holding a professional endorsement who have acquired additional education and meet the professional compensation rung performance criteria. In determining the additional education allocation amount, only transcribed credits and degrees on file with the teacher certification office of the state department of education, earned at an institution of higher education accredited by a body recognized by the state board of education or credits earned through an internship or work experience approved by the state board of education, shall be allowed. All credits and degrees earned must be in a relevant pedagogy or content area as determined by the state department of education. Additional education allocation amounts are not cumulative. Instructional staff whose initial certificate is an occupational specialist certificate shall be treated as BA degree-prepared instructional staff. Credits earned by such occupational specialist instructional staff after initial certification shall be credited toward the education allocation. Additional allocations are:

(a) For instructional staff and pupil service staff holding a professional endorsement, a baccalaureate degree and twenty-four (24) or more credits, two thousand dollars (\$2,000) per fiscal year.

(b) For instructional staff and pupil service staff holding a professional endorsement and a master's degree, three thousand five hundred dollars (\$3,500) per fiscal year.

(c) Effective July 1, 2020, the allocation shall be:

Base					
Allocation	1	2	3	4	5
Residency	\$40,000	\$40,500	\$41,000		
Professional	\$42,500	\$44,375	\$46,250	\$48,125	\$50,000

(~~67~~) 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. The state board of education shall randomly select a sample of administrators throughout the state. A portion of such administrators' instructional staff and pupil service staff employee evaluations shall be independently reviewed. The ratio of instructional staff evaluations to pupil service staff evaluations shall be equal to the ratio of the statewide instructional staff salary allowance to pupil service staff salary allowance. The state board of education with input from the Idaho-approved teacher preparation programs and the state department of education shall identify individuals and a process to conduct the reviews. Administrator certificate holders shall be required to participate in ongoing evaluation training pursuant to section 33-1204, Idaho Code. The state board of education shall report annually the findings of such reviews to the senate education committee, the house of representatives education committee, the state board of education and the deans of Idaho's approved teacher preparation programs. The state board of education shall promulgate rules implementing the provisions of this subsection.

(~~78~~) School districts shall submit annually to the state the data necessary to determine if an instructional staff or pupil service staff member has met the performance criteria for movement on the applicable compensation rung. The department of education shall calculate whether or not instructional staff and pupil service staff have met the compensation rung performance criteria based on the data submitted during the previous five (5) years. Individually identifiable performance evaluation ratings submitted to the state remain part of the employee's personnel record and are exempt from public disclosure pursuant to section 74-106, Idaho Code.

SECTION 2. That Section 33-2205, Idaho Code, be, and the same is hereby amended to read as follows:

33-2205. STATE BOARD TO APPOINT ADMINISTRATOR -- DESIGNATION OF ASSISTANTS -- DIVISION OF CAREER TECHNICAL EDUCATION -- DUTIES AND POWERS. (1) The state board of education shall appoint a person to serve as an administrator to the state board for career technical education, who shall be known

1 as the administrator of career technical education. The administrator shall
2 designate, by and with the advice and consent of the state board for career
3 technical education, such assistants as may be necessary to properly carry
4 out the provisions of the federal acts and this chapter for the state of
5 Idaho. The administrator and such assistants shall together be known as the
6 division of career technical education.

7 (2) The administrator of career technical education shall also carry
8 into effect such rules as the state board for career technical education may
9 adopt, ~~and~~ shall coordinate all efforts in career technical education ap-
10 proved by the board with the executive secretary, and shall prepare such re-
11 ports concerning the condition of career technical education in the state as
12 the state board for career technical education may require.

13 (3) The division of career technical education may coordinate with
14 the Idaho digital learning academy to develop any statewide virtual career
15 technical education course delivery. Districts may choose to enroll in the
16 course offered by the Idaho digital learning academy or may use their own
17 curriculum providers.

18 (4) The division of career technical education shall maintain a list of
19 secondary career technical education pathways that can be delivered by tra-
20 ditional means or entirely online, or a combination of both methods. The
21 division of career technical education shall develop a methodology for the
22 funding of each pathway delivery type. For those pathways that are able to
23 be delivered entirely online, there shall be a presumption that they shall
24 receive the same funding as for traditional career technical education path-
25 ways; however, actual funding shall be based upon actual approved costs, not
26 to exceed the cost of delivering these pathways in a traditional setting.

27 (5) The division of career technical education may provide incentives
28 to Idaho public colleges and universities offering career technical pro-
29 grams that, in coordination with the division, align their foundational
30 courses that are required in the same or substantially similar programs of
31 study so as to achieve uniformity and transferability in the core program
32 requirements at all such public colleges and universities. Postsecondary
33 credits earned by a student in a career technical education program shall
34 transfer at the full credit value to any public Idaho college or university
35 in a like program of study and such postsecondary credits will be treated by
36 any such public college or university as satisfying specific course require-
37 ments in such program of study.

38 (6) The board shall authorize the issuance of career technical educa-
39 tion certificates to individuals who seek to teach in career-related sub-
40 jects and who:

41 (a) Submit to a criminal history check as described in section 33-130,
42 Idaho Code, and meet at least one (1) of the following criteria:

43 (i) Hold or have held an approved industry certification in a
44 field closely related to the content area in which the individual
45 seeks to teach as defined by the division of career technical edu-
46 cation;

47 (ii) Demonstrate a minimum of six thousand (6,000) hours of pro-
48 fessional experience in a field closely related to the content
49 area in which the individual seeks to teach; or

1 (iii) Hold a baccalaureate degree in a field closely related to
2 the content area in which the individual seeks to teach and demon-
3 strate two thousand (2,000) hours of professional experience in a
4 field closely related to the content area in which the individual
5 seeks to teach; and
6 (b) Complete an educator training program or courses approved by the
7 division of career technical education.
8 (7) The state board of education may promulgate rules to implement the
9 provisions of this section.

LEGISLATURE OF THE STATE OF IDAHO
Sixty-fifth Legislature Second Regular Session - 2020

IN THE SENATE

SENATE BILL NO. 1426

BY FINANCE COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE DIVISION OF CAREER TECHNICAL EDUCATION
FOR FISCAL YEAR 2021; APPROPRIATING ADDITIONAL MONEYS TO THE DIVISION
OF CAREER TECHNICAL EDUCATION FOR FISCAL YEAR 2021.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. In addition to any other appropriation provided by law,
there is hereby appropriated to the Division of Career Technical Education
for General Programs the following amounts to be expended according to the
designated expense classes from the General Fund for the period July 1, 2020,
through June 30, 2021, for the purpose of the Inspire to Educate Program:

FOR:

Personnel Costs	\$122,000
Operating Expenditures	<u>387,300</u>
TOTAL	\$509,300

CONSENT
APRIL 16, 2020

SUBJECT

FY 2021 Idaho Opportunity Scholarship Educational Costs

REFERENCE

April 2016	The Board set the FY2017 maximum annual award amount at \$3,000, expected student contribution at \$3,000 and educational cost for each institution.
December 2016	Board reviewed annual State Scholarship Report.
April 2017	The Board set the FY2018 maximum annual award amount at \$3,500, expected student contribution at \$3,000 and educational cost for each institution.
December 2017	Board reviewed annual State Scholarship Report.
April 2018	The Board set the FY2019 maximum annual award amount at \$3,500, expected student contribution at \$3,000 and educational cost for each institution.
December 2018	Board reviewed annual State Scholarship Report.
April 2019	The Board set the FY2020 maximum annual award amount at \$3,500, expected student contribution at \$3,000 and educational cost for each institution.
December 2019	Board reviewed annual State Scholarship Report.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4303, Idaho Code, Idaho Opportunity Scholarship
S1193, Special Programs Appropriation
IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program

BACKGROUND/ DISCUSSION

The legislature appropriated approximately \$27.7M in the FY 2020 budget for Scholarships and Grants managed by the Office of the State Board of Education. This amount is made up of approximately \$15.2M from the General Fund, \$1M from Miscellaneous Revenue, \$4.5M in federal funds, and \$7M from the Opportunity Scholarship Program Fund. The FY 2020 appropriation increased the available funds for the Idaho Opportunity Scholarship by \$7M through a one time transfer from the Opportunity Scholarship Program Fund (commonly referred to as the Opportunity Scholarship corpus). During the 2020 legislative session, the \$7M increase was made ongoing from the state General Fund. In addition to the Idaho Opportunity Scholarship, the Scholarships and Grants appropriation covers the Work Study Program, Armed Forces and Public Safety Officer Scholarship, GEARUP Idaho Scholarship, and the Postsecondary Credit Scholarship.

The Idaho Opportunity Scholarship is a hybrid scholarship combining academic merit with financial need and is based on a shared model of responsibility between the state and the student. Students must meet the minimum academic merit requirement set in Administrative Code to be eligible. Eligible students are then ranked based on a combination of need and merit. Need is based on the students' expected family contribution calculated on the Free Application for Federal Student

CONSENT
APRIL 16, 2020

Aid (FAFSA) and makes up 70% of the weighting used for ranking students. The remaining 30% is based on the students' accumulated grade point average. Beginning in FY 2019, the Board was authorized to award up to 20% of the amount appropriated for the Idaho Opportunity Scholarship for adult students who have earned at least 24 credits toward a certificate or degree and who return to complete a certificate or degree. Pursuant to Idaho Code §33-4303, the purpose of the Idaho Opportunity Scholarship is to:

- a. Recognize that all Idaho citizens benefit from an educated citizenry;
- b. Increase individual economic vitality and improve the overall quality of life for many of Idaho's citizens;
- c. Provide access to eligible Idaho postsecondary education through funding to remove financial barriers;
- d. Increase the opportunity for economically disadvantaged Idaho students; and
- e. Incentivize students to complete a postsecondary education degree or certificate.

Idaho Administrative Code, IDAPA 08.01.13.03, Rules Governing the Opportunity Scholarship Program, requires the Board to annually set: (1) the educational costs for attending an eligible Idaho postsecondary institution; and (2) the amount of the assigned student responsibility as part of the shared model of responsibility.

The educational cost is the amount determined annually by the Board as necessary for student tuition, fees, books and other such expenses reasonably related to attendance at an eligible Idaho postsecondary education institution. Pursuant to IDAPA 08.01.13, these amounts are required to be set for each eligible institution. Staff recommendations are based on the institutions' published educational cost for fulltime undergraduate students attending two semesters per year.

While not required by statute or rule, the Board has historically set a maximum award amount in order to increase the number of awardees. Pursuant to IDAPA 08.01.13, the award amount received by the student may not exceed the student's actual cost of tuition and fees. When a student's cost for tuition and fees is over the maximum award amount, the award is limited to the set maximum award amount. Should the Board choose not to set a maximum award amount, the award would be limited to the actual cost to the student of tuition and fees and the maximum educational cost. A student's actual costs are not typically known at the time the initial awards are made. The maximum award amount allows for staff to make preliminary estimates of the total amount needed to cover awards in a given year, thereby allowing more awards to be distributed earlier.

Regardless of whether the student attended a 2-year or a 4-year institution, in FY 2020 the majority of students received awards at or near the maximum award amount. The following table shows the total funds distributed for the Opportunity

CONSENT
APRIL 16, 2020

Scholarship by academic year attended, the number of students awarded, and the average amount of the award for that year.

School Year	Amount	Number of Awards	Average Award Amount
2014-2015	\$4,916,579	1,465	\$3,440
2015-2016	\$5,146,248	1,868	\$2,881
2016-2017	\$9,868,532	3,454	\$2,857
2017-2018	\$11,418,815	3,724	\$3,066
2018-2019	\$14,197,231	4,318	\$3,288
2019-2020	\$20,809,523	6,206	\$3,352

Of the awards made for the 2019-20 school year, 108 awardees earned the scholarship under the provisions established for Adult Learners. Currently, 7,119 students have applied for the Opportunity Scholarship for the 2020-21 school year.

Individual student award amounts for the Opportunity Scholarship are calculated based on the educational cost for the institution the student attends, the student contribution amount, other scholarships and financial aid the student receives, actual tuition costs and the maximum award amount. Students may use scholarships and grants that do not come from institutional, state, or federal funds to offset the student contribution amount. Student loans are not included in the calculation of the eligible award amount.

As an example, based on the proposed amounts, if a student attends the University of Idaho with a set educational cost of \$21,300, the Opportunity Scholarship award amount would be calculated as follows:

	<u>Student A</u>	<u>Student B</u>	<u>Student C</u>
Educational Cost for Institution	\$21,300	\$21,300	\$21,300
Student Contribution	\$3,000	\$3,000	\$3,000
Other scholarships and financial aid	\$10,000	\$15,000	\$5,000
Total Remaining	\$8,300	\$3,300	\$13,300
Eligible Award Amount	\$3,500	\$3,300	\$3,500

The actual award amount for each student may be further adjusted based on how other scholarships and financial aid are required to be applied and the actual amount charged to the student. Payments are made directly to the institution on the students' behalf.

IMPACT

Setting the educational cost and student contribution amounts fulfills the Board's responsibilities under administrative rule. Combined with setting the maximum award amount, this action will enable Board staff to begin processing applications and finalizing award determinations for FY 2021.

ATTACHMENTS

Attachment 1 – Educational Costs at Institutions

STAFF COMMENTS AND RECOMMENDATIONS

To be eligible for the Idaho Opportunity Scholarship a student must meet the minimum academic requirements established in Idaho Code, and Administrative Code.

Pursuant to Section 33-4303, Idaho Code, and eligible student must:

- be an Idaho resident as defined in section [33-3717B](#), Idaho Code;
- have graduated or will graduate from an accredited high school or its equivalent in Idaho;
- have enrolled or applied to an eligible Idaho postsecondary educational institution;
- is a postsecondary undergraduate student who has not previously completed a baccalaureate (bachelor's) degree or higher; and
- meets need and merit criteria as set by the state board.

The need and merit requirements set by the Board are established in IDAPA 08.01.13:

- have a 2.7 GPA or higher (or its equivalent as determined by a college entrance exam), adult learners may apply with a 2.5 GPA;
- be in good standing with their postsecondary institution if renewing;
- completed the applicable course load requirements for renewal; and
- completed the FAFSA by the deadline.

Traditional applicants must attend full-time and meet the minimum applicable credit requirements, individuals with 24 or more earned credits who were granted the scholarship under the adult learner provision may attend part time, within the minimum part time credit hour requirements.

Scholarships are awarded based on the student ranking until the appropriated amount is expended. Up to 20% of the scholarship may be set aside for adult learners with some credits and no degree.

Based on the educational costs for each eligible institution, staff recommends the FY 2021 educational cost for the Idaho Opportunity Scholarship award formula to be set for each public institution as follows:

1. \$21,820 for students attending University of Idaho (2.2% increase over FY 2020)
2. \$24,300 for students attending Boise State University (3.4% increase over FY 2020)
3. \$23,169 for students attending Idaho State University (3.2% increase over FY 2020)

CONSENT
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4. \$19,112 for students attending Lewis-Clark State College (2.5% increase over FY 2020)
5. \$14,824 for students attending College of Eastern Idaho (0.0% increase over FY 2020)
6. \$14,548 for students attending College of Southern Idaho (0.0% increase over FY 2020)
7. \$16,320 for students attending College of Western Idaho (10.4% increase over FY 2020)
8. \$14,992 for students attending North Idaho College (0.0% increase over FY 2020)

Pursuant to IDAPA 08.01.13, the FY 2021 educational cost for the Idaho Opportunity Scholarship award formula for students attending eligible Idaho private, not-for-profit postsecondary institutions must be the average of the amount set for the four public 4-year institutions. For FY2021, this amount would be \$22,100.

Staff recommends:

- The FY 2021 student contribution remain \$3,000, and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution
- The maximum award amount remain \$3,500 for FY 2021.

BOARD ACTION

I move to approve the FY2021 educational cost for the Idaho Opportunity Scholarship award be set not to exceed the amounts set forth in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

CONSENT
APRIL 16, 2020

I move to approve the Opportunity Scholarship maximum award amount for FY2021 to be set at \$3,500.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve the FY 2021 student contribution be set at \$3,000 and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

CONSENT
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ATTACHMENT 1

University of Idaho	\$21,820
Boise State University	\$24,300
Idaho State University	\$23,169
Lewis-Clark State College	\$19,112
College of Eastern Idaho	\$14,824
College of Southern Idaho	\$14,548
College of Western Idaho	\$16,320
North Idaho College	\$14,992

CONSENT
APRIL 16, 2020

UNIVERSITY OF IDAHO

SUBJECT

Disposal of Regents real property in Latah County, Idaho.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(3).

Idaho Code §58-335

BACKGROUND/DISCUSSION

In December 2015 UI acquired a residence at 2173 6th St in Moscow to serve as the temporary executive residence while a new permanent executive residence was being designed and constructed on the UI campus. UI paid \$478,000 for that temporary executive residence. In July 2019, the new executive residence was completed and occupied by President Green. Since July 1, 2019, the home at 2173 6th St has been leased to former president Staben and his wife, Mary Beth. The home has been leased to the Stabens for \$3000/month through this coming June. Upon termination of the lease, UI no longer desires to retain the 6th St house and consequently proposes to list the house for sale and to list the home at no less than its most recently appraised value of \$565,000.

To permit prompt closing upon receipt of an acceptable offer, UI is seeking Regents approval of this disposal prior to listing the property. It is expected that most offers will anticipate authorization to close sooner than the two to four months required for Regents approval if sought subsequent to an offer deemed acceptable to University administration. Upon Regents approval to sell, UI will prepare the home for listing at or above appraised value and UI will utilize the services of a local real estate agent to provide marketing services and present buyer offers for administration consideration.

IMPACT

The 6th St residence is no longer useful for the UI. Its disposal will allow the reallocation of proceeds from the sale to be directed to University strategic priorities and UI anticipates no need to seek alternative facilities to accomplish the temporary use for which it was originally acquired.

ATTACHMENTS

Attachment 1 – Photographs of residence

STAFF COMMENTS AND RECOMMENDATIONS

The approach taken by the University of Idaho to dispose of this property, particularly given the economic realities would be a wise decision for the institution in the reacquisition of capital. The sale of this property does not create any

CONSENT
APRIL 16, 2020

strategic disadvantage given the newly built presidential residence. This is a solid financial decision and staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for Board approval to dispose of the subject property for a sales price of no less than \$565,000, and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents for conveying the subject property rights as described above.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Subject Photo Page

Borrower/Client	University of Idaho				
Property Address	2173 E 6th St				
City	Moscow	County	Latah	State	ID Zip Code 83843
Lender	University Of Idaho				



Subject Front

2173 E 6th St
Sales Price
Gross Living Area 2,638
Total Rooms 8
Total Bedrooms 3
Total Bathrooms 2.0
Location Urban/Average
View Territorial
Site 12,335 sf
Quality Good
Age 10



Subject Rear



Subject Street

CONSENT
APRIL 16, 2020

IDAHO STATE UNIVERSITY

SUBJECT

Permission to execute legal documents for Meridian parking lot project

REFERENCE

January 2019

Idaho State Board of Education (Board) approved Idaho State University (ISU) acquiring property owned by West Ada School District not to exceed \$1,710,000, and authorized ISU to proceed with the design for a parking lot.

April 2019

The Board approved ISU to proceed with the planning and construction of the Meridian Parking Lot in the amount of \$2,000,000, approved the purchase of property in Meridian for the ISU Meridian Health Sciences Center in the amount of \$3,500.00; approved the bidding and construction for the Davis Field renovation in the amount of \$5,000,000; and approved the request for ISU for the authority to use future bond proceeds to reimburse itself for costs and expenses of these projects, subject to future Board approval of the financing plan and bond issuance.

October 2019

The Board approved ISU to issue tax exempt bonds in the principal amount not to exceed \$21,110,000 to fund the following projects; purchase of Meridian Property for ISU Meridian Health Sciences Center, construction of the Meridian Parking Lot, construction of the Davis Field renovation, refresh and renovation project for four residence halls, refinance the debt associated with the Stephens Performing Arts Center.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.

BACKGROUND/DISCUSSION

The Meridian parking lot expansion project requires legal agreements for a 15' easement located near the existing Nampa Meridian Irrigation District (NMID) canal bordering the west side of the new property. The new easement along the west side of the property is required to continue with the parking lot construction so that a pedestrian pathway required by the City of Meridian may be constructed adjacent to the canal.

CONSENT
APRIL 16, 2020

Legal Document Summary

There are three documents, two of which ISU will sign.

Drain Easement

This extends the existing 70' wide NMID canal easement 15' to the east, which is already factored into the parking lot design. See attachment 1.

License Agreement

This allows ISU to construct certain improvements within the NMID easement. ISU will construct the 10' wide asphalt path within the 15' easement. City of Meridian required this path and it is already on the approved plat. See attachment 2.

Pathway Agreement

This is an agreement between NMID and City of Meridian. It is for reference only.

IMPACT

Approval of the legal documents is necessary to the forward progress of the Meridian Parking Lot progress.

ATTACHMENTS

Attachment 1 – Drain Easement

Attachment 2 – License Agreement

Attachment 3 – Pathway Agreement

STAFF COMMENTS AND RECOMMENDATIONS

The easement contained in this item moves the process along to complete the purchase of the ISU Meridian Health Science Center and construction of the Meridian Parking Lot, as approved on April and October of 2019. The agreement provides for the 15' easement as required by the City of Meridian. Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to execute the Drain Easement and License Agreement (Attachments 1 and 2) for the Meridian parking lot project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EASEMENT

THIS EASEMENT, given in connection with and pursuant to that certain License Agreement dated the ____ day of _____, 20__ between BOARD OF TRUSTEES AND STATE BOARD OF EDUCATION OF IDAHO STATE UNIVERSITY (hereinafter "Grantor"), and Nampa & Meridian Irrigation District, an irrigation district organized under the laws of the state of Idaho and is granted in accordance with the terms and conditions of said License Agreement.

GRANTOR, hereby grants an easement to NAMPA & MERIDIAN IRRIGATION DISTRICT for right of way along the Nine Mile Drain as described in Exhibit B attached hereto and made a part hereof.

This easement is granted to access, operate, clean, maintain and repair the Nine Mile Drain and to access the Nine Mile Drain with such personnel and equipment Nampa & Meridian Irrigation District may utilize for those purposes and is granted to Nampa & Meridian Irrigation District, its successors and assigns, as a perpetual easement and is and shall be appurtenant to and inseparable from the real property described in Exhibit A attached hereto and made a part hereof.

IN WITNESS WHEREOF, Grantor has executed this easement this _____ day of _____, 20____.

IDAHO STATE UNIVERSITY,

By: _____

ATTEST:

By: _____

STATE OF IDAHO)
)ss.
County of _____)

On this ____ day of _____, 2020, before me the undersigned, a Notary Public in and for the State of Idaho, personally appeared Kevin Satterlee, known or identified to me to be the President and Authorized Representative of Idaho State University, entity that executed the within and foregoing instrument or the person who executed the instrument on behalf of said entity, and on behalf of the Board of Trustees and the State of Idaho by and through the State Board of Education, and acknowledged to me that he executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

Notary Public for _____
Residing at _____
My commission expires _____

ELECTRONICALLY RECORDED - DO NOT
REMOVE THE COUNTY STAMPED FIRST
PAGE AS IT IS NOW INCORPORATED AS
PART OF THE ORIGINAL DOCUMENT.

ADA COUNTY RECORDER Phil McGrane
BOISE IDAHO Pgs=3 LISA BATT
PIONEER TITLE COMPANY OF ADA COUNTY

2019-066558
07/25/2019 11:12 AM
\$15.00

667747 Spm

WARRANTY DEED

THIS WARRANTY DEED is made this 24th day of July, 2019, between Joint School District No. 2, an Idaho school district and body politic of the state of Idaho, doing business as the West Ada School District ("Grantor"), and Board of Trustees and State Board of Education of Idaho State University, whose current address is 921 So. 8th Ave. Stop 8310, Pocatello, Idaho 83209 ("Grantee").

FOR GOOD AND VALUABLE CONSIDERATION, Grantor does hereby grant, bargain, sell and convey to Grantee all of the real property located in the County of Ada, State of Idaho, as described on Exhibit "A", attached hereto and made a part hereof (hereafter, the "Premises").

TO HAVE AND TO HOLD the Premises, with their appurtenances unto the said Grantee, its heirs and assigns forever. And the said Grantor does hereby covenant to and with the said Grantee, that it is the owner in fee simple of the Premises; that they are free from all encumbrances EXCEPT: Subject to all existing patent reservations, easements and right(s) of way of record, and exceptions 1 thru 11, and 13 thru 25 as set forth in Commitment Number 667747 dated July 1, 2019, issued by Pioneer Title Company of Ada County, protective covenants, zoning ordinances, and applicable building codes, laws and regulations, and that Grantor will warrant and defend the same from all lawful claims whatsoever.

IN WITNESS WHEREOF, Grantor has caused its name to be subscribed to this Warranty Deed on this 24th day of July, 2019.

JOINT SCHOOL DISTRICT NO. 2, dba WEST
ADA SCHOOL DISTRICT

By: Mary Ann Ranells
DR. MARY ANN RANELLS
Its: Superintendent

WARRANTY DEED

Page 1 of 2

STATE OF IDAHO)
) ss.
 County of Ada)

On the 24 day of July, 2019, before me, the undersigned, a Notary Public in and for said State, personally appeared Dr. Mary Ann Ranells, known or identified to me to be the Superintendent and Authorized Representative of Joint School District No. 2, doing business as the West Ada School District, who executed the within and foregoing instrument on behalf of said entity, and acknowledged to me that said entity executed the same.

IN WITNESS WHEREOF, I have hereunto affixed my official seal the day and year first above written.

Gloria Rolland

Notary Public for Idaho
 Residing at Meridian, Idaho



WARRANTY DEED

Page 2 of 2

EXHIBIT "A"

Lot 2 in Block 1 of Bengal Parking Subdivision, according to the plat thereof filed in Book 116 of Plats at Pages 17551-17553, records of Ada County, Idaho.

EXHIBIT "A"



9233 WEST STATE STREET | BOISE, ID 83714 | 208.639.6939 | FAX 208.639.6930

November 11, 2019
 ISU West Parking Lot – DPW Proj. No. 19-244
 Project No. 19-039
 Legal Description
 Drain Easement

Exhibit A

A parcel of land for a 15-foot wide drain easement situated in a portion of Lot 2, Block 1 of Bengal Parking Subdivision (Book 116, Pages 17551-17553, records of Ada County, Idaho) and further situated in the Northwest 1/4 of the Southeast 1/4 of Section 18, Township 3 North, Range 1 East, B.M., City of Meridian, Ada County, Idaho and being more particularly described as follows:

Commencing at an aluminum cap marking the center of said Section 18 which bears N00°27'12"E a distance of 2,650.88 feet from a brass cap marking the south 1/4 corner of said Section 18, thence following the westerly line of said Southeast 1/4 of Section 18, S00°27'14"W a distance of 1,035.39 feet to a 1/2-inch rebar marking the northwest corner of said Lot 2, Block 1;

Thence leaving said westerly line and following said northerly line of said Lot 2, Block 1, N89°59'20"E a distance of 70.43 feet to the easterly line of the existing Nine Mile Drain Easement (per Inst. No. 95084882, records of Ada County, Idaho) and being the **POINT OF BEGINNING**.

Thence leaving said easterly line and following said northerly line, N89°59'20"E a distance of 15.00 feet;

Thence leaving said northerly line, S00°37'37"E a distance of 264.53 feet;

Thence S89°36'43"W a distance of 15.00 feet to a 5/8-inch rebar on said easterly line;

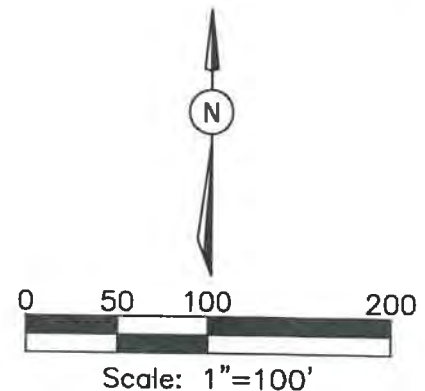
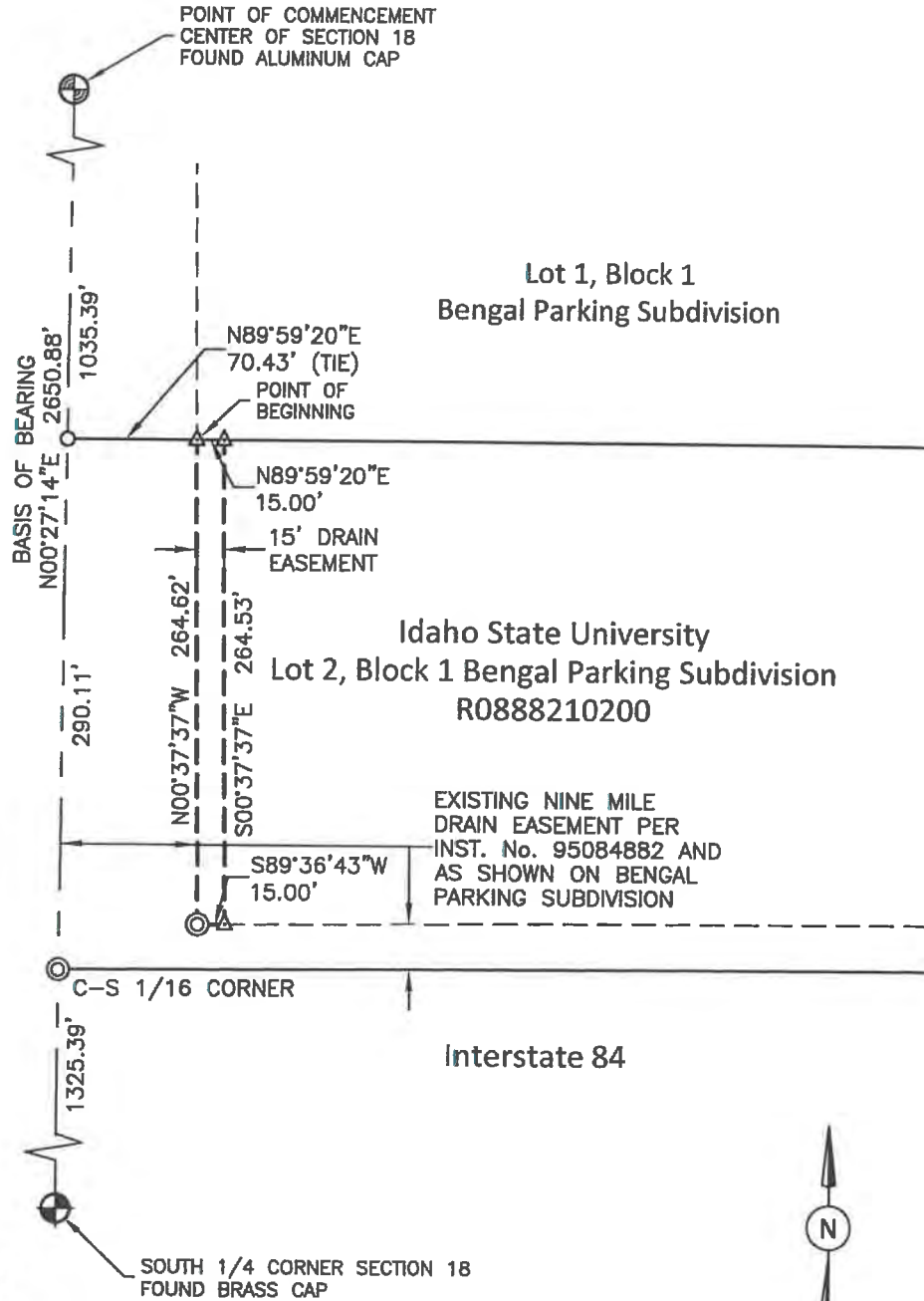
Thence following said easterly line, N00°37'37"W a distance of 264.62 feet to the **POINT OF BEGINNING**.

Said parcel contains a total of 3,968 square feet (0.091 acres), more or less, and is subject to all existing easements and/or rights-of-way of record or implied.

Attached hereto is Exhibit B and by this reference is hereby made a part of.



ENGINEERS | SURVEYORS | PLANNERS



km
ENGINEERING

ENGINEERS . SURVEYORS . PLANNERS

9233 WEST STATE STREET
BOISE, IDAHO 83714
PHONE (208) 639-6939
FAX (208) 639-6930

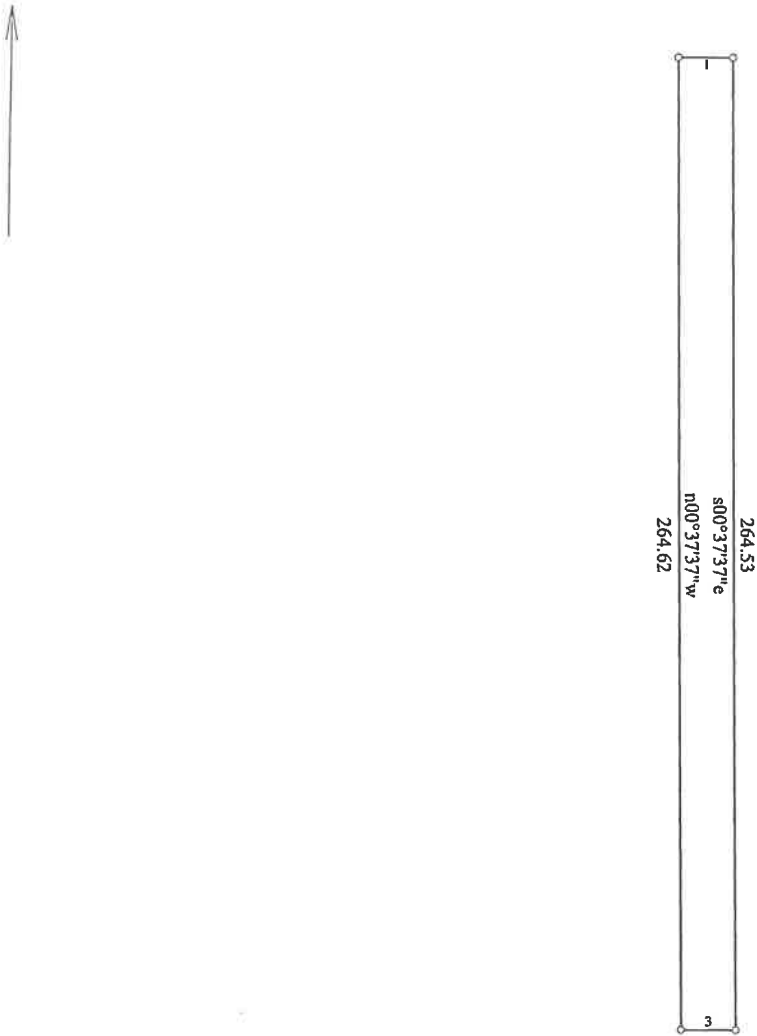
DATE: November 2019

PROJECT: 19-039

SHEET:
1 of 1

Exhibit B - Drain Easement
ISU West Parking Lot - DPW Project No. 19-244

Lot 2, Block 1 Bengal Parking Sub. situated in the NW 1/4 SE 1/4 of Sec. 18,
T.3N., R.1E., B.M., City of Meridian, Ada County, Idaho



Title: Drain Easement		Date: 11-11-2019
Scale: 1 inch = 50 feet	File:	
Tract 1: 0.091 Acres: 3968 Sq Feet: Closure = n04.1311e 0.01 Feet: Precision =1/64181: Perimeter = 559 Feet		
001=n89.5920e 15.00	003=s89.3643w 15.00	
002=s00.3737e 264.53	004=n00.3737w 264.62	

LICENSE AGREEMENT

This LICENSE AGREEMENT, is made and entered into this ____ day of _____, 2020, by and between NAMPA & MERIDIAN IRRIGATION DISTRICT, an irrigation district organized and existing under and by virtue of the laws of the State of Idaho, hereinafter referred to as the "District", and

BOARD OF TRUSTEES AND STATE BOARD OF EDUCATION OF IDAHO STATE UNIVERSITY,
Whose address is: 921 So. 8th Ave. Stop 8310, Pocatello, ID 83209,

hereinafter collectively referred to as the "Licensee",

W I T N E S S E T H:

WHEREAS, the District owns the irrigation/drainage ditch or drain known as the NINE MILE DRAIN (hereinafter referred to as "ditch or drain"), an integral part of the irrigation and drainage works and system of the District, together with the easement therefor to convey irrigation and drainage water, to operate, clean, maintain, and repair the ditch or drain, and to access the ditch or drain for those purposes; and,

WHEREAS, the District operates, cleans, maintains, repairs and protects the ditch or drain for the benefit of District landowners; and,

WHEREAS, the Licensee is the owner of real property that is servient to the District's ditch or drain and easement, and is particularly described in the "Legal Description" and/or deeds attached hereto as **Exhibit A** and by this reference made a part hereof; and,

WHEREAS, the ditch or drain crosses and intersects near the real property described in Exhibit A as shown on **Exhibit B**, attached hereto and by this reference made a part hereof; and,

WHEREAS, the Licensee desires a license to cross, encroach upon or modify said ditch or drain and/or the District's easement under the terms and conditions of this License Agreement;

NOW, THEREFORE, for and in consideration of the premises and of the covenants, agreements and conditions hereinafter set forth, the parties agree as follows:

A. Acknowledgment of the District's Easement.

1. Licensee acknowledges that the District's easement for the ditch or drain includes a sufficient area of land to convey irrigation and drainage water, to operate, clean, maintain and repair the ditch or drain, and to access the ditch or drain for said purposes, and is a minimum of 70 feet, 30 feet to the left and 40 feet to the right of the centerline looking downstream (which includes an additional 10 feet to the right of the centerline which is being granted by Licensee pursuant to the terms of this License Agreement).

LICENSE AGREEMENT - 1

B. Scope of License

1. The Licensee shall have the right to modify the ditch or drain or encroach upon the District's easement along the ditch or drain in the manner described in the "Purpose of License" attached hereto as **Exhibit C** and by this reference made a part hereof.

2. Any crossing, encroachment upon or modification of the ditch or drain and/or the District's easement shall be performed and maintained in accordance with the "Special Conditions" stated in **Exhibit D**, attached hereto and by this reference made a part hereof. Any difference or discrepancy between the items listed in Exhibit C, "Purpose of License," and any plans or drawings referenced in or attached to Exhibit D shall be resolved in favor of Exhibit C. Licensee shall only be permitted to cross, encroach upon or modify the ditch or drain and/or the District's easement as described in Exhibit C even if any plans or drawings referenced or attached to Exhibit D provide or show otherwise.

3. This License Agreement pertains only to the Licensee's crossing, encroachment upon or modification of the ditch or drain and/or the District's easement for the purposes and in the manner described herein. The Licensee shall not excavate, discharge, place any structures, nor plant any trees, shrubs or landscaping within the District's easement, nor perform any construction or activity within the District's easement for the ditch or drain except as referred to in this License Agreement without the prior written consent of the District.

4. The Licensee recognizes and acknowledges that the license granted this License Agreement pertains only to the rights of the District as owner of an easement. The District has no right or power to create rights in the Licensee affecting the holder of title to the property subject to the District's easement. Any such rights affecting fee title must be acquired by the Licensee from the holder of title to the property. Should Licensee fail to obtain such rights from the holder of title to the property or should the rights obtained prove legally ineffectual, Licensee shall, to the extent allowed by law, hold harmless, indemnify and defend the District from any claim by any party arising out of or related to such failure of rights and at the option of the District this License Agreement shall be of no force and effect.

C. Facility Construction, Operation, Maintenance and Repair

1. Licensee agrees that the work performed and the materials used in any construction permitted by this License Agreement shall at all times be subject to inspection by the District and the District's engineers, and that final acceptance of the such work shall not be made until all such work and materials shall have been expressly approved by the District. Such approval by the District shall not be unreasonably withheld.

2. Each facility ("facility" as used in this License Agreement means any object or thing installed by the Licensee on, over or in the vicinity of the District's easement) shall be constructed, installed, operated, maintained, and repaired at all times by the Licensee at the cost and expense of the Licensee.

3. Licensee agrees to construct, install, operate, maintain and repair each facility and conduct its activities within or affecting the District's easement so as not to constitute or cause:

- a. a hazard to any person or property;

LICENSE AGREEMENT - 2

- b. an interruption or interference with the flow of irrigation or drainage water in the ditch or drain or the District's delivery of irrigation water;
- c. an increase in seepage or any other increase in the loss of water from the ditch;
- d. the subsidence of soil within or adjacent to the easement;
- e. an interference with the District's use of its easement to access, operate, clean, maintain, and repair the ditch or drain;
- f. any other damage to the District's easement and irrigation or drainage works.

4. The Licensee agrees, to the extent allowed by law, to indemnify, hold harmless, and defend the District from all claims for damages arising out of any of the Licensee's construction or activity which constitutes or causes any of the circumstances enumerated in the preceding paragraph, 3.a. through 3.f., or any other damage to the easement and irrigation or drainage works which may be caused by the construction, installation, operation, maintenance, repair, and any use or condition of any facility.

5. The Licensee shall, upon demand of the District, remove any facility or repair any alteration of the District's easement which interferes with the District's operation and maintenance of the ditch or drain, or causes or contributes to any of the circumstances enumerated in the preceding paragraph, 3.a. through 3.f., or any other damage to the easement and or drainage works. The District shall give reasonable notice to the Licensee, and shall allow the Licensee a reasonable period of time to perform such maintenance, repair, and other work, except that in cases of emergency the District shall attempt to give such notice as is reasonable under the circumstances. The District reserves the right to perform any and all work which the Licensee fails or refuses to perform within a reasonable period of time after demand by the District. The Licensee agrees to pay to the District, on demand, the costs which shall be reasonably expended by the District for such purposes. Nothing in this paragraph shall create or support any claim of any kind by the Licensee or any third party against the District for failure to exercise the options stated in this paragraph, and the Licensee shall indemnify, hold harmless and defend the District from any claims made against the District arising out of or relating to the terms of this paragraph, except for claims arising solely out of the negligence or fault of the District.

D. District's Rights Are Paramount

1. The Licensee understands and agrees that the ditch or drain is a manmade channel that was constructed and is used and maintained by the District for the exclusive purpose of conveying irrigation or drainage water to lands within the District. As such, Licensee further acknowledges and agrees that the ditch or drain does not constitute a natural or navigable watercourse or stream.

2. The parties hereto understand and agree that the District has no right in any respect to impair the uses and purposes of the irrigation or drainage works and system of the District by this License Agreement, nor to grant any rights in its irrigation or drainage works and system incompatible with the uses to which such irrigation or drainage works and system are devoted and dedicated and that this contract shall be at all times construed according to such principles.

3. Nothing herein contained shall be construed to impair the ditch or drain or the District's easement, and all construction and use of the District's easement by the Licensee and the license herein provided therefor shall remain inferior and subservient to the rights of the District to the use of the ditch or

drain for the transmission and delivery of irrigation or drainage water.

4. The Licensee agrees that the District shall not be liable for any damages which shall occur to any facility in the reasonable exercise of the rights of the District in the course of performance of maintenance or repair of the ditch or drain. The Licensee further agrees to suspend its use of the said easement areas when the use of the easement areas is required by the District for maintenance or repair under this or any other paragraph of this License Agreement.

5. In the event of the failure, refusal or neglect of the Licensee to comply with all of the terms and conditions of this License Agreement, the license of the Licensee under the terms hereof may be terminated by the District, and any facility, structure, plant, or any other improvement in or over the ditch, and the right of way therefor, which may impede or restrict the maintenance and operation of such ditch or drain by the District with its equipment for the maintenance of the ditch or drain shall be promptly removed by the Licensee upon demand of the District.

E. Applicable Law and Jurisdiction Unaffected.

1. Neither the terms of this License Agreement, the permission granted by the District to the Licensee, the Licensee's activity which is the subject of this License Agreement, nor the parties exercise of any rights or performance of any obligations of this License Agreement, shall be construed or asserted to extend the application of any statute, rule, regulation, directive or other requirement, or the jurisdiction of any federal, state, or other agency or official to the District's ownership, operation, and maintenance of its canals, drains, irrigation or drainage works and facilities which did not apply to the District's operations and activities prior to and without execution of this License Agreement.

2. In the event the District is required to comply with any such requirements or is subject to the jurisdiction of any such agency as a result of execution of this License Agreement or the Licensee's activity authorized hereunder, Licensee shall indemnify, hold harmless and defend the District from all costs and liabilities associated with the application of such laws or the assertion of such jurisdiction or, at the option of the District, this License Agreement shall be of no force and effect and the Licensee shall cease all activity and remove any facility authorized by this License Agreement.

F. Indemnification

1. In addition to all other indemnification provisions herein, Licensee further agrees, to the extent allowed by law, to indemnify, hold harmless and defend the District from any injury, damages, claim, lien, cost and/or expense (including reasonable attorney's fees) incurred by, or asserted against, the District by reason of the negligent acts or omissions of Licensee or its agents, contractors or subcontractors in performing the construction and activities authorized by this License Agreement.

G. Fees and Costs

1. The Licensee agrees to pay reasonable attorney fees and engineering fees charged by the attorney for the District or by the engineers for the District in connection with the negotiation and preparation of this License Agreement.

LICENSE AGREEMENT - 4

2. Should either party incur costs or attorney fees in connection with efforts to enforce the provisions of this License Agreement, whether by institution of suit or not, the party rightfully enforcing or rightfully resisting enforcement of the provisions of this License Agreement, or the prevailing party in case suit is instituted, shall be entitled to reimbursement for its costs and reasonable attorney fees from the other party.

H. Miscellaneous

1. No Claims Created. Nothing in this License Agreement shall create or support a claim of estoppel, waiver, prescription or adverse possession by the Licensee or any third party against the District.

2. Assignment. Neither this License Agreement nor any agreement entered pursuant to this License Agreement may be assigned or transferred without the prior written approval of the Parties, which approval shall not be unreasonably withheld.

3. Amendment and Modification. Any amendment or modification of this License Agreement must be in writing and signed by all parties to be enforceable.

4. Interpreted. This License Agreement shall be interpreted and enforced in accordance with the laws of the State of Idaho. This License Agreement is not intended for the benefit of any third party and is not enforceable by any third party. If any provision of this License Agreement is determined by a court of competent jurisdiction to be invalid or otherwise unenforceable, all remaining provisions of this License Agreement shall remain in full force and effect. The parties represent and warrant to each other that they each have authority to enter this License Agreement. The catchlines or section headings herein set forth are provided only for the convenience of the parties in locating various provisions of this License Agreement, and are not intended to be aids in interpretation of any provision of this License Agreement with respect to which the parties might disagree at some future time, and shall not be considered in any way in interpreting or construing any provision of the License Agreement.

5. Binding Effect. The covenants, conditions and agreements herein contained shall constitute covenants to run with, and running with, the real property described in **Exhibit A**, and shall be binding on each of the parties hereto and on all parties and all persons claiming under them or either of them, and the advantages hereof shall inure to the benefit of each of the parties hereto and their respective successors and assigns.

6. Notices. Any and all notices, demands, consents and approvals required pursuant to this License Agreement shall be delivered to the parties as follows:

Nampa & Meridian Irrigation District
5525 East Greenhurst
Nampa, ID 83686

See page 1 for Licensee

Notices shall be deemed to have been delivered upon hand deposit in the United States mail as provided above.

7. Counterparts. This License Agreement may be executed and delivered in counterparts, each of which shall be deemed to be an original and all of which shall constitute one and the same instrument.

IN WITNESS WHEREOF, the District has hereunto caused its name to be subscribed by its officers first hereunto duly authorized by resolution of its Board of Directors and the Licensee has caused its name to be subscribed by its duly authorized officer/member, all as of the day and year herein first above written.

NAMPA & MERIDIAN IRRIGATION DISTRICT

By _____
Its President

ATTEST:

Its Secretary

STATE OF IDAHO)
) ss:
County of Canyon)

On this ____ day of _____, 2020, before me, the undersigned, a Notary Public in and for said State, personally appeared Will Patterson and Daren R. Coon, known to me to be the President and Secretary, respectively, of NAMPA & MERIDIAN IRRIGATION DISTRICT, the irrigation district that executed the foregoing instrument and acknowledged to me that such irrigation district executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

Notary Public for Idaho
Residing at _____, Idaho
My Commission Expires: _____

IDAHO STATE UNIVERSITY,

By: _____

ATTEST:

By: _____

STATE OF IDAHO)
)ss.
County of _____)

On this ____ day of _____, 2020, before me the undersigned, a Notary Public in and for the State of Idaho, personally appeared Kevin Satterlee, known or identified to me to be the President and Authorized Representative of Idaho State University, entity that executed the within and foregoing instrument or the person who executed the instrument on behalf of said entity, and on behalf of the Board of Trustees and the State of Idaho by and through the State Board of Education, and acknowledged to me that he executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

Notary Public for _____
Residing at _____
My commission expires _____

LICENSE AGREEMENT - 7

ELECTRONICALLY RECORDED - DO NOT
REMOVE THE COUNTY STAMPED FIRST
PAGE AS IT IS NOW INCORPORATED AS
PART OF THE ORIGINAL DOCUMENT.

ADA COUNTY RECORDER Phil McGrane
BOISE IDAHO Pgs=3 LISA BATT
PIONEER TITLE COMPANY OF ADA COUNTY

2019-066558
07/25/2019 11:12 AM
\$15.00

1667747 SKM

WARRANTY DEED

THIS WARRANTY DEED is made this 22nd day of July, 2019, between Joint School District No. 2, an Idaho school district and body politic of the state of Idaho, doing business as the West Ada School District ("Grantor"), and Board of Trustees and State Board of Education of Idaho State University, whose current address is 921 So. 8th Ave. Stop 8310, Pocatello, Idaho 83209 ("Grantee").

FOR GOOD AND VALUABLE CONSIDERATION, Grantor does hereby grant, bargain, sell and convey to Grantee all of the real property located in the County of Ada, State of Idaho, as described on Exhibit "A", attached hereto and made a part hereof (hereafter, the "Premises").

TO HAVE AND TO HOLD the Premises, with their appurtenances unto the said Grantee, its heirs and assigns forever. And the said Grantor does hereby covenant to and with the said Grantee, that it is the owner in fee simple of the Premises; that they are free from all encumbrances EXCEPT: Subject to all existing patent reservations, easements and right(s) of way of record, and exceptions 1 thru 11, and 13 thru 25 as set forth in Commitment Number 667747 dated July 1, 2019, issued by Pioneer Title Company of Ada County, protective covenants, zoning ordinances, and applicable building codes, laws and regulations, and that Grantor will warrant and defend the same from all lawful claims whatsoever.

IN WITNESS WHEREOF, Grantor has caused its name to be subscribed to this Warranty Deed on this 22nd day of July, 2019.

JOINT SCHOOL DISTRICT NO. 2, dba WEST
ADA SCHOOL DISTRICT

By: Mary Ann Ranells
DR. MARY ANN RANELLS
Its: Superintendent

WARRANTY DEED

Page 1 of 2

Exhibit A, page 1

STATE OF IDAHO)
) ss.
 County of Ada)

On the 24 day of July, 2019, before me, the undersigned, a Notary Public in and for said State, personally appeared Dr. Mary Ann Ranells, known or identified to me to be the Superintendent and Authorized Representative of Joint School District No. 2, doing business as the West Ada School District, who executed the within and foregoing instrument on behalf of said entity, and acknowledged to me that said entity executed the same.

IN WITNESS WHEREOF, I have hereunto affixed my official seal the day and year first above written.

Gloria Rolland

Notary Public for Idaho

Residing at Meridian, Idaho



WARRANTY DEED

Page 2 of 2

EXHIBIT "A"

Lot 2 in Block 1 of Bengal Parking Subdivision, according to the plat thereof filed in Book 116 of Plats at Pages 17551-17553, records of Ada County, Idaho.

EXHIBIT "A"

EXHIBIT B
Location of Property/Drain

See Exhibit D-1 attached hereto.

EXHIBIT C
Purpose of License

The purpose of this License Agreement is to permit Licensee to:

1. construct and install a 10-foot pedestrian pathway on the east side of the Nine Mile Drain and within the District's easement,

all within Licensee's real property described in Exhibit A, ISU: West Parking Lot Development, located southeast of the intersection of E. Central Drive and Stafford Drive in Meridian, Ada County, Idaho. No other construction or activity is permitted within or affecting the Nine Mile Drain or the District's easement.

EXHIBIT D
Special Conditions

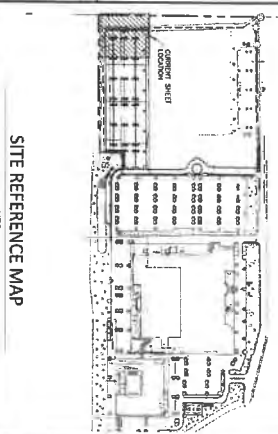
- a. The construction described in Exhibit C shall be in performed in accordance the plans attached hereto as Exhibit D-1 and by this reference incorporated herein.
- b. Licensee shall notify the District's Superintendent prior to and immediately after construction so that he or the District's engineers may inspect and approve the construction.
- c. As an express condition of allowing the pathway and raising the elevation of the District's roadway on the east/right side of the Nine Mile Drain, Licensee shall grant/convey to the District an additional easement of 10 feet on the east/right side of the Nine Mile Drain for maintenance and access. Execution and delivery of said easement from Licensee is a material and essential terms of this agreement and if not executed and delivered, at the option of the District this agreement may be terminated and be of no force and effect.
- d. Licensee acknowledges and agrees that should the pathway, landscaping or other encroachments need to be removed in order for the District to access, operate, maintain or repair the Nine Mile Drain, it shall be Licensee's obligation and cost of removing or replacing the pathway, landscaping and/or encroachments. Licensee further agrees that the District shall not be liable for any damages which shall occur to the pathway, landscaping or other encroachments in the reasonable exercise of the rights of the District in the course of performance of maintenance or repair of the Nine Mile Drain.
- e. The pathway constructed by Licensee within the District's easement, and permitted by this Agreement, shall be operated and maintained by the City of Meridian. An express condition of this Agreement, and the District permitting said pathway within its easement, is that the City of Meridian enter an Agreement with the District in which it assumes operation, control and maintenance of the pathway. If the City of Meridian declines to accept the pathway and enter into said Agreement then said pathway is no

LICENSE AGREEMENT - 8

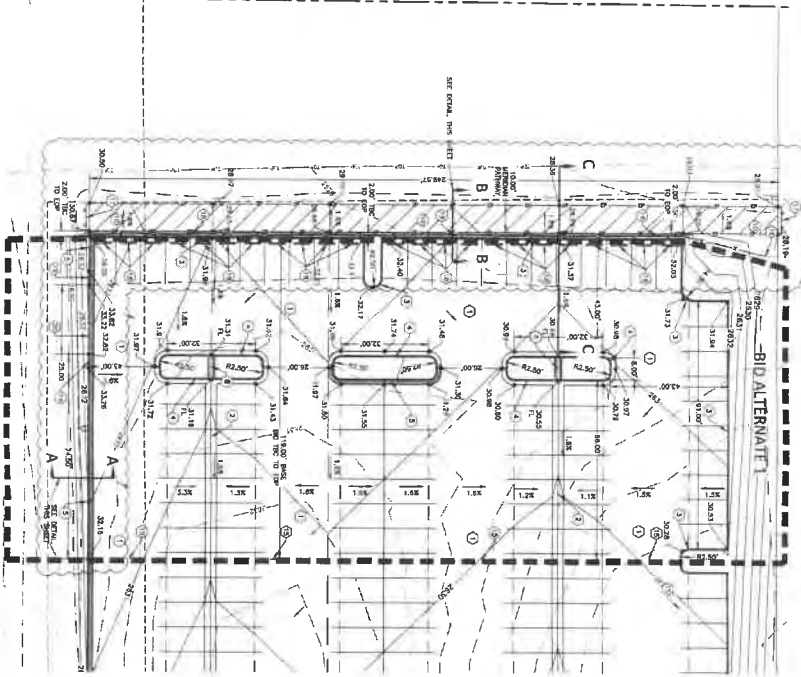
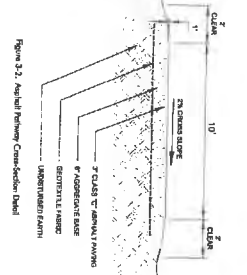
longer authorized within the District's easement.

f. Construction authorized by this License Agreement shall be completed within one year of the date of this Agreement. Time is of the essence.

LICENSE AGREEMENT - 9



REVISIONS		
NO.	ITEM	DATE
1	LOWERED PAVING LOT FINISH GRADE	7/21/19
2	STORM DRAIN VERIFICATION	9/13/19
3	SECO COMMENTS	10/2/19
4	DOT OF MEDIAN COMMENTS	11/4/19
5	NINIO COMMENTS	11/12/19
6	NINIO COMMENTS	11/18/19



- [illegible]

ISU: WEST PARKING LOT DEVELOPMENT
DPW PROJECT NO. 19-244

SITE IMPROVEMENT PLANS
BASE BID AND BID ALTERNATE 1

CONSENT - BAHR - SECTION II

AGREEMENT

AGREEMENT, made and entered into this ____ day of _____, 20__, by and between NAMPA & MERIDIAN IRRIGATION DISTRICT, an irrigation district organized and existing under and by virtue of the laws of the State of Idaho, hereinafter referred to as the "District," and

THE CITY OF MERIDIAN, a political subdivision and
municipality of the State of Idaho

hereinafter referred to as the "City,"

W I T N E S S E T H:

WHEREAS, the parties hereto entered into a Master Pathway Agreement For Developing and Maintaining Pathways for public use along and across some of the District's ditches and within some of the District's easements and fee title lands dated December 19, 2000, recorded as Instrument No. 100102999, records of Ada County, Idaho, hereinafter referred to as the "Master Pathway Agreement;" and,

WHEREAS, the District and the City intended by entering the Master Pathway Agreement to accomplish the following in a manner that is consistent with their respective legal and fiduciary responsibilities; to enhance the City's pathway planning through early consultation between the City and the District; to establish a process for the City's submission of pathway requests and the District's consideration of such requests; and to provide the general conditions for the District's approval and authorization of pathway requests affecting the District's ditches, property, operations and maintenance; and,

WHEREAS, the District grants to the City the right develop pathways to encroach within the District's easements along and across the District's ditches, canals and easements therefor upon the terms and conditions of said Master Pathway Agreement and after the execution of an agreement for each proposed crossing and encroachment; and,

WHEREAS, the City is the owner of the real property easement / right of way (burdened with the easement of the District hereinafter mentioned) particularly described in the "Legal Description" attached hereto as Exhibit A and by this reference made a part hereof; and,

WHEREAS, the District controls the irrigation/drainage ditch or canal known as the NINE MILE DRAIN (hereinafter referred to as "ditch or canal") together with the real property and/or easements to convey irrigation and drainage water, to operate and maintain the ditch or canal, and which crosses and intersects said described real property of the City as shown on Exhibit B attached hereto and by this reference made a part hereof; and,

WHEREAS, the City desires approval to construct, install, operate and maintain an asphalt paved pathway within the District's easement for the Nine Mile Drain under the terms and conditions of said Master Pathway Agreement and those hereinafter set forth,

NOW, THEREFORE, for and in consideration of the premises and of the covenants, agreements and conditions hereinafter set forth and those set forth in said Master Pathway Agreement, the parties hereto agree as follows:

1. The City may construct, operate, maintain and repair a 10 foot wide asphalt pathway within the District's real property and/or easement for the Nine Mile Drain at ISU: West Parking Lot Development, located southeast of the intersection of E. Central Drive and Stafford Drive in Meridian, Ada County, Idaho.

2. Any construction, widening or crossing of said ditch or canal shall be performed in accordance with the "Special Conditions" stated in Exhibit C, attached hereto and by this reference made part thereof.

3. The permitted hours of use of the pathway shall be from one half hour before sunrise and one half hour after sunset.

4. The parties hereto incorporate in and make part of this Agreement all the covenants, conditions, and agreements of said Master Pathway Agreement unchanged except as the result of the provisions of this Agreement.

The covenants, conditions and agreements herein contained and incorporated by reference shall constitute covenants to run with, and running with, all of the lands of the City described in said Exhibit A, and shall be binding on each of the parties hereto and on all parties and all persons claiming under them or either of them, and the advantages hereof shall inure to the benefit of each of the parties hereto and their respective successors and assigns.

IN WITNESS WHEREOF, the District has hereunto caused its corporate name to be subscribed by its officers first hereunto duly authorized by resolution of its Board of Directors and the City has hereunto subscribed its corporate name to be subscribed and its seal to be affixed thereto, all as of the day and year herein first above written.

NAMPA & MERIDIAN IRRIGATION DISTRICT

By _____
Its President

ATTEST:

Its Secretary

THE CITY OF MERIDIAN

By _____

ATTEST:

STATE OF IDAHO)
) ss:
County of Canyon)

On this ____ day of _____, 20__, before me, the undersigned, a Notary Public in and for said State, personally appeared Donald Barksdale and Daren R. Coon, known to me to be the President and Secretary, respectively, of NAMPA & MERIDIAN IRRIGATION DISTRICT, the irrigation district that executed the foregoing instrument and acknowledged to me that such irrigation district executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

Notary Public for Idaho
Residing at _____, Idaho
My Commission Expires: _____

STATE OF IDAHO)
) ss:
County of Ada)

On this ____ day of _____, 20__, before me, the undersigned, a Notary Public in and for said State, personally appeared _____ and _____, known to me to be the _____ and _____, respectively, of The CITY OF MERIDIAN, the entity that executed the foregoing instrument and acknowledged to me that such entity executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

Notary Public for _____
Residing at _____, _____
My Commission Expires: _____

EXHIBIT A
Legal Description

A right-of-way/easement is more particularly described in Exhibit A-1 attached hereto and by this reference incorporated herein.

EXHIBIT B
Location of Property/Drain

See Exhibit C-1 attached hereto.

EXHIBIT C
Special Conditions

- a. The location and construction of the pathway shall be in accordance with Exhibit C-1, attached hereto and by this reference made a part hereof.
- b. The District's easement along this section of the Nine Mile Drain includes a sufficient area of land to convey irrigation and drainage water, to operate, clean, maintain and repair the Nine Mile Drain, and to access the Ten Mile Drain for said purposes and is a minimum of 70 feet, 30 feet to the left and 40 feet to the right of the centerline looking downstream at this location.
- c. Construction shall be completed one year from the date of this agreement. Time of the essence.



9233 WEST STATE STREET | BOISE, ID 83714 | 208.639.6939 | FAX 208.639.6930

January 13, 2019

ISU West Parking Lot – DPW Proj. No. 19-244

Project No. 19-039

Legal Description

Drain Easement Within City of Meridian Pathway Easement

Exhibit A

A parcel of land for a drain easement situated in a portion of Lot 2, Block 1 of Bengal Parking Subdivision (Book 116, Pages 17551-17553, records of Ada County, Idaho) and further situated in the Northwest 1/4 of the Southeast 1/4 of Section 18, Township 3 North, Range 1 East, B.M., City of Meridian, Ada County, Idaho and being more particularly described as follows:

Commencing at an aluminum cap marking the center of said Section 18 which bears N00°27'12"E a distance of 2,650.88 feet from a brass cap marking the south 1/4 corner of said Section 18, thence following the westerly line of said Southeast 1/4 of Section 18, S00°27'14"W a distance of 1,035.39 feet to a 1/2-inch rebar marking the northwest corner of said Lot 2, Block 1;

Thence leaving said westerly line and following said northerly line of said Lot 2, Block 1, N89°59'20"E a distance of 70.43 feet to the easterly line of the existing Nine Mile Drain Easement (per Inst. No. 95084882, records of Ada County, Idaho) and being the **POINT OF BEGINNING**.

Thence leaving said easterly line and following said northerly line, N89°59'20"E a distance of 11.69 feet;

Thence leaving said northerly line, S00°00'39"E a distance of 264.55 feet;

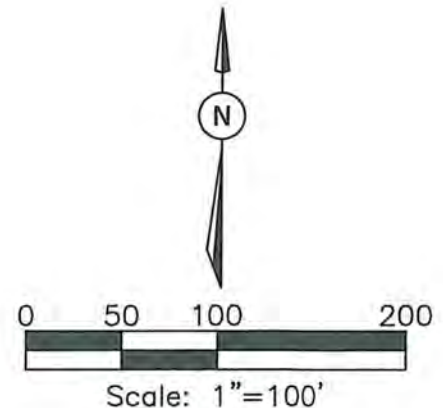
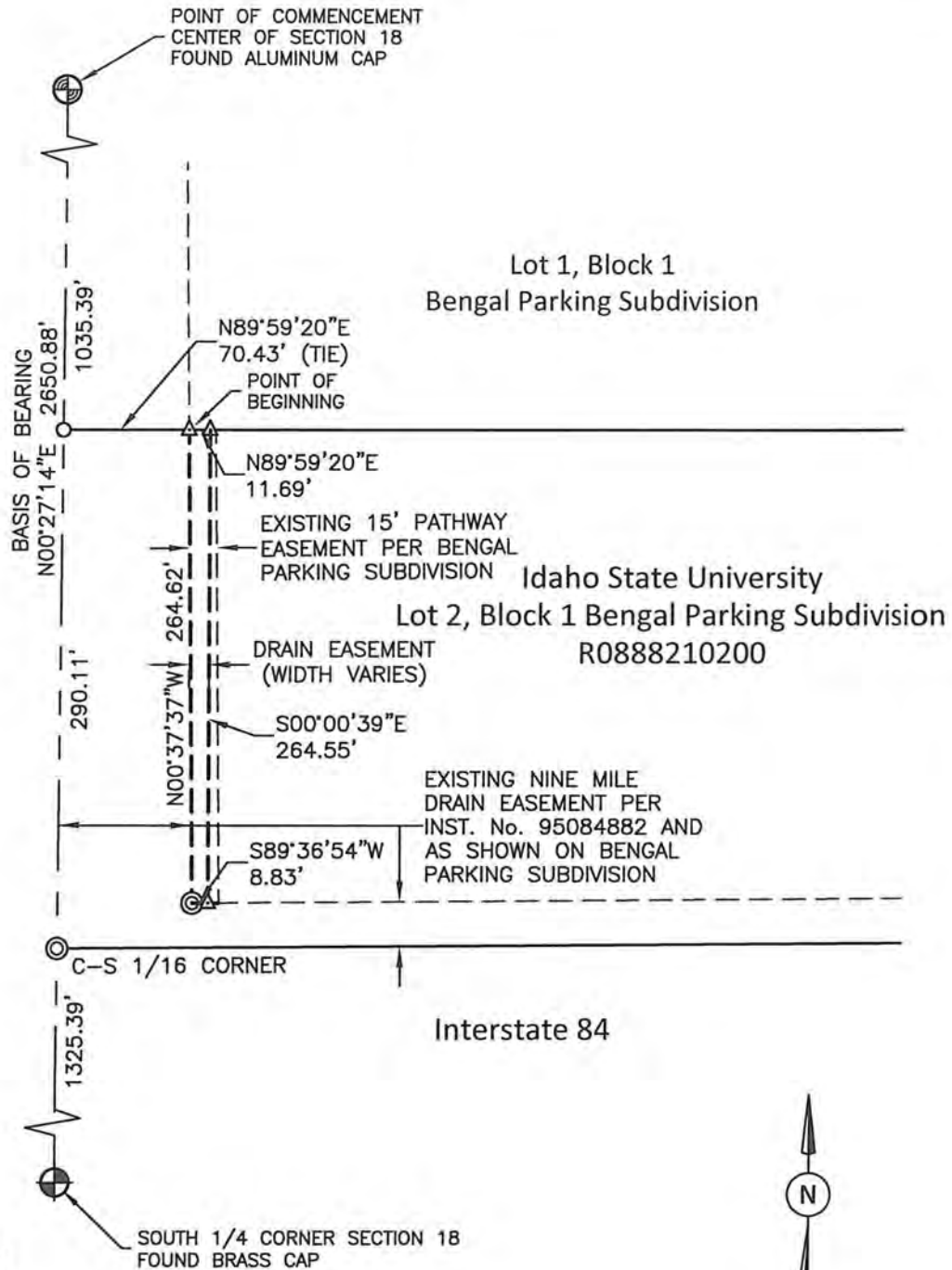
Thence S89°36'43"W a distance of 8.83 feet to a 5/8-inch rebar on said easterly line;

Thence following said easterly line, N00°37'37"W a distance of 264.62 feet to the **POINT OF BEGINNING**.

Said parcel contains a total of 2,715 square feet (0.062 acres), more or less, and is subject to all existing easements and/or rights-of-way of record or implied.

Attached hereto is Exhibit B and by this reference is hereby made a part of.





km
ENGINEERING

ENGINEERS . SURVEYORS . PLANNERS

9233 WEST STATE STREET
BOISE, IDAHO 83714
PHONE (208) 639-6939
FAX (208) 639-6930

DATE: January 2020

PROJECT: 19-039

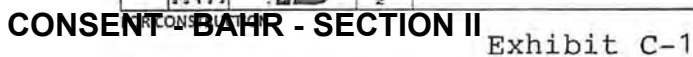
SHEET:
1 of 1

Exhibit B - Drain Easement within existing City of Meridian Pathway Easement
ISU West Parking Lot - DPW Project No. 19-244

Lot 2, Block 1 Bengal Parking Sub. situated in the NW 1/4 SE 1/4 of Sec. 18,
T.3N., R.1E., B.M., City of Meridian, Ada County, Idaho



Title:		Date: 12-18-2019
Scale: 1 inch = 100 feet	File:	
Tract 1: 0.062 Acres: 2715 Sq Feet: Closure = n77.0640w 0.02 Feet: Precision =1/36344: Perimeter = 550 Feet		
001=n89.5920e 11.69		
003=s89.3643w 8.83		
002=s00.0039e 264.55		
004=n00.3737w 264.62		



CONSENT
APRIL 16, 2020

SUBJECT

Athletics Gender Equity Reports

REFERENCE

June 2016 Board adopted the reports required by the institutions' federal regulatory body regarding compliance with Title IX in athletics programs, along with summaries of such reports, as the method to report to the Board on gender equity.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.X.

BACKGROUND/DISCUSSION

Title IX of the Education Amendments of 1972 is the federal legislation that bans gender discrimination in schools, whether in academics or athletics. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance" (20 U.S.C. §1681(a))

In 1996 the US Department of Education's Office for Civil Rights (OCR) issued a "Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test" to determine if an institution is in compliance. All three parts must be met for an institution to be considered in compliance.

First, the selection of sports and the level of competition must accommodate the students' interests and abilities, using one of the three factors listed below:

1. Participation opportunities for male and female students are provided in numbers **substantially proportionate** to their respective enrollments.
2. Where the members of one gender have been and are underrepresented among intercollegiate athletes, whether the institution can show a **history and continuing practice of program expansion**, which is demonstrably responsive to the developing interests, and abilities of that gender.
3. Where the members of one gender are underrepresented among intercollegiate athletes and the institution cannot show a continuing practice of program expansion, whether it can be demonstrated that the interests and abilities of the members of that gender have been **fully and effectively accommodated** by the present program.

Second, financial assistance must be substantially proportionate to the ratio of male and female athletes. Institutions within 1% variance are considered compliant.

Third, benefits, opportunities, and treatments afforded sports participants are to be equivalent, but not necessarily identical, including equipment and supplies,

CONSENT
APRIL 16, 2020

scheduling of games and practices, travel expenses, availability and compensation of coaches, quality of facilities, medical services, housing, dining, and recruitment. Compliance is measured on a program-wide basis, not on a sport-by-sport basis.

Idaho State Board of Education (Board) Policy V.X.4.c requires the four-year institutions to provide gender equity reports for review by the Board. The reports include a narrative discussion of gender equity-related issues along with a summary table, which distills data from the detailed gender equity report provided annually by each institution to the U.S. Department of Education.

IMPACT

The attached summary worksheets show the institutions' enrollment, financial aid, and participants by gender. The worksheets also show the actual revenues and expenses for the most current completed fiscal year by sport, as well as overall operating (Game Day) expenses, number of participants, and operating expenses per participant. Finally, the worksheets provide information on average salaries of coaches and the count of coaches per sport by gender.

ATTACHMENTS

Attachment 1: BSU Gender Equity Narrative
Attachment 2: BSU Gender Equity Worksheet
Attachment 3: ISU Gender Equity Narrative
Attachment 4: ISU Gender Equity Worksheet
Attachment 5: UI Gender Equity Narrative
Attachment 6: UI Gender Equity Worksheet
Attachment 7: LCSC Gender Equity Narrative
Attachment 8: LCSC Gender Equity Worksheet

STAFF COMMENTS AND RECOMMENDATIONS

Significant information on gender equity aspects of athletic operations at the individual institutions is included in the attached narrative documents. The actual detailed "Equity in Athletics Data Analysis (EADA)" reports are also available for review and analysis by the public on the U.S. Department of Education website at <https://ope.ed.gov/athletics/>. This site also provides tools to download EADA reports for any NCAA or NAIA institution and to compare groups of institutions and review trends.

In their narratives, the institutions reported the status of compliance in the three parts of Title IX.

Boise State University reports compliance in the first test but noncompliance for financial assistance and many areas for the third test favor the men's programs while disadvantaging the women's programs.

Idaho State University does not report compliance in any of the three tests.

CONSENT
APRIL 16, 2020

University of Idaho does not report compliance in any of the three tests.

Lewis-Clark State College reports noncompliance in the first test, a disadvantage to men's athletes in financial aid, and total compliance in the third test.

Representatives from the four affected institutions will be available in the event that Board members have questions on specific areas related to Gender Equity reports or on the institutions' efforts related to achieving/maintaining equity.

BOARD ACTION

I move to accept the Athletics Gender Equity Reports as presented by Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Title IX Compliance – Boise State Athletics

In 2018-2019, Boise State University retained national consultant, Good Sports, Inc., Title IX and Gender Equity Specialists, to review the intercollegiate athletics program and identify potential concerns in compliance with Title IX with regard to Athletic Requirements. This process included the evaluation of questionnaires that were completed by the head coaches and selected student-athletes in FY18. Additionally, athletics staff members completed questionnaires addressing Title IX program areas pertinent to their positions. Assistant coaches completed questionnaires regarding their individual qualifications. Other information needed to identify compliance concerns was requested in order to assess each of the 13 Title IX Athletic Requirements program areas. Facilities were reviewed via video; an on-site visit had been conducted during a previous review in 2014. The preliminary review focused on student-athletes' benefits for the 2017-18 academic year. The final report was provided after a follow up review of similar data from the 2018-19 academic year.

The outcome of this process included a summary of information regarding Boise State's athletics program, Good Sports Inc.'s opinions as to Boise State's compliance status, and strategies or options for resolving compliance concerns that were identified as well as guidance on prioritization of recommended actions.

SUMMARY OF CONCLUSIONS AND STRATEGIES

Accommodation of Interests and Abilities (Participation)

Factors: participation opportunities

Conclusion: Boise State met test one (proportionality) of the three-part test for participation opportunities. For 2018-19, women were 54.9% of the full-time undergraduate enrollment and 54.5% of the intercollegiate athletics participants. Men were 45.1% of the full-time undergraduates and 45.5% of the intercollegiate athletes. A percentage point difference of 0.4 between athletic participation and enrollment rates demonstrates compliance with test one – proportionality.

Athletic Financial Assistance

Factors: regular academic year awards

Conclusion: 2018-19 – women were awarded scholarship dollars at a rate (47.4%) less than their rate of participation (52.6%); the 5.2 percentage points difference does not fall within OCR's 1.0 percentage point standard for presumed compliance.

Strategy: Adjust participation and/or awards to offer regular year aid each within one percentage point of rates of participation.

Compliance Note: With the addition of male participants and scholarships awarded for baseball in the 2019-20 academic year, in combination with roster management of the existing men's and women's programs, scholarship dollars awarded are expected to be back within proportion to athletic participation and bring Boise State back into compliance with Title IX with regard to athletic financial aid.

Locker Rooms, Practice and Competitive Facilities

Factors: availability, quality, exclusivity

Conclusion: the men's and women's teams for several sports (basketball, cross country, golf, tennis, indoor track, and outdoor track) use the same practice and competitive facilities; the remaining six women's teams (beach volleyball, gymnastics, soccer, softball, swimming, and volleyball) do not have facilities comparable to the remaining men's team (football).

Strategy:

Practice / Competitive Facilities

- a) improve the facilities for the women's beach volleyball, gymnastics (practice facility), soccer, softball, swimming, and volleyball teams
- b) provide women's teams with benefits superior to men's teams in other program areas

Locker Rooms

- a) improve the locker rooms for the women's gymnastics, soccer, softball, swimming, tennis, and volleyball teams to be comparable to the football team locker room; provide the beach volleyball team with a high quality locker room
- b) provide women's teams with benefits superior to men's teams in other program areas

Compliance Note: A renovation of locker room space to provide women's beach volleyball with their own dedicated space is complete. An assessment of additional facility upgrades, changes and renovations is underway. Light installation at the softball facility has been approved. Once funding is determined, a project schedule for the improvement will be underway. A feasibility survey is underway for installation of lights at the soccer facility.

Scheduling of Games and Practice Time

Factors: number of contests, time of competitive events, practice opportunities, pre-season and post-season competition

Conclusion: differences for the number of regular season and pre-season contests disadvantage women's teams; game times are offsetting in part, but may disadvantage one women's team; women's beach volleyball does not have post-season opportunities; concerns for practice opportunities appear related to the availability of coaches for the beach volleyball team, and otherwise appear comparable

Strategy: schedule the same number of contests for women's and men's teams in the same sport, and schedule the same percentage of the allowable contests for men's and women's teams in dissimilar sports; schedule the number of pre-season contests preferred by the head coaches; install lights at the soccer field or identify a lighted field elsewhere on-campus or in the community to allow for night games for soccer; arrange post-season competition for beach volleyball

Compliance Note: An assessment of travel budgets for women's programs that will provide adequate scheduling of competitions is underway. In FY19, a head coach for beach volleyball was hired and in FY20 assistant coaches for both beach volleyball and women's golf were hired to address coaching disparities. Light installation at the softball facility has been approved. Once funding is determined, a

project schedule for the improvement will be underway. A feasibility survey is underway for installation of lights at the soccer facility.

Recruitment of Student-Athletes

Factors: opportunity to recruit; financial resources; treatment of prospective athletes

Conclusion: the opportunity to recruit/availability of coaches, and financial resources for recruitment favored the men's program; the treatment of prospective athletes appears equitable

Strategy: hire an additional coach so that the women's volleyball team has three full-time coaches and the women's beach volleyball team has two full-time coaches who do not have dual coaching responsibilities for volleyball; otherwise, an assistant coaching position in the men's program may be eliminated; provide another women's with a multi-year agreement, or assign the head men's basketball coach to a one year agreement; provide funding that is equivalently adequate for women's teams, and provide equitable benefits for courtesy cars or allowances.

Compliance Notes: In FY20, an assistant coach was hired for beach volleyball, track, and women's golf. An evaluation of multi-year contracts for additional head women's sport programs is underway. Increases in recruiting budgets were provided to volleyball (in FY18), women's basketball (in FY19), women's golf, beach volleyball (in FY20), and soccer (for FY21) to address disparities in recruiting adequacy.

Travel and Per Diem Allowances

Factors: modes of transportation, housing and dining during travel, length of stay before and after competitive events, special travel

Conclusion: differences for the modes of transportation and dining arrangements appear to disadvantage women's teams; housing during travel appears to disadvantage one women's team; the length of stay and special travel appear comparable

Strategy: schedule more charter flights for women's teams or fewer charter flights for men's teams; schedule additional charter bus transportation for women's teams or schedule van transportation more often for men's teams; provide sufficient funding to improve dining arrangements for the women's soccer and softball teams, or otherwise reduce benefits for the men's basketball and tennis teams

Compliance Note: an assessment of implementing department-wide policy regarding modes of transportation and per diem provided during travel and the budget impact of policy changes is underway and will guide the department during the annual FY21 budgeting process.

Coaching

Factors: availability, qualifications, compensation

Conclusion: the availability of coaches disadvantages the women's beach volleyball and volleyball teams; three women's head coaches compared to only two men's head coaches do not have multi-year agreements; coaches' qualifications appear comparable program-wide; the compensation of coaches favors the men's program

Strategy: hire an additional coach so that the women's volleyball team has three full-time coaches and the women's beach volleyball team has two full-time coaches who do not have dual coaching

responsibilities for volleyball; otherwise, an assistant coaching position in the men's program may be eliminated; provide another women's with a multi-year agreement, or assign the head men's basketball coach to a one year agreement; the resolution of the coaching availability concern will resolve the coaches' compensation issue under the Title IX athletics provisions.

Compliance Note: Assistant coaches for beach volleyball, women's golf and track were hired in FY20 to address coaching disparities. An evaluation of multi-year contracts for additional head women's sport programs is underway.

Equipment and Supplies

Factors: amount, quality, and maintenance

Conclusion: the amount and quality of game and practice uniforms, and sport-specific equipment appear to favor the men's program; equipment storage appears to favor the men's program

Strategy: provide higher quality game uniforms for women's golf and gymnastics; provide higher quality practice uniforms for soccer and softball; provide higher quality sport-specific equipment for women's soccer and swimming; provide practice uniforms to the women's golf.

Compliance Notes: An assessment of NIKE allotment monies is underway and will be adjusted to address current need for women's programs competition and practice uniforms.

Medical and Training Facilities and Services

Factors: availability of medical personnel and services; availability and qualifications of athletic trainers; quality and availability of training rooms and weight rooms; insurance

Conclusion: the assignment of medical personnel and athletic trainers appears to be based on the nature of the sports, which is equitable; the availability of training and weight rooms appears to favor the men's program; insurance coverage appears equitable

Strategy: arrange for greater use of the Bleymaier weight and training rooms by women's teams, and assign more men's teams to other weight and training rooms

Housing and Dining Facilities and Services

Factors: housing and dining during the regular term and at term breaks; special housing and dining services; pre-game and post-game meals

Conclusion: housing arrangements during the regular academic year and at term breaks appear equitable; regular academic year dining arrangements appear equitable; information for pre-game / post-game meals and training table meals is inconsistent; dining arrangements during term breaks appear to have favored the men's program

Strategy: review the interest of all teams for training table meals and pre-game/post-game meals, and provide such meals to proportionate numbers of female and male athletes desiring such meals; ensure adequate funding to provide equitable dining arrangements during term breaks

Publicity

Factors: availability and qualifications of sports information personnel; publications; other publicity resources

Conclusion: assignments of sports information staff appear to favor the men's program; the provision of publications may have been equitable; the availability of marketing and promotional activities appear comparable; performances by support groups appear to favor the men's program

Strategy: assign sports information staff to travel with additional women's teams; otherwise, discontinue travel by sports information personnel with some men's teams; provide support groups at home events for three or four more women's teams, or discontinue performances at men's events

Support Services

Factors: administrative and secretarial support; office space and equipment

Conclusion: the availability of administrative support appears comparable, while the availability of clerical support suggests the potential for a minor concern disadvantaging women's teams

Strategy: consider providing additional operations director assistance for women's teams

Tutoring

Factors: availability, qualifications, compensation

Conclusion: the availability, qualifications, and compensation of tutors appear comparable

CONCLUSION

The concerns for the five issues of equipment and supplies, medical and training facilities and services, housing and dining facilities and services, publicity, and support services are minor and may be readily addressed. The concern for scholarships should be resolved in FY20 with the addition of baseball participants and scholarship awards. The issue for coaching and the opportunity to recruit are the same, while funding adjustments for recruitment are necessary to resolve that concern. Resolution of the scheduling and travel concerns is likely to require additional funding, unless Boise State chooses to reduce benefits for men's teams. The concerns for facilities may require significant long-term action to resolve. Boise State should attempt to resolve all of the concerns identified herein as quickly as possible. In so doing, Boise State should assign priority to addressing the concerns for facilities and scheduling.

Boise State University
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2018 through June 30, 2019

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	5,748	45%
Female Students	6,998	55%
Totals	12,746	100%

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses Amount
	Amount	Percent	
Men's Teams	\$4,470,509	54%	\$646,643
Women's Teams	\$3,844,745	46%	\$282,445
Totals for All Teams	\$8,315,254	100%	\$929,088

Athletic Participation

Sport	Number of Participants		Number of Participants Participating on a Second Team		Number of Participants Participating on a Third Team	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Basketball	19	17	0	0	0	0
Beach Volleyball	0	16	0	11	0	0
Cross Country	22	30	20	26	20	26
Football	113	0	0	0	0	0
Golf	10	11	0	0	0	0
Gymnastics	0	16	0	0	0	0
Soccer	0	33	0	0	0	0
Softball	0	26	0	0	0	0
Swimming and Diving	0	29	0	0	0	0
Tennis	10	13	0	0	0	0
Track, Indoor	28	37	26	34	26	34
Track, Outdoor	34	37	32	36	32	36
Volleyball	0	20	0	11	0	0
Wrestling	0	0	0	0	0	0
Others	0	0	0	0	0	0
Total Participants	236	285	78	118	78	96
Participant Proportion	45.30%	54.70%				
Unduplicated Count of Participants	186	205				

Total Revenues & Expenses

Varsity Teams		Total Revenues			Total Expenses			Revenues minus Expenses		
		Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball		\$ 5,146,160	\$ 1,075,903	\$ 6,222,063	\$ 3,678,140	\$ 2,381,997	\$ 6,060,137	\$ 1,468,020	\$ (1,306,094)	\$ 161,926
Beach Volleyball		\$ -	\$ 43,829	\$ 43,829	\$ -	\$ 135,912	\$ 135,912	\$ -	\$ (92,083)	\$ (92,083)
Football		\$ 20,281,713	\$ -	\$ 20,281,713	\$ 14,600,947	\$ -	\$ 14,600,947	\$ 5,680,766	\$ -	\$ 5,680,766
Golf		\$ 116,767	\$ 210,804	\$ 327,571	\$ 277,460	\$ 386,966	\$ 664,426	\$ (160,693)	\$ (176,162)	\$ (336,855)
Gymnastics		\$ -	\$ 662,825	\$ 662,825	\$ -	\$ 1,038,963	\$ 1,038,963	\$ -	\$ (376,138)	\$ (376,138)
Soccer		\$ -	\$ 631,444	\$ 631,444	\$ -	\$ 1,019,480	\$ 1,019,480	\$ -	\$ (388,036)	\$ (388,036)
Softball		\$ -	\$ 407,647	\$ 407,647	\$ -	\$ 967,987	\$ 967,987	\$ -	\$ (560,340)	\$ (560,340)
Swimming and Diving		\$ -	\$ 476,538	\$ 476,538	\$ -	\$ 911,320	\$ 911,320	\$ -	\$ (434,782)	\$ (434,782)
Tennis		\$ 251,951	\$ 371,037	\$ 622,988	\$ 384,645	\$ 619,905	\$ 1,004,550	\$ (132,694)	\$ (248,868)	\$ (381,562)
Track		\$ 372,134	\$ 430,086	\$ 802,220	\$ 919,775	\$ 980,870	\$ 1,900,645	\$ (547,641)	\$ (550,784)	\$ (1,098,425)
Volleyball		\$ -	\$ 529,803	\$ 529,803	\$ -	\$ 1,088,740	\$ 1,088,740	\$ -	\$ (558,937)	\$ (558,937)
Wrestling		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Totals for All Teams		\$ 26,168,725	\$ 4,839,916	\$ 31,008,641	\$ 19,860,967	\$ 9,532,140	\$ 29,393,107	\$ 6,307,758	\$ (4,692,224)	\$ 1,615,534
Not Allocated by Gender/Sport				\$ 11,335,245			\$ 12,814,359			\$ (1,479,114)
Grand Totals for Athletics				\$ 42,343,886			\$ 42,207,466			\$ 136,420
Totals for All Sports Except Football & Basketball		\$ 740,852	\$ 3,764,013	\$ 4,504,865	\$ 1,581,880	\$ 7,150,143	\$ 8,732,023	\$ (841,028)	\$ (3,386,130)	\$ (4,227,158)

Operating (Game Day) Expenses

Varsity Teams		Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
		Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball		\$655,135	\$389,198	\$1,044,333	19	14	33	\$34,481	\$27,800	\$62,281
Beach Volleyball		\$ -	29,103	\$29,103		17	17		\$1,712	\$1,712
Football		2,762,184	\$ -	\$2,762,184	109		109	\$25,341		\$25,341
Golf		105,082	72,601	\$177,683	10	9	19	\$10,508	\$8,067	\$18,575
Gymnastics		\$ -	222,983	\$222,983		15	15		\$14,866	\$14,866
Soccer		\$ -	180,338	\$180,338		30	30		\$6,011	\$6,011
Softball		\$ -	248,666	\$248,666		22	22		\$11,303	\$11,303
Swimming and Diving		\$ -	189,555	\$189,555		28	28		\$6,770	\$6,770
Tennis		96,489	68,983	\$165,472	11	9	20	\$8,772	\$7,665	\$16,437
Track		205,219	222,321	\$427,540	86	114	200	\$2,386	\$1,950	\$4,336
Volleyball		\$ -	190,485	\$190,485		17	17		\$11,205	\$11,205
Wrestling		0	\$ -	\$0	0		0			
Totals for All Teams		\$3,824,109	\$1,814,233	\$5,638,342	235	275	510	\$16,273	\$6,597	\$11,056
Totals for All Sports Except Football & Basketball		\$406,790	\$1,425,035	\$1,831,825	107	261	368	\$21,666	\$69,548	\$91,214

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	\$ 563,960	\$ 107,060	\$167,704	\$55,943
Number of Coaches Used to Calculate Average	5	10	18	18
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$626,622	\$112,695	\$189,854	\$66,555
Full-Time Equivalents (FTEs) Used to Calculate Average	4.50	9.50	15.90	15.13

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	1		1						1
Football	1		1						1
Golf	1		1						1
Tennis	1		1						1
Wrestling	0		0						0
Track & Field & Cross Country		1	1						1
Totals for Men's Teams	4	1	5	0	0	0	0	0	5
Women's Varsity Teams									
Basketball	1		1						1
Beach Volleyball					1		1		1
Golf					1		1		1
Gymnastics					1		1		1
Soccer	1		1						1
Softball					1		1		1
Swimming & Diving					1		1		1
Tennis	1		1						1
Track & Field & Cross Country		1	1						1
Volleyball	1		1						1
Totals for Women's Teams	4	1	5	0	5	0	5	0	10

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	3		3						3
Football	10	4	10	4					14
Golf		1		1					1
Tennis	1		1						1
Wrestling	0	0	0	0					0
Track & Field & Cross Country		10	3	7		2	1	1	12
Totals for Men's Teams	14	15	17	12	0	2	1	1	31
Women's Varsity Teams									
Basketball	1		1		2		2		3
Beach Volleyball		1		1		1	1		2
Golf		1		1					1
Gymnastics	1		1		1	1	1	1	3
Soccer	2		2						2
Softball	1		1		1	1	1	1	3
Swimming & Diving	2	1	2	1					3
Tennis					1		1		1
Track & Field & Cross Country		10	3	7		2	1	1	12
Volleyball		1		1	1	1	2		3
Totals for Women's Teams	7	14	10	11	6	6	9	3	33

**Idaho State University Gender Equity Narrative
February 2020**

Idaho State University and the Department of Athletics are committed to providing quality opportunities and experiences to all student-athletes, and to compliance with Title IX of the Education Amendments of 1972. In this spirit, Idaho State University executed an internal review of gender equity, and commissioned a comprehensive external gender equity review, the results of which were delivered early in 2019. This narrative will outline steps taken to begin to address recommendations of that review, as well as provide a snapshot of the current status of compliance with Title IX.

Prong I of Title IX - Participation Proportionate to Enrollment

The 2018-2019 FTE at Idaho State University included 2,869 male students and 3,343 female students, representing 45% and 55% of FTE, respectively. Total participation in intercollegiate athletics included 207 opportunities for men, and 205 opportunities for women, representing 50% participation for males and females. This ratio fails to meet the Proportionality Prong of Title IX by 4%, after taking into consideration the acceptable 1% margin. This participation proportion is essentially flat from the previous year, however, the standard became more difficult to meet as female enrollment at Idaho State University increased by 1.2%.

For 2019-20, ISU Athletics imposed roster limits in the sports of Men's Basketball (17) and Football (100). Going forward to 2020-21, roster limits will also be implemented in Men's Indoor Track & Field, Men's Outdoor Track & Field, and Men's Cross Country, while simultaneously working to offer increased female participation by adding a modest number of opportunities to rosters of existing women's teams across the department.

Prong II of Title IX - History and Continuing Practice of Program Expansion for the Underrepresented Sex

Idaho State University currently offers 15 teams, six teams for men and nine teams for women, and aside from expanding rosters of current women's teams, has not added an additional women's sport in more than 5 years. In order to demonstrate a significant expansion of opportunities, Idaho State University will need to explore adding a women's sport in the future. President Kevin Satterlee appointed a 15 person Gender Equity Committee which has been working to develop a Five Year Gender Equity Plan, to be delivered prior to the conclusion of Fiscal Year 2020.

Prong III of Title IX - Full and Effective Accommodation of the Interests/Abilities of Underrepresented Sex

The determination of whether women are fully and effectively accommodated by the present program includes determining whether there is sufficient interest and ability among women for a viable team not currently offered in the intercollegiate program. The Athletic Director has been

approached by one member of the public who requested Idaho State University consider the addition of Judo as an intercollegiate sport due to interest and ability in the region, and by three members of the public who advocate for the addition of wrestling.

The FAR and the Athletics Advisory Board (AAB) continues to conduct interest surveys and gather data regarding the level of interest and ability with regard to potential womens sport additions. The surveys have targeted all current full-time students at Idaho State University. The most recent survey identified (1) swimming, (2) rugby and (3) beach volleyball as having the most significant interest.

Financial Aid

Each ISU female sport is funded to the NCAA maximum level of scholarships, while limits are imposed internally on men's tennis, track & field and cross country. In 2018-19 \$2,368,922 or 52% of financial aid was distributed to male student-athletes and \$2,152,359 or 48% of financial aid was distributed to female student athletes.

Efforts are made to ensure the NCAA maximums are awarded in all women's sports, but fluctuations occur in rosters with early graduations, transfers and recruiting gaps. The practice of allowing unutilized scholarship funds within a program to be spent to fund other areas of that program has been discontinued, eliminating an unintended incentive to "save" scholarship funds in order to supplement other budgetary needs in women's programs.

Equitable Treatment and Quality of Experience Within Programs

Providing a quality experience and appropriate support to all student athletes is the top priority of the Department of Athletics. While the long term goal is to achieve Proportionality, the short term goal is to provide an equal and quality experience for Bengal student-athletes. We feel strongly that we must invest properly in existing opportunities before creating additional opportunities which could diminish overall quality of programs. Ensuring equitable, high quality experiences for all student athletes, and addressing specifically identified deficiencies in women's programs, has been the focus of this year.

Through last year's budget process, resources were reallocated to address areas of inequity. Further, additional fundraising and game revenue was utilized to supplement areas of greatest need. The following have resulted in significant improvements across experiences:

- The renovation of Davis Field will begin soon, and will address the absence of a suitable practice and competition venue for nearly 139 student athletes, 91 of them women competing in Outdoor Track & Field (41), Cross Country (22), and Soccer (28).
- Men's Basketball was moved to Reed Gymnasium, the same venue utilized by Women's Basketball, in order to provide indoor practice availability to four sports (softball, soccer,

track & field) representing 89 female student athletes and 36 men. Previously these student athletes had been without ample training space due to the use of the space for men's basketball, representing only 15 student athletes. The change represents a dramatic improvement in the training, scheduling and experience across programs.

- Scheduling parameters were developed to ensure equitable scheduling of competition and practice in Reed Gymnasium.
- A gift of \$40,000 by a private donor funded the purchase of 2 retractable batting cages for women's softball, allowing batting practice in Holt Arena.
- With permission from the SBOE, a one time distribution of \$125,000 was made to the Department of Athletics to address immediate needs of women's teams. The funds were allocated across programs to address the need for additional gear, training table and proper travel. As we compose FY21 Budget, we are working to preserve these line increases.
- Through the reallocation of funds, athletics has added two FTE positions to address the needs of Olympic Sports, comprised predominantly of female student athletes. The positions include one additional certified athletic trainer and one additional academic advisor. These positions will alleviate a significant deficit in the ability to provide all student athletes with athletic training and academic support services.
- An annual gift commitment of \$100,000 from a private donor is being utilized to add an assistant strength coach to the staff, addressing the need for qualified instruction to be available and delivered to all student-athletes equally.
- Dedicated locker rooms were provided in Reed Gymnasium for women's tennis and women's golf. The facilities include custom wooden lockers and bathrooms comparable to other teams.
- A space in Holt Arena known as "the cage" was repurposed to serve as an indoor practice venue for women's golf. It has been renovated to the extent possible with current resources, and efforts continue to fund additional enhancements.
- The department of athletics negotiated \$75,000 in additional busing services from Holiday Motor Coach, utilized to address travel needs across programs. The support made it possible for Olympic Sports to utilize buses instead of rental cars and/or vans for regional travel and airport transportation.
- Idaho State University Women's Basketball was granted the opportunity to participate in post season play in the 2019 WNIT. Equal access to post-season play opportunities is a critical component of quality of experience.

- A 15 passenger van was secured for use, reducing funds paid out for rentals. While the van is utilized by all teams, the first right of use is for tennis and women's golf, who consistently rent vans for travel due to their small rosters. This has allowed reallocations with these program budgets which have improved the quality of experience.
- Air conditioning was installed in 3 locker rooms in the Field House at Davis Field, serving women's soccer, and men's and women's track & field.

It is the goal of the Idaho State University Department of Athletics to continue to advance in our level of compliance with Title IX, and to continually demonstrate strides toward equity among programs. The overall vision is to support not only equitable experiences, but to become a model for excellence in the quality of experience provided across all programs.

Idaho State University
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July 1, 2018 through June 30, 2019

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	2,726	44.9%
Female Students	3,343	55.1%
Totals	6,069	100%

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses Amount
	Amount	Percent	
Men's Teams	\$ 2,368,922	52%	\$ 166,316
Women's Teams	2,152,359	48%	74,043
Totals for All Teams	\$ 4,521,281	100%	\$ 240,360

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	15	18	33				
Football	102		102	3		1	
Golf		10	10				
Soccer		28	28				
Softball		20	20				
Tennis	6	9	15				
Track & Field (Indoor)	36	41	77	36	41	15	22
Track & Field (Outdoor)	34	41	75	34	41	15	22
Cross Country	14	22	36	14	22	14	22
Volleyball		16	16				
Total Participants	207	205	412	87	104	45	66
Percentage of Total	50%	50%	100%				
Unduplicated Count	157	142	299				

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$1,461,637	\$1,226,310	\$ 2,687,947	\$1,461,637	\$1,226,310	\$ 2,687,947	\$ -	\$ -	\$ -
Football	3,993,358		\$ 3,993,358	\$3,993,358		\$ 3,993,358	0		\$ -
Golf		137,204	\$ 137,204		\$137,204	\$ 137,204		0	\$ -
Soccer		759,797	\$ 759,797		\$759,797	\$ 759,797		0	\$ -
Softball		699,107	\$ 699,107		\$699,107	\$ 699,107		0	\$ -
Tennis	213,039	334,696	\$ 547,736	213,039	\$334,696	\$ 547,736	0	0	\$ -
Track & Field & Cross Country	502,741	619,289	\$ 1,122,030	502,741	\$619,289	\$ 1,122,030	0	0	\$ -
Volleyball		675,254	\$ 675,254		\$675,254	\$ 675,254		0	\$ -
Totals for All Teams	\$6,170,776	\$ 4,451,657	\$ 10,622,433	\$6,170,776	\$4,451,657	\$ 10,622,433	\$ -	\$ -	\$ -
Not Allocated by Gender/Sport			\$ 3,318,653			3,318,653			\$ -
Grand Totals for Athletics			\$ 13,941,086			\$ 13,941,086			\$ -
Totals for All Sports Except Football & Basketball			\$ 7,259,782			\$ 7,259,782			\$ -

Operating (Game Day) Expenses

(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$ 376,990	\$ 301,683	\$ 678,673	15	18	33	\$25,132.68	\$ 16,760.15	\$ 20,565.84
Football	\$ 957,744		\$ 957,744	102		102	\$ 9,389.65		\$ 9,389.65
Golf		51,371	\$ 51,371		10	10		5,137	\$ 5,137.10
Soccer		167,495	\$ 167,495		28	28		5,982	\$ 5,981.96
Softball		156,788	\$ 156,788		20	20		7,839	\$ 7,839.40
Tennis	47,709	41,434	\$ 89,143	6	9	15	7,952	4,604	\$ 5,942.87
Track & Field & Cross Country	92,029	94,594	\$ 186,623	84	104	188		910	\$ 992.68
Volleyball		128,089	\$ 128,089		16	16		8,006	\$ 8,005.56
Totals for All Teams	\$1,474,472	\$ 941,454	\$ 2,415,926	207	205	412	\$7,123	\$4,592	\$5,864
Totals for All Sports Except Football & Basketball			\$ 779,509			277			\$ 2,814

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	\$ 73,639	\$ 54,075	\$ 33,816	\$ 19,798
Number of Head Coaches Used to Calculate Average	5	8	17	14
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$ 97,664	\$ 68,126	\$ 44,153	\$ 35,950
Full-Time Equivalents (FTEs) Used to Calculate Average	3.77	6.35	13.02	7.71

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	1		1						1
Football	1		1						1
Tennis		1		1					1
Track & Field & Cross Country		1	1			1	1		2
Totals for Men's Teams	2	2	3	1	0	1	1	0	5
Women's Varsity Teams									
Basketball	1		1						1
Golf		1		1					1
Soccer					1		1		1
Softball					1		1		1
Tennis						1		1	1
Track & Field & Cross Country		1	1			1	1		2
Volleyball	1		1						1
Totals for Women's Teams	2	2	3	1	2	2	3	1	8

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	3	1	3	1					4
Football	8	1	8	1					9
Tennis									0
Track & Field & Cross Country		3	2	1		1		1	4
Totals for Men's Teams	11	5	13	3	0	1	0	1	17
Women's Varsity Teams									
Basketball	1		1		2	1	2	1	4
Golf						1	1		1
Soccer					1		1		1
Softball					1	1	1	1	2
Tennis									0
Track & Field & Cross Country		3	2	1		1		1	4
Volleyball	1		1		1		1		2
Totals for Women's Teams	2	3	4	1	5	4	6	3	14

University of Idaho Gender Equity Narrative

The University of Idaho Athletic Department is committed to gender equity in all facets as directed by the Title IX Statute of 1972. Further, Title IX protocol is followed simply because we believe in its fundamental principle. The Office of Civil Rights issued an Intercollegiate Athletics Policy Interpretation in 1979 which is the major source for specific requirements of athletic programs and in addressing the three program components. As a civil rights law, two basic provisions are to be followed: equal access to programs and equal treatment once in the program. We incorporate these principles and policies into our daily routine to strive to meet the requirements.

Equal access will be addressed by the accommodation of interest and abilities and discussed in the first section, Participation Opportunities. Section II will outline Financial Aid. The last section, Athletic Benefits and Opportunities will include (but is not limited to) the areas of equipment, travel, scheduling of contests and practices, salaries, facilities, medical and training facilities and services, recovery options, and academic support.

Following an external consultant review that was conducted last year, several gender equity recommendations were suggested. These areas and all the program component areas-participation, financial aid, athletic benefits and opportunities are currently under review by the newly appointed Director of Athletics and the Director of Compliance. A systemized approach of utilizing a three-year snap shot will be implemented this spring and will continue going forward.

I. Participation Opportunities.

2017-18 undergraduate enrollment percentages were: Male-52.3% Female-47.7%
Athletic participation was: Male-55.0% Female-45.0%

2018-19 undergraduate enrollment percentages were: Male-51.9% Female-48.1%
Athletic participation was: Male-53.9% Female-46.1%

2019-2020 undergraduate enrollment percentages are: Male-51.8% Female-48.9%
Projected Athletic participation: Male-54.1% Female-45.9%

To address the proportionality gap, roster management will be implemented in Fall of 2020. Men's sport programs will be assigned a roster target number to hit and not exceed. The women's programs will be asked to carry a certain number and not be below the number. In roster management implementation planning meetings with the current coaching staffs, these target numbers should be attainable. Of course, campus enrollment numbers and percentages fluctuate which makes it challenging to hit upon the exact percentage number year in and year out. Athletics will adjust the numbers as best as possible, however it is not feasible to hit the "moving" target of enrollment without denying promised participation opportunities to student-athletes.

Historically, two of the women's programs had been carrying higher numbers while most of the other teams remained steady. The downturn was due in large part to a discussion related to the dropping of those two programs that unfortunately went public. The department is overcoming that decline and will also ask other programs to manage their numbers accordingly with roster management targets.

II. Financial Aid

All coaches and sport programs at the University of Idaho can offer the NCAA maximum scholarship limits of their sport. The actual scholarship offers vary due to in-state and out of state tuition rates. There are no limits placed upon the sport regarding the various rates and what they can offer. This allows our coaches to recruit nationally and internationally which is critical to bringing diversity into our programs and to campus. With this philosophy in place, and the campus gender percentage fluctuation in enrollment, it is difficult if not almost impossible to be compliant with participation percentages matching with campus. Another challenge is the fact that not all coaches award the full number of scholarships, even though they could do so.

A summer school aid policy will be implemented to ensure equitable gender access to designated female and male sports and if needed to correct eligibility issues. Certain sports, Football, Men's and Women's Basketball, and to some extent Volleyball and Women's soccer, can utilize the summer period to train their teams with coaching staff or strength coaches present. The other sports that are offered at Idaho have restrictions in place that do not allow this practice opportunity during the summer with staff members present (unless there is a safety exemption). This opportunity skews the amount of aid offered as Football has the largest scholarship limit at 63 and no other sport has such a large number.

We will conduct a deeper dive into historical scholarship spending to ensure equity policies are in place and to ensure as best we can equitable access and awarding of aid.

As noted in the 2018-2019 EADA report, the athletic student aid percentages awarded to student-athletes were;

57% males and 43% females

III. Athletic Benefits and Opportunities

Following the external consultant review in 2018-19, areas of improvement were identified, and targeted improvements were made. Examples include; creating more lockers for the Women's Swimming and Dive team, Women's Soccer moving to the indoor field for home matches, and the development of a more equitable summer school policy. Budget development and controls, reviewing spending, contract reviews, and benchmarking with conference members will begin this summer to ensure equitable policies and procedures are in place.

The Athletic department holds a weekly scheduling meeting in place to ensure all sports have equal access to facilities for practice and competition. Sports medicine, academic services, and the refueling station is open to all athletes equally as are recovery services.

IV. Conclusion

As stated earlier, a three-year rolling report is being developed to monitor all areas and track not only progress but nuances. This report will also track trends and keep record of substantial differences between genders. A Gender Equity committee will be reactivated to monitor these trends and accomplishments.

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2018 through June 30, 2019

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	3,613	52%
Female Students	3,353	48%
Totals	6,966	100%

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses Amount
	Amount	Percent	
Men's Teams	\$3,437,355	57%	\$271,347
Women's Teams	2,625,003	43%	163,637
Totals for All Teams	\$6,062,358	100%	\$434,984

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	13	13	26				
Football	108		108	2		2	
Golf	12	8	20				
Soccer		31	31				
Swimming & Diving		28	28				
Tennis	7	7	14				
Track & Field (Indoor)	32	32	64	32	32	12	13
Track & Field (Outdoor)	29	32	61	29	32	12	13
Cross Country	12	13	25	12	13	12	13
Volleyball		18	18				
Total Participants	213	182	395	75	77	38	39
Percentage of Total	53.9%	46.1%	100%				
Unduplicated Count	169	137	306				

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$ 1,729,001	\$ 1,414,062	\$ 3,143,063	\$ 1,729,001	\$ 1,414,062	\$ 3,143,063	\$ -	\$ -	\$ -
Football	5,515,778		5,515,778	5,515,778		5,515,778	-		-
Golf	365,329	439,740	805,069	365,329	439,740	805,069	-	-	-
Soccer		851,623	851,623		851,623	851,623		-	-
Swimming & Diving		668,680	668,680		668,680	668,680		-	-
Tennis	287,725	387,201	674,926	287,725	387,201	674,926	-	-	-
Track & Field & Cross Country	637,164	823,366	1,460,530	637,164	774,812	1,411,976	-	48,554	48,554
Volleyball		898,131	898,131		898,131	898,131		-	-
Totals for All Teams	\$ 8,534,997	\$ 5,482,803	\$ 14,017,800	\$ 8,534,997	\$ 5,434,249	\$ 13,969,246	\$ -	\$ 48,554	\$ 48,554
Not Allocated by Gender/Sport			4,712,523			4,761,077			(48,554)
Grand Totals for Athletics			\$ 18,730,323			\$ 18,730,323			\$ -
Totals for All Sports Except Football & Basketball	\$ 1,290,218	\$ 4,068,741	\$ 5,358,959	\$ 1,290,218	\$ 4,020,187	\$ 5,310,405	\$ -	\$ 48,554	\$ 48,554

Operating (Game Day) Expenses

(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$ 476,316	\$ 477,934	\$ 954,250	13	13	26	\$ 36,640	\$ 36,764	\$ 36,702
Football	1,308,983		1,308,983	108		108	12,120		12,120
Golf	106,688	99,970	206,658	12	8	20	8,891	12,496	10,333
Soccer		213,149	213,149		31	31		6,876	6,876
Swimming & Diving		134,207	134,207		28	28		4,793	4,793
Tennis	82,102	91,008	173,110	7	7	14	11,729	13,001	12,365
Track & Field & Cross Country	112,698	108,593	221,291	73	77	150	1,544	1,410	1,475
Volleyball		241,403	241,403		18	18		13,411	13,411
Totals for All Teams	\$ 2,086,787	\$ 1,366,264	\$ 3,453,051	213	182	395	\$ 9,797	\$ 7,507	\$ 8,742
Totals for All Sports Except Football & Basketball	\$301,488	\$888,330	\$1,189,818	92	169	261	\$3,277	\$5,256	\$4,559

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	\$108,446	\$71,950	\$60,786	\$27,079
Number of Head Coaches Used to Calculate Average	5	7	17	13
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$120,495	\$77,485	\$71,266	\$37,845
Full-Time Equivalents (FTEs) Used to Calculate Average	4.50	6.50	14.50	9.30

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part-Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part-Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	1		1						1
Football	1		1						1
Golf	1		1						1
Tennis	1		1						1
Track & Field & Cross Country		1	1						1
Totals for Men's Teams	4	1	5	0	0	0	0	0	5
Women's Varsity Teams									
Basketball	1		1						1
Golf					1		1		1
Soccer	1		1						1
Swimming & Diving	1		1						1
Tennis	1		1						1
Track & Field & Cross Country		1	1						1
Volleyball					1		1		1
Totals for Women's Teams	4	1	5	0	2	0	2	0	7

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	3		3						3
Football	10		10						10
Golf		1		1					1
Tennis									0
Track & Field & Cross Country		4	3	1		2	1	1	6
Totals for Men's Teams	13	5	16	2	0	2	1	1	20
Women's Varsity Teams									
Basketball	1		1		2		2		3
Golf						1		1	1
Soccer	1		1			2		2	3
Swimming & Diving	1		1			1		1	2
Tennis						1		1	1
Track & Field & Cross Country		4	3	1		3	1	2	7
Volleyball	1		1			1		1	2
Totals for Women's Teams	4	4	7	1	2	9	3	8	19

Gender Equity – Narrative

Lewis-Clark State College

I. Participation Opportunities: Compliance for this component means meeting one test of the three-part test for participation opportunities. LCSC does not currently meet these criteria.

A. Proportionate to enrollment

Title IX compliance is assessed relative to interest and abilities, athletic financial aid and other program areas. Relative to interest and abilities and prong #1 of the 3 prong test, substantial proportionality, in FY19, athletic participation was 58% male to 42% female. LCSC's fulltime undergraduate enrollment in FY19 was 39% male and 61% female. This results in a 19% overrepresentation of male student-athletes. Prongs 2 and 3 look at the history and continuing practice of program expansion for the under-represented sex and full and effective accommodation of expressed interest and abilities of the under-represented sex. With these aspects of compliance in mind, LC State's 2-part Title IX Compliance Plan was accepted and approved by the SBOE in the spring of 2019. Part 1 of the Plan involves maximizing current women's sport roster capacities with expansion starting in the fall of 2019. Part 2 involves the addition of a women's intercollegiate sport (e.g., soccer).

In order to achieve the roster goals in Part 1, coaching personnel, operating budgets and student-athlete scholarship dollars need to be increased. In FY 2020, a total of 2.62 FTE was spread across three coaching positions, in essence moving the head women's and men's golf coach to full-time, and the assistant volleyball and assistant women's basketball coach from part-time to full-time, inclusive of fringe and benefits. In addition, a concerted effort to increase scholarship funding (through the Warrior Athletic Association and LC State Foundation) for athlete recruitment is underway.

For FY2021, despite austere budget realities, funding streams to support continued Plan progress are being implemented. Specifically, (1) Athletics' fundraising will, in essence, tax themselves 5% on dollars raised. These dollars will be allocated, under the direction of the Director of Athletics, to support operating expenses (OE) associated with expanded sport rosters; (2) a portion of alcohol sales during the NAIA World Series, will be directed toward Plan OE; and (3) revenue captured in response to reduced travel expenses with the move from the Frontier to Cascade conference will be directed toward Plan OE (e.g., increased travel costs to accommodate expanded rosters).

B. Demonstrate continuing program expansion

Part 2 of the LCSC Title IX Compliance Plan involves the addition of a women's sport. In 2010 LCSC engaged a sport-interest inquiry to determine which women's sport addition would have the greatest likelihood of success. Through that process it was determined that women's soccer should be LCSC's next sport addition consideration. This determination was based on: (a) National and NAIA women's sport growth trends; (b) local/regional women's sport participation interests as reflected by high school sport participation (special attention was paid to local/regional high schools with the highest relative numbers of LCSC enrollment); (c) potential regional/conference competition opportunities; and (d) facilities needs and accessibility. At this time soccer is still the leading sport addition consideration.

C. Fully accommodate the interest and abilities of the underrepresented gender

Relative to Title IX compliance, given LC State's athletics history and tradition, LC State's compliance efforts are focused on growing women's sport participation, while holding men's sport participation relatively constant. Ultimately, Part 1 of the Plan implementation is projected to result in a net gain of 24 women's sport participants, which translates to 45% women's sport participation (3- to 5-year implementation timeline). Part 2 includes the addition of a women's sport (e.g., Soccer). The initial roster size is estimated at 20 participants, with a potential to grow to 28 participants within 3 years of sport launch. This sport addition would translate to 50% - 52% women's sport participation. Re-evaluation of substantial proportionality, which is a moving target pending enrollment trends, will need to be ongoing and will dictate next steps (e.g., plan part 3?).

II. Financial Aid: The Financial Assistance requirement of Title IX, requiring assistance to be substantially proportionate to the ratio of male and female athletes, is currently tilted toward females. Athletic student aid totals (allocation of actual resources in FY19) were 49.7% to males and 50.3% to females in comparison to the unduplicated participation rate of 59% males to 41% females. This results in a 9.3% proportional advantage for females. The recruitment efforts identified in the previous section will assist in progressing towards compliance by increasing female participation.

III. Equal Treatment of Programs: The benefits, opportunities, and treatments afforded sports participants are equivalent. LC State is compliant with the Equal Treatment of Programs requirement of Title IX. The LC State Athletics Department has adopted an intercollegiate athletics manual, with standardized policies and procedures that helps ensure ongoing compliance in this area.

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2018 through June 30, 2019

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	835	39%
Female Students	1,305	61%
Totals	2,140	100%

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses Amount
	Amount	Percent	
Men's Teams	\$961,096	49.73%	\$9,644
Women's Teams	971,368	50.27%	6,851
Totals for All Teams	\$1,932,464	100%	\$16,495

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Baseball	35		35				
Basketball	18	13	31				
Golf	8	9	17				
Tennis	13	10	23				
Track & Field (Indoor)	33	25	58	32	22	10	9
Track & Field (Outdoor)	31	26	57	31	24	10	9
Cross Country	18	13	31	11	13	10	9
Volleyball		17	17				
Total Participants	156	113	269	74	59	30	27
Percentage of Total	58%	42%	100%				
Unduplicated Count	114	79	193				

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	\$866,093		\$866,093	\$866,093		\$866,093	\$0		\$0
Basketball	415,050	444,369	859,419	415,050	444,369	859,419	0	0	0
Golf	111,865	159,856	271,721	111,865	159,856	271,721	0	0	0
Tennis	141,650	111,127	252,777	141,650	111,127	252,777	0	0	0
Track & Field (Indoor)	43,757	87,520	131,277	43,757	87,520	131,277	0	0	0
Track & Field (Outdoor)	65,636	131,280	196,916	65,636	131,280	196,916	0	0	0
Cross Country	120,951	191,086	312,037	120,951	191,086	312,037	0	0	0
Volleyball		395,229	395,229		395,229	395,229		0	0
Totals for All Teams	\$1,765,002	\$1,520,467	\$3,285,469	\$1,765,002	\$1,520,467	\$3,285,469	\$0	\$0	\$0
Not Allocated by Gender/Sport			657,450			596,856			60,594
Grand Totals for Athletics	\$1,765,002	\$1,520,467	\$3,942,919	\$1,765,002	\$1,520,467	\$3,882,325	\$0	\$0	\$60,594
Totals for All Sports Except Baseball & Basketball	\$483,859	\$1,076,098	\$1,559,957	\$483,859	\$1,076,098	\$1,559,957	\$0	\$0	\$0

Operating (Game Day) Expenses

(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	\$104,077		\$104,077	35		35	\$2,974		\$2,974
Basketball	63,541	75,489	139,030	18	13	31	3,530	\$5,807	4,485
Golf	26,522	29,477	55,999	8	9	17	3,315	3,275	3,294
Tennis	22,181	18,682	40,863	13	10	23	1,706	1,868	1,777
Track & Field (Indoor)	11,222	11,910	23,132	33	25	58	340	476	399
Track & Field (Outdoor)	16,833	17,865	34,698	31	26	57	543	687	609
Cross Country	25,925	29,522	55,447	18	13	31	1,440	2,271	1,789
Volleyball		50,702	50,702		17	17		2,982	2,982
Totals for All Teams	\$270,301	\$233,647	\$503,948	156	113	269	\$1,733	\$2,068	\$1,873
Totals for All Sports Except Baseball & Basketball	\$102,683	\$158,158	\$260,841	103	100	203	\$997	\$1,582	\$1,285

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	\$24,893	\$22,552	\$9,381	\$3,473
Number of Head Coaches Used to Calculate Average	7	7	15	13
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$60,294	\$54,624	\$42,640	\$38,921
Full-Time Equivalents (FTEs) Used to Calculate Average	2.89	2.89	3.30	1.16

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Baseball	1		1						1
Basketball	1		1						1
Golf						1		1	1
Tennis		1	1						1
Track & Field (Indoor)		1	1						1
Track & Field (Outdoor)		1	1						1
Cross Country		1	1						1
Totals for Men's Teams	2	4	6	0	0	1	0	1	7
Women's Varsity Teams									
Basketball	1		1						1
Golf						1		1	1
Tennis		1	1						1
Track & Field (Indoor)		1	1						1
Track & Field (Outdoor)		1	1						1
Cross Country		1	1						1
Volleyball	1		1						1
Totals for Women's Teams	2	4	6	0	0	1	0	1	7

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Baseball	2		2						2
Basketball		2		2					2
Golf		1		1					1
Tennis									0
Track & Field (Indoor)		4	1	3					4
Track & Field (Outdoor)		4	1	3					4
Cross Country		2	1	1					2
Totals for Men's Teams	2	13	5	10	0	0	0	0	15
Women's Varsity Teams									
Basketball						1		1	1
Golf		1		1					1
Tennis									0
Track & Field (Indoor)		4	1	3					4
Track & Field (Outdoor)		4	1	3					4
Cross Country		2	1	1					2
Volleyball		1		1					1
Totals for Women's Teams	0	12	3	9	0	1	0	1	13

CONSENT
APRIL 16, 2020

BOISE STATE UNIVERSITY

SUBJECT

Discontinue Masters of Arts in Teaching English Language Arts

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University proposes the discontinuation of the Masters of Arts in Teaching English Language Arts. The program has offered 1-2 classes per semester during each semester, as well as over the summer in order to accommodate working teachers. Despite the accommodating schedule, the target population has expressed low overall interest, primarily because the program is cost prohibitive in relation to salaries and low professional incentives exist for graduate study. The program has graduated on average 4-5 students per year.

IMPACT

The program currently has two active students. One who is on track to graduate during 2020 and another who is currently completing the final portfolio. Faculty will work with the remaining two students to complete the coursework and portfolio work. Future students who wish to complete advanced graduate-level degree programs can utilize the varied programs in the College of Education or enroll in the graduate programs currently offered in the Department of English.

ATTACHMENTS

Attachment 1– Masters in Teaching English Language Arts Proposal

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University indicates there is no fiscal impact due to the discontinuation of the degree program and does not anticipate any faculty or staff reductions as provided in their program proposal. Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The Council on Academic Affairs and Programs and Board staff reviewed the proposed program discontinuation and recommends Board approval.

BOARD ACTION

I move to approve the request by Boise State University to discontinue the Masters in Teaching English Language Arts as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for Discontinuation

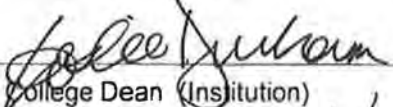
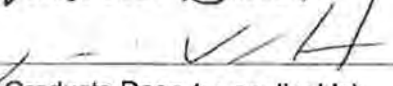
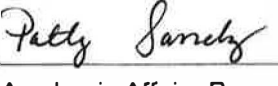
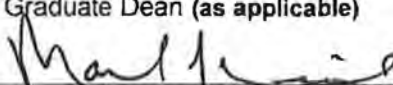
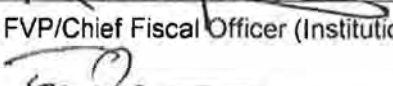
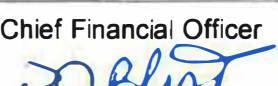
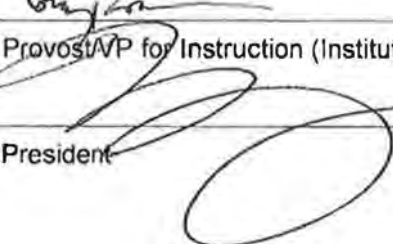
Date of Proposal Submission:	January 22, 2020
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences
Name of Department(s) or Area(s):	Department of English

Program Identification for Proposed Discontinued Program:

Title:	Teaching English Language Arts
Degree/Certificate:	Masters of Arts
Method of Delivery:	Face-to-face
CIP code:	13.1305
Proposed Discontinuation Date:	Fall 2020

Indicate whether this request is a discontinuation of either of the following:

- | | |
|--|--|
| <input type="checkbox"/> Undergraduate Program | <input checked="" type="checkbox"/> Graduate Program |
| <input type="checkbox"/> Undergraduate Certificate | <input type="checkbox"/> Graduate Certificate |
| <input type="checkbox"/> Administrative/Instructional Unit | <input type="checkbox"/> Other |
| <input type="checkbox"/> CTE Program (check all that apply) | |
| <input type="checkbox"/> Basic Technical Certificate | |
| <input type="checkbox"/> Intermediate Technical Certificate | |
| <input type="checkbox"/> Advanced Technical Certificate | |
| <input type="checkbox"/> Associate of Applied Science Degree | |

 College Dean (Institution)	1/7/2020 Date	State Administrator	Date
 Graduate Dean (as applicable)	1/14/20 Date	 Academic Affairs Program Manager	2/10/2020 Date
 FVP/Chief Fiscal Officer (Institution)	1/17/2020 Date	Chief Financial Officer	Date
 Provost/VP for Instruction (Institution)	1/14/20 Date	 Chief Academic Officer, OSBE	2/19/2020 Date
 President	1-20-20 Date	SBOE/Executive Director Approval	Date

1. Provide rationale for the discontinuance.

Boise State proposes the discontinuation of the traditional face-to-face Masters of Arts in Teaching English Language Arts degree program. Over the past several years, the program has offered 1-2 classes per semester during each semester and over the summer in order to reach as many local language arts teachers as possible. However, the target population of teacher-participants has expressed low overall interest (due to cost for their income; low professional incentives for graduate study). Enrollment has typically been 4-8 students per class, with an average of 4-5 graduates per year. The faculty are heavily involved in leading the Boise State Writing Project and in beginning the possible new Regional Literacy Center at Boise State, which will likely mean working with a wider set of schools and teachers.

That faculty's aim is to support educators and young people as they create, lead, and change their communities through the English language arts. We can continue this mission in new ways, namely by shifting our time, attention, and energy to supporting a wider network of educators outside of the current MA structure. There is a lot of potential to reach teachers throughout Regions 3 and 4 (teachers of roughly 45% of Idaho's students) through a wider set of professional learning opportunities through BSWP and the proposed Regional Literacy Center.

2. Teach-out Plans/Options for currently enrolled students.

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

The program currently has two active students – one who is in line to graduate during 2020 and another who only needs to complete her final portfolio. The graduate faculty will work individually with remaining program participants during 2020 to complete independent study course work and culminating portfolio projects. The program coordinator, Jim Fredricksen, will advise students on options for completing any outstanding degree requirements (if needed) through 2020. We will identify and reach out to any other students who might have started course work, but who have not been active in their degree progress.

- b. Is there an alternative program/major or field of study? If so, please describe.

Boise State will continue to meet the need for graduate education options for local teachers of English language arts through multiple existing programs, such as the MA in English (focuses include Literature and Writing, Rhetoric, and Technical Communication – each program allows teacher-participants to deepen their content expertise and to connect that expertise to their classroom instruction) and the MA in Curriculum & Instruction (which allows teachers to deepen their expertise in pedagogical knowledge that can be rooted in English language arts subject matter knowledge). While the current MA in Teaching English Language Arts offered an in-depth look at this intersection of pedagogical knowledge and content knowledge (referred in the scholarship as “pedagogical content knowledge) for approximately 50 educators during its existence (first graduates in 2010), educators can work at this intersection either through an entry point of content knowledge (English MA or the MA and EdD programs in the Department of Literacy, Language, and Culture) or of pedagogical knowledge (in graduate programs in the Department of Curriculum, Instruction, and Foundational Studies).

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Upon approval of this proposal, the program coordinator, Jim Fredricksen, will notify all existing students of the discontinuation of the program and offer one-on-one advising for remaining degree planning and advising.

3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).

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 Montana	MA in English Teaching Option	One strand of this MA program is to extend and enrich the professional development of experienced middle and high school ELA teachers. The other strand of this MA program leads to individuals with a BA in English who want to earn teaching licensure.

4. 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	Headcount Enrollment in Program				Number of Graduates From Program			
	FY2017	FY2018	FY2019	FY2020	FY2016	FY2017	FY2018	FY2019
BSU MA Teaching English Language Arts	19	9	8	1	6	6	3	4

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

The discontinuance will mean that teachers of English language arts seeking a graduate degree will not be able to earn a degree with a specific focus on teaching English language arts. However, it does mean that those prospective students will likely find their way to other graduate programs, either in the English Department or in graduate programs in the College of Education. The discontinuance means English teaching faculty may work with more teachers across a wider geographic region in Idaho through the Boise State Writing Project and the potential Regional Literacy Center options. Thus, faculty will be able to create and sustain professional learning opportunities and relationships with Idaho's teachers in new ways, which can position the university to be more embedded in local schools and partnering with teachers and districts in ways that an MA degree cannot sustain.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

We anticipate no faculty and staff reductions. Faculty plan to offer an additional BA course ("Assessing Readers and Writers in Secondary Classrooms") once per academic year; it is a course that has been approved by the University Curriculum Committee. Faculty will continue to support and mentor MA students in a wide range of degree programs, including the MA in Writing, Rhetoric, and Technical Communication; MA in English Literature; graduate programs in Curriculum, Instruction, and Foundational Studies.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

None. This program was proposed without request for resources. The administration of this program was part of an administrative course release for the "English Teaching Discipline Director" and that work continues with the administration of the undergraduate program.

I. PLANNED STUDENT ENROLLMENT									
		FY 2021		FY 2022		FY 2023		FY 2024	
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		0	0	0	0	0	0	0	0
B. Shifting enrollments		0	0	0	0	0	0	0	0
Total Enrollment		0	0	0	0	0	0	0	0
II. REVENUE									
		FY 2021		FY 2022		FY 2023		FY 2024	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Reques		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Student Fees		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<i>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.</i>									
III. EXPENDITURES									
		FY 2021		FY 2022		FY 2023		FY 2024	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs									
1. FTE		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2. Faculty		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Adjunct Faculty		0.0	0.0	0	0	0	0	0	0
4. Graduate/Undergrad Assistants		0.0	0.0	0	0	0	0	0	0
5. Research Personnel		0.0	0.0	0	0	0	0	0	0
6. Directors/Administrators		0.0	0.0	0	0	0	0	0	0
7. Administrative Support Personnel		0.0	0.0	0	0	0	0	0	0
8. Fringe Benefits		0.0	0.0	0	0	0	0	0	0
9. Other:		0.0	0.0	0	0	0	0	0	0
Total Personnel and Costs		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

		FY 2021		FY 2022		FY 2023		FY 2024	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures									
1. Travel		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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
Total Operating Expenditures		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FY 2021		FY 2022		FY 2023		FY 2024	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay									
1. Library Resources		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Capital Outlay		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		FY 2021		FY 2022		FY 2023		FY 2024	
D. Capital Facilities Construction or Major Renovation		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
E. Other Costs									
Utilites		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Maintenance & Repairs		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Other Costs		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES:		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Net Income (Deficit)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

CONSENT
APRIL 16, 2020

BOISE STATE UNIVERSITY

SUBJECT

Master in Teaching in Elementary Education

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a 43-credit Master in Teaching in Elementary Education program. The proposed program will transition the Graduate Certificate in Teaching into a master's program. The transition will allow students to earn the credential (Master in Teaching) most appropriate to the coursework. The proposed program will provide students the training and support necessary to be recommended for K-8 Idaho teaching certification.

The intended audience of the proposed program is individuals who have earned an undergraduate degree in content other than education and wish to be certified to teach elementary school in Idaho.

IMPACT

It is projected that the program will reach a size of 25 students by the sixth year, graduating approximately 12 students per year once the program is up and running. The proposed program is cohort based, beginning in January each year. The program will take four semesters to complete.

As the proposed program is a transition from a graduate certificate to a master's program, most of the coursework for the proposed program is already offered; only one new course is added. The need for two additional course sections may arise due to the anticipated increased enrollment. Therefore, only a small additional increase in personnel costs are required, and the College of Education has funds to support them.

ATTACHMENTS

Attachment 1– Proposal in Master of Teaching in Elementary Education

STAFF COMMENTS AND RECOMMENDATIONS

Enrollment is based on a cohort model with 10 students projected for FY2021. Because the program will consist of courses already offered in various departments in the College of Education, Boise State University does not provide a minimum enrollment for program sustainability. However, if enrollments are not met for multiple consecutive years, they will reevaluate program if the need persists.

CONSENT
APRIL 16, 2020

BSU's request to offer a Masters in Teaching, Elementary Education is consistent with their Service Region Program Responsibilities. While the proposed program is not listed on the current approved Three-Year Plan, BSU demonstrates the need to transition the existing graduate certificate to a master's program to better serve student needs and align to Idaho Standards for Initial Certification of Professional School Personnel. As provided in Board Policy III.Z, no institution has the statewide program responsibility specifically for educator programs. Other similar programs offered by Idaho's public postsecondary institutions include:

Institution	Program Title	Degree Level/ Certificate	Options/Minors/ Emphases	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Teaching	Graduate Certificate		Region III - Boise	Regional	Traditional
ISU	Teaching	M.A.		Region V - Pocatello	Regional	Online
UI	Curriculum and Instruction	M.Ed.	Emphasis: 1) Career & Technical Education-13.1319; 2) Teacher certification - 13.0301	Region I & II & III	Regional	Online

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on February 6, 2020; and to the Committee on Instruction, Research, and Student Affairs on April 2, 2020. The program was also reviewed by the Professional Standards Commission at their November 14-15, 2019 meeting for alignment with certification standards. Their recommendation was forwarded to the Board at the February 13, 2020 meeting and was approved.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create new Master in Teaching in Elementary Education as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROPOSAL SUMMARY SHEET

Institution: Boise State University

Program: Master in Teaching in Elementary Education

1. Program Description and Need

Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

The proposed MIT in Elementary Education is a transition of the Graduate Certificate in Teaching (Elementary Pathway) into a master's degree program, creating a new 43 credit graduate program, a Master in Teaching in Elementary Education. This new program will provide students with the training and support necessary to be recommended for K-8 Idaho teaching certification.

The master's program will emphasize connections between theory and practice in education such that graduates will be well-started to begin as elementary teachers. Students will demonstrate mastery of knowledge, skills, and dispositions throughout their program, with the culminating activities being their Professional Year (2 semesters) field experiences. The intended audience is individuals who have earned an undergraduate degree in content other than education and wish to be certified to teach elementary school in Idaho. The proposed program will provide substantial value to students and to the State of Idaho. There is a teacher shortage in the state, and the need for well-prepared teachers at all levels is high.

2. Program Prioritization

Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

The creation of the MIT in Elementary Education requires minimal additional university resources. The creation of the new MIT in Elementary Education largely utilizes the current coursework offered through the Graduate Certificate in Teaching, requiring creation of one new course only. In addition, due to the anticipated higher enrollments the program expects after the transition to the MIT, two courses are expected to require extra sections after the second year of the program. Needed resources are available in the College of Education through adjunct support and repurposing of full-time faculty workload with lower enrollments in other courses or combined undergraduate courses.

The Graduate Certificate in Teaching was not quintiled during Boise State's most recent Program Prioritization (quintiling did not include certificate programs or minor).

3. Credit for Prior Learning

Will credit for prior learning be available for program-specific courses? If so, please explain.

Not applicable.

4. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

Whenever possible, the Department of Curriculum, Instruction and Foundational Studies strives to utilize affordable course materials and incorporate other affordability / cost saving opportunities. It is likely that a student will have the opportunity to take a course online.

5. Math Requirements

For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

Not applicable.

6. Resources/Allocation

If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

There are minimal additional resources required to offer the proposed program; only one new course is added. The need for two additional course sections may arise due to the anticipated increased enrollment of the two new MIT programs. The College of Education has funds to support the new course and additional sections for two courses if required. Resources currently used to support the Graduate Certificate in Teaching will be used to support the two new MIT programs that will replace the Graduate Certificate in Teaching.

7. Sunset

What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

The sunset clause for this program is not tied to a specific date. If a new student does not enroll for 4 continuous years, the program will be discontinued.

8. Associated Programs

Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY17	FY18	FY19	FY20 (most recent)	FY16	FY17	FY18	FY19
BA in Elementary education	412	401	432	395	61	79	52	52
BA in Educational Studies	n/a	n/a	n/a	12	n/a	n/a	n/a	n/a

9. Enrollment/Graduates of Similar Programs and Proposed Program

What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program							
	FY 2016		FY 2017		FY 2018		FY 2019		2021		2022		2023		2024	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
BSU Proposed MIT in Elementary Education									10		15	4	20	8	25	10
ISU MA in Teaching			6		29		49	1								
UI M.Ed. in Curriculum & Instruction + certification	28	11	36	18	28	17		18								

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Program Type	Request Type	Instructional Activity
Academic	New	New Graduate Program

Institution Submitting Proposal: BSU Boise State University

Name of College, School, or Division: Education

Name of Department or Area: Curriculum, Instruction and Educational Studies

RECEIVED

DEC 09 2019

OFFICE OF THE
STATE BOARD OF EDUCATION

Program Identification for Proposed New or Modified Program:

Program Title Master in Teaching Elementary Education

CIP code (consult IR / Registrar): 13.1202 - Elementary Education and Teaching.

Proposed Starting Date: 8/3/2020

Degree: Graduate 12/8

Indicate if Online Program:

X PSC has reviewed program and will be recommending conditional approval at the next Board mtg.

Support Fund: N/A

Indicate (X) if the program is: ☒ Regional Responsibility

Statewide Responsibility

Jennifer L. Snow
College Dean (Institution)

11/25/2019

Date

Tammi Vacha-Haase

11/27/2019

Graduate Dean or other
official (Institution; as
applicable)

Date

Vice President for
Research (Institution; as
applicable)

Date

Patricia Smith
Academic Affairs Program
Manager, OSBE

3/11/20

Date

[Signature]
Chief Financial Officer,
OSBE

12-31-19
Date

[Signature]
Chief Academic Officer,
OSBE

1/17/2020
Date

Mark J Heil

FVP/Chief Fiscal Officer
(Institution)

12/4/2019

Date

SBOE/Executive Director
Approval

Date

Tony Roark

Provost/VP for Instruction
(Institution)

11/27/2019

Date

Marlene Tromp

President

12/6/2019

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 to transition the Graduate Certificate in Teaching (Elementary Pathway) into a master's degree program, creating a new 43-credit graduate program, a Master in Teaching in Elementary Education. This new program will provide students with the training and support necessary to be recommended for K-8 Idaho teaching certification.

The master's program will emphasize connections between theory and practice in education such that graduates will be well-started to begin as elementary teachers. Students will demonstrate mastery of knowledge, skills, and dispositions throughout their program, with the culminating activities being their Professional Year (2 semesters) field experiences. The intended audience is individuals who have earned an undergraduate degree in content other than education and wish to be certified to teach elementary school in Idaho. The proposed program will provide substantial value to students and to the State of Idaho. There is a teacher shortage in the state, and the need for well-prepared teachers is high.

The proposed Master in Teaching in Elementary Education will replace the current Graduate Certificate in Teaching. The new program will:

- Offer improved advising for students wishing to pursue K-8 certification
- Acknowledge the level of work and training required for the program by awarding a Master's degree
- Provide a new path for individuals with undergraduate degrees in content other than education to become certified elementary teachers

The proposed program will require minimal new personnel resources, primarily making use of existing courses and capacity therein. The proposed program is largely a transition from a graduate certificate to a Master's in Teaching 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.

There is a teacher shortage in Idaho. Recent data shows that the turnover rate of teachers in Idaho exceeds the national average, at 10% (Corbin, 2018) while Idaho's school-aged population continues to grow (Friesen, 2018). And while overall rate of alternative

Page 2

teacher certification is approximately 5% in the state (Friesen, 2018), some districts in Idaho are disproportionately dependent on alternatively-certified teachers (Williams & Seibert, 2017). This may put some districts at a disadvantage, as research has found that alternatively certified teachers leave the profession at higher rates than traditional certified teachers. This higher turnover rate can impair organizational culture as well as student performance (Redding & Smith, 2016).

This new master's degree program supports students who wish to change careers to help fill this shortage. A recent survey of Idaho superintendents revealed that 76% of superintendents believe that a traditionally certified teacher is more qualified than an alternatively certified teacher (Williams & Seibert, 2017). Thus, pursuing a traditional certification route allows interested students better prepare for their new career in a way that may make them more sought-after in Idaho school districts. This new program is aligned with Boise State's undergraduate elementary education certification route, which has demonstrated excellence in preparing new teachers for teaching in Idaho. Consequently, this new program will simultaneously support students in becoming high quality teachers while allowing students to move through the program at a relatively accelerated pace as graduate students.

- 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:

Elementary teachers, SOC 25-2021

Depending on the endorsements that students seek, this program may also fill middle school teacher positions in literacy/reading, math, sciences, health, ENL, bilingual education, and psychology.

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	333 (½ state)	281 (.25% of nation)	
State	666	562 (.50% of nation)	
Nation		112,400	

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

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(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**.

The program will appeal to students interested in teaching in K-8 classrooms. We anticipate enrolling second-career students, personnel from school districts with responsibilities for student learning who are not yet certified (e.g. paraprofessionals), students currently finishing their undergraduate degrees who have recently decided to pursue education, and those students who have received their Educational Studies B.A. and wish to return to Boise State to pursue teacher certification.

Currently, the Graduate Certificate in Teaching (Elementary Pathway) fills a similar need and receives several inquiries each month via prospective students visiting the website and contacting Dr. Wenner via email. Once contacted, Dr. Wenner requests the completion of a survey and meets with the prospective student for one-on-one advising into the program. Since September 2017, Dr. Wenner has had 105 inquiries and advising meetings, which demonstrates a need for the proposed Master's in Teaching in Elementary Education (see survey questions and summary in Appendix A).

Acceptance and enrollment in the Graduate Certificate in Teaching is also an indicator of student need; this enrollment is steadily increasing.

Fall Term	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Enrolled in Graduate Certificate in Teaching	14	19	22	23	44

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Graduates of the proposed program will be better equipped to serve Idaho students in the K-8 classroom. A Master's in Teaching in Elementary Education will enhance the preparation of certified teachers in Idaho, and will better reflect the quality and value of education students are receiving. Additionally, while enrolled in the program, students will spend time in community schools, linking district employees, mentor teachers, and university personnel in a relationship of shared support. Graduates of the program will enhance Idaho education and the economy by releasing highly trained and qualified teachers into the state.

- d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

Graduates will be equipped with the skills necessary for offering high-quality education in Idaho schools. Best practices in education, as developed and practiced in this program, produce positive outcomes for society by offering well-started beginning teachers across the state. Graduates will have training in differentiating for gifted learners, teaching English Language Learners, responding to the educational impact of poverty, and specialized training in content methodologies. Additionally, graduates will have over 800 hours of supervised field experience supported by Boise State University personnel and area school districts.

e. If Associate's degree, transferability:

N/A

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Idaho State University	M.A. in Teaching	This is a Master's programs for practicing teachers but it DOES NOT offer certification within the Master's degree as a typical offering. However, it is noted that the MAT can be an alternate route to certification.
University of Idaho	M.Ed. in Curriculum & Instruction plus certification	This is a 43-credit program that results in a Master's degree and secondary certification (no elementary option).

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
Northwest Nazarene University	Accelerated Program for Teaching Certification (Elementary and Secondary) - Graduate Level	This is a 16-month, cohort program for certification in either elementary or secondary teaching, but does not result in a Master's degree without taking 12 more credits.

Eastern Washington State University	Transition to Teaching Program - Bachelor's and Graduate level	4-7 quarters of coursework (depending on background) to gain Washington State teacher certification.
University of Utah	Masters of Education with Secondary Teaching Licensure	The M.Ed. with Secondary Licensure degree and program is designed for students who already hold a bachelor's degree and have completed coursework equivalent to the teaching major in the subject area in which they seek licensure.

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's in Teaching in Elementary Education fills a need for highly prepared elementary school teachers in Idaho and is distinct from similar programs currently available in Idaho. The program offered at Idaho State University appears to be an alternative certification program, rather than a typically-offered program for elementary teacher certification. The proposed Master's in Teaching in Elementary Education program would be offered as a formalized route to teacher certification without the need to create particular educational plans for each student. The program offered at the University of Idaho appears to only offer secondary certification, which is not relevant for those who wish to pursue K-8 certification and/or have an undergraduate degree in a non-qualifying endorsement area (e.g. social work, human resources, etc.).

5. **Describe how this request supports the institution's vision and/or strategic plan.**

Goals of Institutional Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students	<p>The proposed program will broaden students' opportunities to earn a Master's degree and obtain a teaching licensure while experiencing high-quality experiential learning in over 800 hours of field experience.</p> <p>A Master's Degree in Teaching in Elementary Education promotes the professionalism of practice desirable for Idaho schools and teachers.</p>
Goal 4: Align university program and activities with community needs	Graduates will be prepared to enter Idaho classrooms, which are currently experiencing a

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	teacher shortage. Moreover, related to previous literature, many superintendents/districts prefer traditionally-prepared teachers.
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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 proposed 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: 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.

Graduate Policy and Procedure: The proposed program will adhere to all applicable policies and procedures of the Graduate College as developed and approved by the graduate faculty of the university through its representatives on the Graduate Council.

Specialized Accreditation: All programs offered by departments within the College of Education are accredited by the Council for the Accreditation of Educator Preparation (CAEP), which ensures a high standard of quality.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B**.

N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes X No

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

October 22, 2019.

9. Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.

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?

Internal review and discussion of the existing graduate certificate in Teaching took place at the end of the 2018-2019 academic year. Through these discussions the Department of Curriculum, Instruction and Foundational Studies determined that awarding students with Graduate Certificate in Teaching did not well-reflect the value and quality of education students received nor was equitable when students had taken significant coursework (36-44 credits) and participated in a rigorous Professional Year teaching experience. The decision was made by the department to transition the existing Graduate Certificate in Teaching to two Master's in Teaching degrees, one focused on Elementary Education and the other on Secondary Education.

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?

There is no benefit to waiting to start this program since the program currently exists at the Graduate Certificate level and is serving student need. In addition, the current program no longer aligns to ISCIP standards and beginning the improved program immediately will ensure standards and accreditation is met.

Most significantly, nothing would be gained by delay of implementation. Benefits that would result are the following:

- Immediately contribute to the need throughout the state for qualified elementary education teachers
- Expand and enhance collaborative partnerships with local school districts
- Award a credential to students that is aligned with the time and energy they dedicated to its pursuit.

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.

The Department of Curriculum, Instruction and Foundational Studies at Boise State has a responsibility to prepare highly qualified teachers that can elevate and improve the educational experience and outcomes for Idaho students. The proposed program responds to the needs of

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Idaho in addressing the teacher shortage and to the needs of students who deserve an appropriate credential aligned with their academic experience.

- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

The proposed Master's in Teaching Elementary Education will leverage existing coursework and is not reliant on external funding.

- iii. Is there a contractual obligation or partnership opportunity to justify the program?

No

- iv. Is the program request or program change in response to accreditation requirements or Recommendations?

No.

- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

No.

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.	24
Credit hours in required courses offered by other departments:	19
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	43

- 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.

Students will successfully complete all assignments and experiences contained within the Professional Year (18 credits; 2 semesters). This will involve spending 3-5 days/week in schools, taking on the responsibilities of a practicing educator. Students will be supervised by a university liaison and supported by school-based mentor teachers.

11. Program Intended Learning Outcomes and Connection to Curriculum.

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- 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.

The Intended Learning Outcomes for the Master in Teaching in Elementary Education

1. Candidates will demonstrate care, character, and professionalism in honoring intersectionality and diversities in order to support student learning.
2. Candidates will frame their disciplinary curriculum based on its structure and purpose, including perspectives in the discipline and how content is organized.
3. Candidates will demonstrate knowledge and application of the epistemic practices in their content, including tools of the discipline, routines for teaching and learning, and domain specific practices.
4. Candidates will demonstrate knowledge of the teaching process and assessment systems by making the anatomy of teaching visible through planning learning segments and response to learning based on data, observations, and interpretations.
5. Candidates will facilitate learning for individuals, small groups, and whole group based on data which might define needs for intervention.
6. Candidates will attend to the social dynamics in a classroom and create a culture for learners that considers power dynamics, peer interactions, and culturally responsive management.

(A) 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.

Assignments are embedded in each program course that will be used to evaluate student learning. The assessments will be in the form of assignments, reflections, collaborative projects, and field experience supervision. For example, the Defensible Teaching Plan in ED-CIFS 508 asks students to articulate their philosophies about learning, motivation, the learning environment, and equity, apply these to classroom practices, align them with the Anti-Bias Education standards, and evaluate their readiness to implement these.

In addition to assignments detailed above, there will be a distinct culminating experience in the proposed master's program called the Students Performance Assessment of Teaching (SPAT). This will allow graduates to demonstrate mastery of their level of understanding planning, assessment alignment, differentiation, and teaching strategies for all learners. This experience will take place in the student teaching semester where the student will be asked to plan, write, execute, and reflect on a unit planning event. Examination of the deliverables from the project will provide faculty with information on the evaluation and research skills of students and their ability to solve complex problems.

- b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Annually, the curriculum and assessment committee will review the submitted findings regarding PILOs and will also review the results of the most recent graduating student survey. A retreat will be held with all faculty involved in the program, and will be used to identify strengths and areas for improvement. We plan to focus on a specific PILO and the course(s) that addresses that PILO every year in more detail during the retreat, effectively evaluating every PILO very carefully every four years.

- c. **Measures used.** What direct and indirect measures will be used to assess student learning?

We plan to use primarily direct measures by identifying assignments embedded in program courses. We will also have a graduating student survey that will serve as an indirect measure.

- d. **Timing and frequency.** When will assessment activities occur and at what frequency?

Assessment results will be collected in key courses to assess student learning of each outcome. The faculty will meet to review results annually as described above.

Enrollments and Graduates

- (B) **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)			
	FY16	FY17	FY18	FY19	FY16	FY17	FY18	FY19 (most recent)
University of Idaho, M.Ed. in Curriculum & Instruction + Certification	28	36	28	unavailable	11	18	17	18
Idaho State University, M.A. in Teaching		6	29	49				1

Boise State University Graduate Certificate in Teaching	14	19	22	23	5	9	16	14
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- (C) **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 in Teaching in Elementary Education											
Projected Spring* Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY21 (first year)	FY22	FY23	FY24	FY25	FY26	FY22 (first year)	FY23	FY24	FY25	FY26	FY27
10	15	20	25	25	25	4	8	10	12	12	12

*Please note this cohort program begins in January of each year. Students in the cohort take courses in Spring, Summer, Fall and graduate in the end of their second Spring semester. This cohort program takes four semesters to complete. The projected Spring term headcount shown in the table above include headcounts from two cohorts since in every Spring semester there are two cohorts in the program.

- (D) **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 projected enrollments are based on 1) the expressed need / interest from students who are looking for a graduate program that will allow them to become certified K-8 teachers in Idaho, 2) the need more broadly in the state of Idaho for well-prepared elementary teachers. Moreover, we anticipate transitioning students currently enrolled in the Graduate Certificate in Teaching - Elementary Pathway into the Master in Teaching in Elementary Education program.

Our recruitment efforts will primarily be focused on community members who wish to change careers.

- (E) **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?

There are no minimum enrollments for the program at this time, as nearly all courses in the program overlap with other degree programs. For those courses that do not overlap with other programs (i.e. ED-CIFS 512 and ED-CIFS 550) we will commit to running these courses as students require them in accordance with their cohort course plan.

Resources Required for Implementation – fiscal impact and budget

(F) 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.

Existing classroom space, including computer classrooms, is sufficient to support the program.

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

Classes for program can be accommodated by existing facilities.

- 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 physical resources are required.

(G) 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 Albertsons library currently offers a comprehensive selection of periodicals and database sources across multiple fields within the discipline of education. The department will continue to work with the library liaison to review resources and suggest additions, changes and offer fiscal support for those changes as resources allow. In addition, no impact is anticipated on the level of library usage from the new program.

- 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.

No additional library resources are needed.

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

There will be instructional resource needs for one new course (ED-CIFS 512) in FY21 and may be an additional section in each of the two common field courses (ED-CIFS 508 and ED-CIFS 509) shared with proposed Master in Teaching Secondary Education starting in FY22. These resources are available in the College of Education through adjunct support and repurposing of full-time faculty workload with lower enrollments in other courses or combined undergraduate courses. Since courses ED-CIFS 508 and ED-CIFS 509 already exist and have students enrolled in them, the budget model focuses on the marginal (additional) students the master program gains for the revenue and cost calculations.

- 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.

Coursework for the proposed program is already offered as part of existing programs; thus, only a small additional increase in personnel costs are required as explained above.

- 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?

We anticipate that little to no impact on existing programs due to the creation of the new program. Students and other graduates drawn to an Master's in Teaching in Elementary Education are already enrolling in the Graduate Certificate (Elementary Pathway) program.

- 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.

There will be a need for an adjunct instructor to teach the new course, ED-CIFS 512. Additional sections of Ed-CIFS 508 and Ed-CIFS 509 will be filled with existing full-time faculty whose workloads are adjusted when a few other courses with lower enrollments are combined or discontinued. Resource needs are for the additional expected enrollments. No other resources are needed to support the proposed program.

(H) 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 of existing state appropriated funds will occur to support the new program. In the revenue section of the attached budget model, we used BB2.0

calculations, which allocates funds based on student credit hour (SCH) generated with additional enrollment in the College of Education. The SCH per credit per graduate student is \$240. The budget model focuses on the marginal (additional) students the new master program gains after the transition from the existing certificate program for the revenue and cost calculations.

- 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.

N/A

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?
- 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

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.

The new program is not designed as self-support program.

- (I) 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).

Master in Teaching in Elementary Education Degree Box

Master in Teaching in Elementary Education	
<i>Course Number and Title</i>	<i>Credits</i>
ED-CIFS 507 Foundations of American Education	3
ED-CIFS 508 Student Learning and Classroom Interactions	4
ED-CIFS 509 Curriculum, Instruction, and Assessment	4
ED-CIFS 512 Integrated Methods in Teaching and Learning	3
ED-CIFS 550 Seminar on Teaching and Learning	1
ED-CIFS 567 Professional Year II - Elementary Teaching Experience	9
ED-ESP 510 Foundations of Practice	3
ED-LLC 512 Literacy Field Experiences	1
ED-LLC 549 Idaho Comprehensive Literacy	3
ED-LLC 561 - Advanced Integrated Disciplinary Literacy in the Social Sciences	3
ED-LLC 545 Writing Processes, Instruction, and Assessment: K-8	3
MATHED 524 Teaching and Learning Geometry	3
MATHED 557 Teaching and Learning Number Concepts with Problem Solving	3
Total	43

MIT in Elementary Education Updated Budget 12-20-19

I. PLANNED STUDENT ENROLLMENT											
	FY 21			FY 22			FY 23			FY 24	
	FTE	Headcou		FTE	Headcount		FTE	Headcoun		FTE	Headcoun
A. New enrollments	10	10		15	15		20	20		25	25
B. Shifting enrollments											
Total Enrollment	10	10		15	15		20	20		25	25
II. REVENUE											
	FY 21			FY 22			FY 23			FY 24	
	On-going	One-time		On-going	One-time		On-going	One-time		On-going	One-time
1. New Appropriated Funding Reques	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
2. Institution Funds	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
3. Federal	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
4. New Tuition Revenues from Increased Enrollments	\$3,600	\$0		\$5,760	\$0		\$14,208	\$0		\$29,960	\$0
5. Student Fees	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
6. Other (i.e., Gifts)	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
Total Revenue	\$3,600	\$0		\$5,760	\$0		\$14,208	\$0		\$29,960	\$0
III. EXPENDITURES											
	FY 21			FY 22			FY 23			FY 24	
	On-going	One-time		On-going	One-time		On-going	One-time		On-going	One-time
A. Personnel Costs											
1. FTE	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
2. Faculty	\$0	\$0		\$0	\$0		\$3,011	\$0		\$4,182	\$0
3. Adjunct Faculty	\$3,321	\$0		\$3,321	\$0		\$3,321	\$0		\$3,321	\$0
4. Graduate/Undergrad Assistants	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
5. Research Personnel	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
6. Directors/Administrators	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
7. Administrative Support Personnel	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
8. Fringe Benefits	\$0	\$0		\$0	\$0		\$903	\$0		\$1,254	\$0
9. Other:	\$0	\$0		\$0	\$0		\$0	\$0		\$0	\$0
Total Personnel and Costs	\$3,321	\$0		\$3,321	\$0		\$7,235	\$0		\$8,757	\$0

MIT in Elementary Education Updated Budget 12-20-19

Assumptions																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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MIT in Elementary Education Updated Budget 12-20-19

	FY 21		FY 22		FY 23		FY 24	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
D. Capital Facilities Construction or Major Renovation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
E. Indirect Costs (overhead)								
Utilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance & Repairs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES:	\$3,321	\$0	\$3,321	\$0	\$7,235	\$0	\$8,757	\$0
Net Income (Deficit)	\$279	\$0	\$2,439	\$0	\$6,973	\$0	\$21,203	\$0

BOISE STATE UNIVERSITY

SUBJECT

Master in Teaching in Secondary Education

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a 33- credit Master in Teaching in Secondary Education program. The proposed program will transition the Graduate Certificate in teaching into a master's program. The transition will allow students to earn the credential (Master in Teaching) most appropriate to the coursework. The proposed program will provide students the training and support necessary to be recommended for Idaho secondary teaching certification.

The intended audience of the proposed program is individuals who have earned an undergraduate degree in content other than education and wish to be certified to teach secondary school in Idaho.

IMPACT

It is projected that the program will reach a size of 36 students by the sixth year, graduating approximately 33 students per year once the program is up and running. The proposed program is cohort based, beginning in May each year with summer session. The program is completed within one year (three semesters, including the summer).

As the proposed program is a transition from a graduate certificate to a master's program, coursework for the proposed program is already offered, therefore, only a small additional increase in personnel costs are required to accommodate two additional course sections. The College of Education has funds to support them.

ATTACHMENTS

Attachment 1– Proposal in Master of Teaching in Secondary Education

STAFF COMMENTS AND RECOMMENDATIONS

Enrollment is based on a cohort model with 25 students projected for FY2021. Because the program will consist of courses already offered in various departments in the College of Education, Boise State University does not provide a minimum enrollment for program sustainability. However, if enrollments are not met for multiple consecutive years, they will reevaluate program if the need persists.

BSU's request to offer a Masters in Teaching, Secondary Education is consistent with their Service Region Program Responsibilities. While the proposed program

CONSENT
APRIL 16, 2020

is not listed on the current approved Three-Year Plan, BSU demonstrates the need to transition the existing graduate certificate to a master's program to better serve student needs and align to Idaho Standards for Initial Certification of Professional School Personnel standards. As provided in Board Policy III.Z, no institution has the statewide program responsibility specifically for educator programs. Other similar programs offered by Idaho's public postsecondary institutions include:

Institution	Program Title	Degree Level/ Certificate	Options/Minors/ Emphases	Location(s)	Regional/ Statewide	Method of Delivery
BSU	Teaching	Graduate Certificate		Region III - Boise	Regional	Traditional
ISU	Teaching	M.A.		Region V- Pocatello	Regional	online
UI	Curriculum and Instruction	M.Ed.	Emphasis: 1) Career & Technical Education-13.1319; 2) Teacher certification - 13.0301	Region I & II & III	Regional	Online

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on February 6, 2020; and to the Committee on Instruction, Research, and Student Affairs on April 2, 2020. The program was also reviewed by the Professional Standards Commission at their November 14-15, 2019 meeting for alignment with certification standards. Their recommendation was forwarded to the Board at the February 13, 2020 meeting and was approved.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create new Master in Teaching in Secondary Education as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Proposal Summary Sheet

Institution: Boise State University

Program: Master in Teaching in Secondary Education

1. Program Description and Need

Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

The proposed MIT in Secondary Education is a transition of the Graduate Certificate in Teaching (Secondary Pathway) into a master's degree program, creating a new 33-36-credit graduate program, a Master in Teaching in Secondary Education. The new program will provide students with the training and support necessary to be recommended for Idaho secondary teaching certification.

The program will emphasize connections between theory and practice in education such that graduates will be well-started beginning secondary teachers. Students will demonstrate mastery of knowledge, skills, and dispositions throughout their program, with the culminating activities being their Professional Year (2 semesters) field experiences. The intended audience is individuals who have earned an undergraduate degree in content other than education and wish to be certified to teach secondary school in Idaho. The proposed program will provide substantial value to students and to the State of Idaho. There is a teacher shortage in the state, and the need for well-prepared teachers is high.

2. Program Prioritization

Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

The creation of the MIT in Secondary Education requires minimal additional university resources. The creation of the new MIT in Secondary Education utilizes the current coursework offered through the Graduate Certificate in Teaching, however, due to the anticipated higher enrollments the program expects after the transition to the MIT, the only additional resources required are to be able to offer an extra section for two courses after the second year of the program.

The Graduate Certificate in Teaching was not quintiled during Boise State's most recent Program Prioritization (quintiling did not include certificate programs or minor).

3. Credit for Prior Learning

Will credit for prior learning be available for program-specific courses? If so, please explain.

Not applicable.

4. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

Whenever possible, the Department of Curriculum, Instruction and Foundational Studies strives to utilize affordable course materials and incorporate other affordability / cost saving opportunities. It is likely that a student will have the opportunity to take a course online.

5. Math Requirements

For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

Not applicable.

6. Resources/Allocation

If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

CONSENT
APRIL 16, 2020

ATTACHMENT 1

There are minimal additional resources required to offer the proposed program. The need for two additional course sections may arise due to the anticipated increased enrollment of the two new MIT programs. The College of Education has funds to support an additional section if required. Resources currently used to support the Graduate Certificate in Teaching will be used to support the two new MIT programs that will replace the Graduate Certificate in Teaching. Needed resources are available in the College of Education through adjunct support and repurposing of full-time faculty workload with lower enrollments in other courses or combined undergraduate courses.

7. Sunset

What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

The sunset clause for this program is not tied to a specific date. If a new student does not enroll for 4 continuous years, the program will be discontinued.

8. Associated Programs

Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY17	FY18	FY19	FY20 (most recent)	FY16	FY17	FY18	FY19
BA in Elementary education	412	401	432	395	61	79	52	52
BA in Educational Studies	n/a	n/a	n/a	12	n/a	n/a	n/a	n/a

9. Enrollment/Graduates of Similar Programs and Proposed Program

What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program							
	FY 2016		FY 2017		FY 2018		FY 2019		2021		2022		2023		2024	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
BSU Proposed MIT in Secondary Education									25		30	23	30	23	35	28
ISU MA in Teaching			6		29		49	1								
UI M.Ed. in Curriculum & Instruction + certification	28	11	36	18	28	17		18								

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Program Type

Academic

Request Type

New

Instructional Activity

New Graduate Program

Institution Submitting Proposal:

BSU Boise State University

Name of College, School, or Division:

Education

Name of Department or Area:

Curriculum, Instruction and

RECEIVED

DEC 09 2019

OFFICE OF THE
STATE BOARD OF EDUCATION
and Foundational Studies

Program Identification for Proposed New or Modified Program:

Program Title

Master in Teaching Secondary Education

CIP code (consult IR / Registrar):

13.1205 - Secondary Education and Teaching.

Proposed Starting Date:

8/3/2020

Degree:

Graduate

Indicate if Online Program:

12/8
PSC recommends
conditional approval.
To be considered at the
next Board meeting.

Support Fund:

N/A

Indicate (X) if the program is:☒ Regional Responsibility

Statewide Responsibility



11/25/2019

College Dean (Institution)

Date



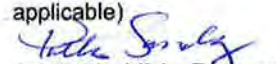
11/27/2019

Graduate Dean or other
official (Institution; as
applicable)

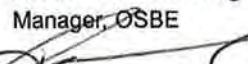
Date

Vice President for
Research (Institution; as
applicable)

Date



Academic Affairs Program
Manager, OSBE

Date


Chief Financial Officer,
OSBE

12-31-19

Date


Chief Academic Officer,
OSBE

1-17-2020

Date

**CONSENT
APRIL 16, 2020**

ATTACHMENT 1

Mark J Heil

FVP/Chief Fiscal Officer
(Institution)

12/4/2019

Date

SBOE/Executive Director
Approval

Date

Tony Roark

Provost/VP for Instruction
(Institution)

11/27/2019

Date

Marlene Tromp

President

12/6/2019

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 to transition the Graduate Certificate in Teaching (Secondary Pathway) into a master's degree program, creating a new 33-36-credit graduate program, a Master in Teaching in Secondary Education. The new program will provide students with the training and support necessary to be recommended for Idaho secondary teaching certification.

The program will emphasize connections between theory and practice in education such that graduates will be well-started beginning secondary teachers. Students will demonstrate mastery of knowledge, skills, and dispositions throughout their program, with the culminating activities being their Professional Year (2 semesters) field experiences. The intended audience is individuals who have earned an undergraduate degree in content other than education and wish to be certified to teach secondary school in Idaho. The proposed program will provide substantial value to students and to the State of Idaho. There is a teacher shortage in the state, and the need for well-prepared teachers is high.

The proposed Master in Teaching in Secondary Education will replace the current Graduate Certificate in Teaching. The new program will:

- Offer improved advising for students wishing to pursue secondary certification
- Acknowledge the level of work and training required for the program by awarding a Master's degree
- Provide a new path for individuals with undergraduate degrees in content areas other than education to become certified secondary teachers.

The proposed program will require minimal new personnel resources, primarily making use of existing courses and capacity therein. The proposed program is largely a transition from a graduate certificate to a Master's in Teaching 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.

There is a teacher shortage in Idaho. Recent data shows that the turnover rate of teachers in Idaho exceeds the national average, at 10% (Corbin, 2018) while Idaho's school-aged population continues to grow (Friesen, 2018). And while overall rate of alternative

Page 2

teacher certification is approximately 5% in the state (Friesen, 2018), some districts in Idaho are disproportionately dependent on alternatively-certified teachers (Williams & Seibert, 2017). This may put some districts at a disadvantage, as research has found that alternatively certified teachers leave the profession at higher rates than traditional certified teachers, which can impair organizational culture as well as student performance (Redding & Smith, 2016).

This new master's degree program supports students who wish to change careers to help fill this shortage. A recent survey of Idaho superintendents revealed that 76% of superintendents believe that a traditionally certified teacher is more qualified than an alternatively certified teacher (Williams & Seibert, 2017). Thus, pursuing a traditional certification route allows interested students better prepare for their new career in a way that may make them more sought-after in Idaho school districts. This new program is aligned with Boise State's undergraduate secondary education certification route, which has demonstrated excellence in preparing new teachers for teaching in Idaho. Consequently, this new program will simultaneously support students in becoming high quality teachers while allowing students to move through the program at a somewhat accelerated pace as graduate students.

- 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:

Middle School Teachers, SOC 25-2022
Secondary School Teachers, SOC 25-2031

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	340 (1/2 of state)	321 (.25% of nation)	
State	681	643 (.50% of nation)	
Nation		128,600	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

b. Student need.

Source of students will not change from the current Graduate Certificate in Teaching (secondary pathway) program.

The program will appeal to students interested in teaching in secondary classrooms. We anticipate enrolling second-career students, personnel from school districts with responsibilities for student learning who are not yet certified (e.g. paraprofessionals), and students currently finishing their undergraduate degrees who have recently decided to pursue education certification.

A recent internal College of Education survey conducted in Districts across all regions of Idaho regarding interest in enrolling in teacher preparation for STEM education indicate that 81% of adults surveyed ($n=77$) would be very likely or highly likely to enroll in a licensure program that would prepare them to teach in Secondary (6-12) STEM fields.

Acceptance and enrollment in the Graduate Certificate in Teaching is also an indicator of student need; this enrollment is steadily increasing.

Fall Term	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Enrolled in Graduate Certificate in Teaching	14	19	22	23	44

c. Economic Need: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Graduates of the proposed program will be better equipped to serve Idaho students in the 6-12 classroom. A Master's in Teaching in Secondary Education will enhance the preparation of certified teachers in Idaho. Additionally, while enrolled in the program, students will spend time in community schools, linking district employees, mentor teachers, and university personnel in a relationship of shared support. Graduates of the program will enhance Idaho education and the economy by releasing highly trained and qualified teachers into the state.

d. Societal Need: Describe additional societal benefits and cultural benefits of the program.

Graduates will be equipped with the skills necessary for offering high-quality education in Idaho schools. Best practices in education, as developed and practiced in this program, produce positive outcomes for society by offering well-started beginning teachers across the state. Graduates will have training in differentiating for gifted learners, teaching

English Language Learners, responding to the educational impact of poverty, and specialized training in content methodologies. Additionally, graduates will have over 800 hours of supervised field experience supported by Boise State University personnel and area school districts. This apprenticeship builds relationships in the community and area school districts.

e. If Associate's degree, transferability:

N/A

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Idaho State University	M.A. in Teaching	This is a Master's programs for practicing teachers but it DOES NOT offer certification within the Master's degree as a typical offering. However, it is noted that the MAT can be an alternate route to certification.
University of Idaho	M.Ed. in Curriculum & Instruction plus certification	This is a 43-credit program that results in a Master's degree and secondary certification.

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
Northwest Nazarene University	Accelerated Program for Teaching Certification (Elementary and Secondary) - Graduate Level	This is a 16 month, cohort program for certification in either elementary or secondary teaching, but does not result in a Master's degree without taking 12 more credits.
Eastern Washington State	Transition to Teaching Program - Bachelor's and	4-7 quarters of coursework (depending on background) to gain Washington State

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University	Graduate level	teacher certification.
University of Utah	Masters of Education with Secondary Teaching Licensure	The M.Ed. with Secondary Licensure degree and program is designed for students who already hold a bachelor's degree and have completed coursework equivalent to the teaching major in the subject area in which they seek licensure.

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's in Teaching in Secondary Education fills a need for highly prepared secondary school teachers in Idaho and is distinct from similar programs currently available in Idaho. The program offered at Idaho State University appears to be an alternative certification program, rather than a typically-offered program for secondary teacher certification. The proposed Master's in Teaching in Secondary Education program would be offered as a formalized route to teacher certification without the need to create particular educational plans for each student. The program offered at the University of Idaho is a similar program; however, since the program is housed in the northern part of the state, it does not easily serve students in southeast and southwest Idaho, or eastern Oregon.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

Goals of Institutional Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students	The proposed program will broaden students' opportunities to earn a Master's degree and obtain a teaching licensure while experiencing high-quality experiential learning in over 800 hours of field experience.
Goal 4: Align university program and activities with community needs	Graduates will be prepared to enter Idaho classrooms, which are currently experiencing a teacher shortage. Moreover, related to previous literature, many superintendents/districts prefer traditionally-prepared teachers.

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.

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The following measures will ensure the high quality of the proposed 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: 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.

Graduate Policy and Procedure: The proposed program will adhere to all applicable policies and procedures of the Graduate College as developed and approved by the graduate faculty of the university through its representatives on the Graduate Council.

Specialized Accreditation: All programs offered by departments within the College of Education are accredited by the Council for the Accreditation of Educator Preparation (CAEP), which ensures a high standard of quality.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B**.

N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to 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?

October 22nd, 2019.

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes ☐ 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?

Internal review and discussion of the existing graduate certificate in Teaching took place at the end of the 2018-2019 academic year. Through these discussions the Department of Curriculum, Instruction and Foundational Studies determined that awarding students with Graduate Certificate in Teaching did not well-reflect the value and quality of education students received nor was equitable when students had taken significant coursework (36-44 credits) and participated in a rigorous Professional Year teaching experience. The decision was made by the department to transition the existing Graduate Certificate in Teaching to two Master's in Teaching degrees, one focused on Elementary Education and the other on Secondary Education.

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?

There is no benefit to waiting to start this program since the program currently exists at the Graduate Certificate level and is serving student need. Additionally, the current program no longer aligns to ISCIP standards and beginning the improved program immediately will ensure standards and accreditation is met.

Most importantly, nothing would be gained by delay of implementation. Benefits that would result are the following:

- Immediately contribute to the need throughout the state for qualified elementary education teachers
- Expand and enhance collaborative partnerships with local school districts
- Award a credential to students that is aligned with the time and energy they dedicated to its pursuit

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.

The Department of Curriculum, Instruction and Foundational Studies at Boise State has a responsibility to prepare highly qualified teachers that can elevate and improve the educational experience and outcomes for Idaho students. The proposed program responds to the needs of Idaho in addressing the teacher shortage and to the needs of students who deserve an appropriate credential aligned with their academic experience.

- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

The proposed Master's in Teaching Secondary Education will leverage existing coursework and

is not reliant on external funding.

- iii. Is there a contractual obligation or partnership opportunity to justify the program?

No.

No.

- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

No.

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.	24
Credit hours in required courses offered by other departments:	6
Credit hours in institutional general education curriculum	0
Credit hours in free electives	3-6
Total credit hours required for degree program:	33-36

- 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.

Students complete Professional Year field experience requirements as part of the program, including a culminating SPAT unit, which is required in the current program, ED-CIFS 561 (3 credits) and ED-CIFS 565/566 (12 credits). Requirements for these courses are outlined in the Professional Year Field Guide.

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.

The Intended Learning Outcomes for the Master in Teaching in Secondary Education

1. Candidates will demonstrate care, character, and professionalism in honoring intersectionality and diversities in order to support student learning.
2. Candidates will frame their disciplinary curriculum based on its structure and purpose,

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including perspectives in the discipline and how content is organized.

3. Candidates will demonstrate knowledge and application of the epistemic practices in their content, including tools of the discipline, routines for teaching and learning, and domain specific practices.
4. Candidates will demonstrate knowledge of the teaching process and assessment systems by making the anatomy of teaching visible through planning learning segments and response to learning based on data, observations, and interpretations.
5. Candidates will facilitate learning for individuals, small groups, and whole group based on data which might define needs for intervention.
6. Candidates will attend to the social dynamics in a classroom and create a culture for learners that considers power dynamics, peer interactions, and culturally responsive management.

(A) 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.

Assignments are embedded in each program course that will be used to evaluate student learning. The assessments will be in the form of assignments, reflections, collaborative projects, and field experience supervision. For example, the Defensible Teaching Plan in ED-CIFS 508 asks students to articulate their philosophies about learning, motivation, the learning environment, and equity, apply these to classroom practices, align them with the Anti-Bias Education standards, and evaluate their readiness to implement these.

In addition to assignments detailed above, there will be a distinct culminating experience in the proposed master's program called the Students Performance Assessment of Teaching (SPAT). This will allow graduates to demonstrate mastery of their level of understanding planning, assessment alignment, differentiation, and teaching strategies for all learners. This experience will take place in student teaching semester where the student will be asked to plan, write, execute, and reflect on a unit planning event. Examination of the deliverables from the project will provide faculty with information on the evaluation and research skills of students and their ability to solve complex problems.

- b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Annually, the curriculum and assessment committee will review the submitted findings regarding Program Intended Learning Outcomes (and will also review the results of the most recent graduating student survey. A retreat will be held with all faculty involved in the program, and will be used to identify strengths and areas for improvement. We plan to focus on a specific Intended Learning Outcomes and the course(s) that addresses that it every year in more detail during the retreat, effectively evaluating every Intended

Learning Outcomes very carefully every four years.

- c. **Measures used.** What direct and indirect measures will be used to assess student learning?

We plan to use primarily direct measures by identifying assignments embedded in program courses. We will also have a graduating student survey that will serve as an indirect measure.

- d. **Timing and frequency.** When will assessment activities occur and at what frequency?

Assessment results will be collected in key courses to assess student learning of each outcome. The faculty will meet to review results annually as described above.

Enrollments and Graduates

- (B) **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)			
	FY16	FY17	FY18	FY19	FY16	FY17	FY18	FY19
University of Idaho, M.Ed. in Curriculum & Instruction + Certification	28	36	28	unavailable	11	18	17	18
Idaho State University, MA in Teaching		6	29	49				1
Boise State, Graduate Certificate in Teaching	14	19	22	23	5	9	16	14

- (C) **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: Masters in Teaching in Secondary Education											
Projected Summer* Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY21 (first year)	FY22	FY23	FY24	FY25	FY26	FY22 (first year)	FY23	FY24	FY25	FY26	FY27
25	30	30	35	35	36	23	23	28	32	33	33

*Please note this cohort program begins in May of each year. Students in the cohort take courses in Summer (1st semester), Fall (2nd semester), and graduate in the end of the Spring (3rd semester). This cohort program is completed within one year (May to May).

- (D) **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 projected enrollments are based on 1) the current enrollment in the Graduate Certificate in Teaching (secondary pathway); 2) the expressed desire by community members and those in industry to become certified teachers; 3) the growth in request for preparing well-started beginning teachers especially in the STEM fields.

Our recruitment efforts will continue to be focused on current and former students in the area. We will recruit community members who have expressed a desire to become certified teachers, as well as paraprofessionals and other support staff currently working in Idaho schools. We will also recruit community members who may have stepped out of industry to raise children, but whose interests and schedules may now support re-entering the workforce as teachers.

- (E) **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?

The courses for the program are courses already offered in various departments in the College of Education. This program will not require additional investment.

Resources Required for Implementation – fiscal impact and budget

- (F) **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.

Existing classroom space, including computer classrooms, is sufficient to support the program.

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

Classes for program can be accommodated by existing facilities.

- 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 physical resources are required.

(G) 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 Albertsons library currently offers a comprehensive selection of periodicals and database sources across multiple fields within the discipline of education. The department will continue to work with the library liaison to review resources and suggest additions. No impact is anticipated on the level of library usage from the new program.

- 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.

No additional library resources are needed.

(H) 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?

There may be instructional resource needs for an additional section in each of the two common field courses (ED-CIFS 508 and ED-CIFS 509) shared with Master in Teaching Elementary Education starting in FY22. These resources are available in the College of

Education through adjunct support or repurposing of full-time faculty workload with lower enrollments in other courses or combined undergraduate courses. Since courses ED-CIFS 508 and ED-CIFS 509 already exist and have students enrolled in them, the budget model focuses on the marginal (additional) students the master program gains for the revenue and cost calculations.

- 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.

Coursework for the proposed program is already offered as part of existing programs; thus, only a small additional increase in personnel costs are required as explained above.

- 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?

We anticipate that little to no impact on existing programs due to the creation of the new program. Students and other graduates drawn to an Master's in Teaching in Secondary Education are already enrolling in the Graduate Certificate (secondary pathway) program.

- 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.

Additional sections of Ed-CIFS 508 and Ed-CIFS 509 will be filled with existing full-time faculty whose workloads are adjusted when a few other courses with lower enrollments are combined or discontinued. Resource needs are for the additional expected enrollments. No other resources are needed to support the proposed program.

(I) 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 of existing state appropriated funds will occur to support the new program. In the revenue section of the attached budget model, we used BB2.0 calculations, which allocates funds based on student credit hour (SCH) generated with additional enrollment in the College of Education. The SCH per credit per graduate student is \$240. The budget model focuses on the marginal (additional) students the new master program gains after the transition from the existing certificate program for the revenue and cost calculations.

- 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.

N/A

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?
- 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

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.

The new program is not designed as a self-support program.

(J) 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).

Master in Teaching in Secondary Education Degree Box

Master in Teaching in Secondary Education	
<i>Course Number and Title</i>	<i>Credits</i>
ED-CIFS 507 Foundations of American Education	3
ED-CIFS 508 Student Learning and Classroom Interactions	4
ED-CIFS 509 Curriculum, Instruction, and Assessment	4
ED-CIFS 550 Seminar on Teaching and Learning	1
ED-CIFS 565 Professional Year - Grades 6-9 Teaching Experience II OR ED-CIFS 566 Professional Year - Grades 9-12 Teaching Experience II	12
ED-ESP 550 Teaching Students with Exceptional Needs	3
ED-LLC 544 Content Literacy in Secondary Schools	3
One or two of the following (dependent on endorsement area; see program coordinator for details): ART 322 Elementary School Art Methods for Art Education Majors ART 351 Secondary School Art Methods ENGL 381: English Teaching: Reading, Writing, and Language FORLNG 410 Approaches to Foreign Language Education STEM-ED 410 Project-Based Instruction ED-CIFS 534 Secondary Social Studies Methods THEA 318 Methods of Teaching Secondary School Theatre	3-6
Total	33-36
Please contact program coordinator prior to registering for classes.	

Updated MIT Secondary Education budget 12-20-2019

I. PLANNED STUDENT ENROLLMENT									
	FY 21		FY 22		FY 23		FY 24		
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	
A. New enrollments	25	25	30	30	30	30	35	35	
B. Shifting enrollments									
Total Enrollment	25	25	30	30	30	30	35	35	
II. REVENUE									
	FY 21		FY 22		FY 23		FY 24		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
1. New Appropriated Funding Reque	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Institution Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Federal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. New Tuition Revenues from Increased Enrollments	\$25,200	\$0	\$67,200	\$0	\$56,832	\$0	\$85,800	\$0	\$0
5. Student Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Other (i.e., Gifts)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$25,200	\$0	\$67,200	\$0	\$56,832	\$0	\$85,800	\$0	\$0
III. EXPENDITURES									
	FY 21		FY 22		FY 23		FY 24		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
A. Personnel Costs									
1. FTE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Faculty	\$0	\$0	\$15,054	\$0	\$12,043	\$0	\$10,872	\$0	\$0
3. Adjunct Faculty	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. Graduate/Undergrad Assistants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Research Personnel	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Directors/Administrators	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7. Administrative Support Personnel	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8. Fringe Benefits	\$0	\$0	\$4,516	\$0	\$3,613	\$0	\$3,262	\$0	\$0
9. Other:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Personnel and Costs	\$0	\$0	\$19,570	\$0	\$15,656	\$0	\$14,134	\$0	\$0

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[illegible]

	FY 21		FY 22		FY 23		FY 24	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Professional Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Other Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. Communications	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Materials and Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Rentals	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7. Materials & Goods for Manufacture & Resale	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8. Miscellaneous	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Operating Expenditures								
C. Capital Outlay								
1. Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Capital Outlay								

Updated MIT Secondary Education budget 12-20-2019

D. Capital Facilities Construction or Major Renovation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
E. Indirect Costs (overhead)											
Utilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance & Repairs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES:	\$0	\$0	\$0	\$19,570	\$0	\$15,656	\$0	\$14,134	\$0	\$0	\$0
Net Income (Deficit)	\$25,200	\$0	\$0	\$47,630	\$0	\$41,176	\$0	\$71,666	\$0	\$0	\$0

CONSENT
APRIL 16, 2020

SUBJECT

Data Management Council Appointments

REFERENCE

June 2016	The Board reappointed Georgia Smith, Don Coberly, Chris Campbell, Matthew Rauch and Shari Ellertson to the Data Management Council. The Board appointed Connie Black to the Data Management Council.
June 2017	The Board reappointed Tami Haft, Carson Howell, Todd King, Heather Luchte, and Vince Miller to the Data Management Council.
October 2017	The Board appointed Luke Schroeder to the Data Management Council.
June 2018	The Board reappointed Chris Campbell, Don Coberly, Matthew Rauch, and Georgia Smith to the Data Management Council. The Board appointed Cathleen McHugh to the Data Management Council.
August 2018	The Board appointed Dale Pietrzak and Dianna J. Renz to the Data Management Council.
April 2019	The Board appointed Scott Thomson and Grace L. Anderson to the Data Management Council.
February 2020	The Board appointed Marcia Grabow to the Data Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.O.
Section 33-133, Idaho Code

BACKGROUND/DISCUSSION

The Data Management Council (Council) was established by the Board pursuant to Board policy I.O. to make recommendations to the Board on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and to oversee the creation, maintenance and usage of said system. Section 33-133, Idaho Code, defines the state "data system" to include the state's elementary, secondary and postsecondary longitudinal data. The SLDS consists of three areas of data and is referred to as the Education Analytics System of Idaho (EASI). EASI is a P-20W system consisting of P-12 + Postsecondary + Workforce data. The P-12 data managed by the State Department of Education is commonly referred to as the Idaho System for Educational Excellence (ISEE), the postsecondary data managed by the Office of the State Board of Education is referred to as the Postsecondary Measures of Academic Progress (PMAP), and the labor data managed by the Department of Labor is referred to as the Idaho Labor Market Information (ILMI).

There are 12 seats on the Council representing the following areas:

CONSENT
APRIL 16, 2020

- One representative from the Office of the State Board of Education.
- Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution.
- One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented in the section above.
- Two representatives from the State Department of Education.
- Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district.
- One representative from the Division of Career Technical Education.
- One representative from the Department of Labor.

Each term is a two year term commencing on July 1st. Each year, half of the seats are up for re-appointment. The candidates for reappointment are:

- Chris Campbell (State Department of Education, Chief Technology Officer) – Original appointment June 2015
- Matthew Rauch (Kuna School District, Database Manager) – Original appointment February 2015
- Georgia Smith (Idaho Department of Labor, Deputy Director Communications, Research and Determination Services) – Original appointment by Executive Director in 2011 (authorized by Board October 2011)
- Marcia Grabow (Blaine County School District, Data and Assessment Coordinator) – Original appointment February 2020. Reappointment requested to balance the re-appointment schedule.
- Dianna Renz (North Idaho College, Associate Vice President for Planning and Effectiveness) – Original appointment August 2018

A seat representing public postsecondary institutions became vacant due to the resignation of Dale Pietzrak. The Data Management Council sought nominations of individuals who would be willing to fill this role and considered those nominations during a meeting in March.

IMPACT

Appointment of these individuals will result in all seats on the Data Management Council being filled.

ATTACHMENTS

- Attachment 1 – Current Data Management Council Membership
- Attachment 2 – Reappointments – Statements of Interest
- Attachment 3 – Letter of Interest and Curriculum Vitae - Chris Bragg

CONSENT
APRIL 16, 2020

STAFF COMMENTS AND RECOMMENDATIONS

All of the individuals being considered for reappointment have been active members of the Council and have expressed an interest in continuing to serve. For the open seats, the Board staff reached out to constituents to solicit applicants. Board staff emailed the Institutional Research Offices of the postsecondary institutions to notify them of the opening and to ask interested parties to apply. There were a total of two applications received.

The Data Management Council met and voted to recommend Chris Bragg to the Board for appointment on the Data Management Council. Mr. Bragg is currently the Associate Dean of Institutional Effectiveness at the College of Southern Idaho.

S1409 (2020) transfers 18 positions and associated funding to “centralize IT and data management from the Department of Education to the Office of the State Board of Education” effective July 1, 2020. Board policy I.O. will need to be updated to account for K-12 data management staff representation separately from Department of Education staff representation. Due to these changes, appointment or reappointments of Department representation will be held until the policy can be updated.

Staff recommends approval.

BOARD ACTION

I move to approve the reappointment of Matthew Rauch to the Data Management Council as a school district representative for a term commencing July 1, 2020 and ending June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Georgia Smith to the Data Management Council as a representative of the Department of Labor for a term commencing July 1, 2020 and ending June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Dianna Renz to the Data Management Council as a public postsecondary institution representative for a term commencing July 1, 2020 and ending June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
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I move to approve the appointment of Chris Bragg to the Data Management Council as a public postsecondary institution representative for a term commencing April 16, 2020 and ending June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Tami Haft
North Idaho College
Term: July 1, 2017 – June 30, 2021

Chris Campbell – Vice Chair
State Department of Education
Term: July 1, 2018 – June 30, 2020

Todd King
State Department of Education
Term: July 1, 2017 – June 30, 2021

Georgia Smith
Department of Labor
Term: July 1, 2018 – June 30, 2020

Heather Luchte - Secretary
Career Technical Education
Term: July 1, 2017 – June 30, 2021

Vacant
Term: July 1, 2018 – June 30, 2020

Cathleen McHugh - Chair
Office of the State Board of Education
Term:
June 21, 2018 – June 30, 2021

Matthew Rauch
Kuna School District
Term: July 1, 2018 – June 30, 2020

Grace L. Anderson
Lewis-Clark State College
Term: July 1, 2019 – June 30, 2021

Dianna Renz
North Idaho College
Term:
August 16, 2018 – June 30, 2020

Scott Thomson
North Idaho STEM Charter Academy
Term:
July 1, 2019 – June 30, 2021

Marcia Grabow
Blaine County School District
Term: February 13, 2020– June 30, 2021

From: [Matthew Rauch](#)
To: [Cathleen McHugh](#)
Subject: Re: Data Management Council reappointment
Date: Tuesday, March 03, 2020 3:18:18 PM
Attachments: [image001.png](#)

I didn't realize my term was coming up. I would like to continue on the council.

Thank you for the chance to serve in this capacity.

On Tue, Mar 3, 2020 at 3:16 PM Cathleen McHugh <Cathleen.McHugh@osbe.idaho.gov> wrote:

From: [Georgia Smith](#)
To: [Cathleen McHugh](#)
Subject: DMC Membership
Date: Monday, March 09, 2020 5:44:48 PM

Hi Cathleen,

Thank you for asking. My involvement in the DMC has been beneficial for the department and hopefully for OSBE, the DMC and our WIOA partners. Reviewing the proposals and participating on this committee has increased my respect and understanding of the importance of Labor data to the reporting responsibilities for OSBE, CTE, VocRehab and the rest of our college and university partners. I am also acutely aware of the role attendance plays in our ability to obtain a quorum and how not having a quorum adversely affects research timelines. I enjoy being part of the group and I am happy to step up and help serve in any capacity.

Georgia

Georgia Smith | Deputy Director
Communications, Research & Determination Services
Idaho Department of Labor
317 West Main Street | Boise, ID 83735
208-332-3570 ext. 2102
Cell: 208-841-5509
Fax: 208-334-6455
Georgia.Smith@labor.idaho.gov

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From: [Dianna Renz](#)
To: [Cathleen McHugh](#)
Subject: RE: re-appointment to DMC
Date: Monday, March 09, 2020 3:07:52 PM
Attachments: [image001.png](#)

I would love to continue, unless there is interest from other Idaho community colleges.
Thanks.



Dr. Cathleen McHugh
Chief Research Officer
Idaho State Board of Education
650 West State Street
Boise, ID 83702

Dr. McHugh,

Please accept this letter of interest for the open position on the Idaho State Board of Education – Data Management Council. As I near completion of my fifth year as the Associate Dean of Institutional Effectiveness at the College of Southern Idaho, I would like to be considered for the vacancy being left by Dale Pietrzak as he leaves the Council. While I do not pretend to have the background or expertise that the Council is losing with Dale's departure, I do think that my experience at the College of Southern Idaho (CSI) over the past 25 years has prepared me to be an asset to the Council. As a faculty member, department chair, and institutional effectiveness lead, I believe that I have gained a broad perspective around how data can support decision making within the higher education environment.

While serving as the Associate Dean of Institutional Effectiveness at CSI over the past five years I have also become increasingly aware of how data fits into the fabric of higher education at the institutional, state, and federal levels. In my current role, I oversee several areas where data intersects. In addition to having the honor of leading a skilled team of research analysts at CSI, I also lead our campus efforts in strategic planning and serve as the Accreditation Liaison Officer for the college. As you know, data plays a critical role in each of these areas. That said, my background is not in data science. If the Council is looking for expertise in the technical aspects of data management, then I am not your candidate.

I would appreciate the opportunity to serve on the Data Management Council as it will afford me the opportunity to learn from my other colleagues on the Council, to learn even more about how data is used at the state level, and to learn more about the interplay of data between higher education and the rest of public education in Idaho.

Please do not hesitate to contact me with any questions that you may have.

Sincerely,

Chris Bragg

Chris Bragg
Associate Dean of Institutional Effectiveness
College of Southern Idaho
cbragg@csi.edu
208-732-6775

Curriculum Vitae

CHRIS G. BRAGG

March 2020

College of Southern Idaho
Taylor 251B
Twin Falls, Idaho 83303
(208) 732-6775

09 Northridge Way
Jerome, Idaho 83338
(208) 731-3517
cbragg@csi.edu

EDUCATION:

Master of Arts in Communication, Boise State University. August, 1997.

Bachelor of Arts in Communication, Boise State University. May, 1994.

Major: Communication/English Emphasis: Journalism
Graduated Cum Laude.

Associate of Arts in Speech, College of Southern Idaho. May, 1991.

TEACHING/LEADERSHIP EXPERIENCE:

- 2015- Associate Dean of Institutional Effectiveness, College of Southern Idaho
- 2014-2015 Accreditation Liaison Officer, College of Southern Idaho
Department Chair, Fine Arts Department, College of Southern Idaho.
- 2010-2014 Department Chair, Fine Arts Department; Business and Economics
Department, College of Southern Idaho.
- 2005-2010 Department Chair/Professor of Communication, Fine Arts Department,
College of Southern Idaho.
- 1999 Adjunct Instructor, Department of Communication, Boise State
University.
- 1994-2005 Assistant Professor and Co-Director of Forensics, Department of
Theatre & Communication, College of Southern Idaho.

COMM 101 Fundamentals of Oral Communication
COMM 101 Fundamentals of Oral Communication Online
COMM 105 Intercollegiate Tournament Speaking
COMM 171 Introduction to Mass Communication
COMM 209 Critical Thinking and Argumentation

1993-1994 Assistant Director of Forensics, Department of Communication, Boise State University.

SCHOLARLY WORKS AND RESEARCH:

GRANTS

2000-2001 Attracting and Retaining Highly Able Students. (With Tiffany Seeley-Case, College Of Southern Idaho) Research and written during 2000-2001 with the aid of a College Of Southern Idaho Foundation Mini-Grant. Completed document was submitted to the College of Southern Idaho Office of Planning and Development, October 2001

CONFERENCE PAPERS

1995 Debating Juvenile Crime: A Proposal for the 1996-97 National High School Debate Topic. (With Marty Most, Boise State University) Presented at the Topic Selection Conference of the National Federation of State High School Associations, Philadelphia, PA. (This proposal was subsequently adopted as the National High School Debate Topic for 1996-97 by a vote of the nation's high school directors of forensics.)

TEACHING AWARDS:

2001 Albertson Teacher Excellence Award

PROFESSIONAL LEADERSHIP AND SERVICE:

2012-2014 Member, Idaho General Education Reform Task Force
2003- Accreditation Evaluator, Northwest Commission on Colleges and Universities
2002-2005 Member, Phi Rho Pi National Tournament Evaluation Committee
2001-2003 Community College Representative, Northwest Forensics Conference
2001-2002 Chair, Northwest Forensics Conference Divisions Committee
2000-2002 National Chair, Phi Rho Pi National Tournament Evaluation Committee
1998-1999 Member, Phi Rho Pi National Tournament Evaluation Committee
1998-2000 Member, Northwest Forensics Conference Eligibility Committee
1996-2000 Member, Northwest Forensics Conference Awards Committee

COLLEGE AND DEPARTMENTAL SERVICE:

2014- Accreditation Liaison Officer, College of Southern Idaho
2012- Member, Curriculum Committee
2010-2012 Chair, Curriculum Committee
2008- Member, CSI Strategic Planning Council
2007- Member, Library Advisory Board

2005-	Member, Instructional Council
2005-2015	Member, Department Chair Committee
2005-2010	Member, Curriculum Committee
2005-2006	Member, Athletic Advisory Committee
2002-2005	Chair, Accreditation Steering Committee
2000-2001	Member, CSI Faculty Retreat Planning Committee
2000-2002	Member, CSI Strategic Planning Council
1998-2002	Chair, Honors Program Advisory Board
1995-1996	Chair, Advising Committee
1994-2000	Member, Advising Committee

WORKSHOPS/OTHER PRESENTATIONS/COMMUNITY SERVICE:

2018-	Member, Boise State Public Radio Community Advisory Board
2016-	Member, Jerome Rotary Club
2016-2017	Head Varsity Softball Coach, Jerome High School
2013-2014	Co-Chair, Jerome Citizen for Better Schools Bond Committee
2012-2014	Assistant Varsity Baseball Coach, Jerome High School
2011-2012	Head Junior Varsity Baseball Coach, Jerome High School
2009-2010	Assistant Junior Varsity Baseball Coach, Jerome High School
2008-2013	President, North Side Babe Ruth, Inc., Jerome, Idaho
2007	Presenter, Northwest Commission on Colleges and Universities, Self-Study Workshop
2004-2005	Public Relations Chair, Jerome Citizens for Better Schools

CONSENT
APRIL 16, 2020

SUBJECT

Idaho Indian Education Committee Appointment

REFERENCE

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.
December 21, 2017	The Board approved the appointment of Gary Aitken.
April 19, 2018	The Board approved the appointment of Ladd Edmo and reappointment of Pete Putra, Hank McArthur, Bill Picard, Joyce McFarland, Jim Anderson, and Jason Ostrowski.
June 20, 2019	The Board approved the appointment of Leslie Webb, Jaime Barajas-Zepeda, and Effie Hernandez.
February 13, 2020	The Board approved the appointment of Jesse LaSarte.

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

Idaho State University (ISU) has forwarded Dr. Rex Force's name for consideration as their representative on the Indian Education Committee. Dr. Force is Senior Vice Provost and Vice President for Health Science at ISU. He earned his B.S. in Pharmacy from Oregon State University and his Doctor of Pharmacy (Pharm.D.) degree from the University of Texas and the University of Texas Health Science

CONSENT
APRIL 16, 2020

Center in San Antonio, after which he completed a two-year clinical research fellowship at Ohio State University. In collaboration with the Shoshone Bannock Tribes, Dr. Force serves as the co-chair of the Tribal-University Advisory Board, which is charged with coordinating educational programming to enhance economic development, supporting native student educational opportunities, encouraging research partnerships, and enhancing tribal cultural recognition.

IMPACT

The proposed appointment replaces ISU's representative on the committee.

ATTACHMENTS

Attachment 1 – Current Committee Membership

Attachment 2 – Idaho State University Nomination document

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University (ISU) has identified Dr. Rex Force to replace Dr. Selena Grace and serve as ISU's representative on the committee. If approved, Dr. Force would complete Dr. Grace's term, which runs through June 30, 2021 and be eligible to serve a new five year term to commence July 1, 2021 and run through June 30, 2026.

Board staff recommends approval.

BOARD ACTION

I move to appoint Dr. Rex Force, representing Idaho State University to the Indian Education Committee effective immediately and expiring June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education
Idaho Indian Education Committee

Tribal Representatives

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.

Jesse LaSarte is the Tribal Education Department representative for the Coeur d'Alene Tribe. Term: July 1, 2016 – June 30, 2021.

Gary Aitken, Jr is the tribal chair for the Kootenai Tribe of Idaho and serves as the tribal chair representative for the Kootenai Tribe. Term: immediately – June 30, 2022.

VACANT – Tribal Education Department 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, 2018 – June 30, 2023.

Joyce McFarland is the Education Manager for the Nez Perce Tribe and serves as the Tribal Education Department representative for the Nez Perce Tribe. Term: July 1, 2018 – June 30, 2023.

Ladd Edmo is the Chairman of the Fort Hall Business Council and serves as the Tribal Chairperson and representative for the Shoshone-Bannock Tribes. Term: immediately - June 30, 2022.

Jessica James is the Tribal Education Department representative for the Shoshone-Bannock Tribes. Term: immediately – June 30, 2021.

VACANT - Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2018 – June 30, 2023.

VACANT – Tribal Education Department representative for the Shoshone-Paiute Tribes.

Bureau of Indian Education Representatives

Tina Strong is the Bureau of Indian Education school representative. Term: July 1, 2016 – June 30, 2021.

Hank McArthur is the Bureau of Indian Education school representative. Term: July 1, 2018 – June 30, 2023.

State Board of Education Ex-Officio Representative

Dr. Linda Clark is the Ex-Officio State Board of Education member of the Indian Education Committee.

Institutions of Higher Education Representatives

Dr. Leslie Webb is the Vice President for Student Affairs and Enrollment Management at Boise State University. Term: immediately – June 30, 2023.

Dr. Rex Force is the Senior Vice Provost and Vice President for Health Sciences at Idaho State University. Term: July 1, 2016 – June 30, 2021. **Pending Board Approval**

Dr. Yolanda Bisbee is the Chief Diversity Officer and Executive Director of Tribal Relations at the University of Idaho. Term: July 1, 2017 – June 30, 2022.

Bob Sobotta, Jr. is the Director of Native American/Minority Student Services at Lewis-Clark State College. Term: July 1, 2016 – June 30, 2021.

Jason Ostrowski is the Dean of Students at the College of Southern Idaho. Term: July 1, 2018 - June 30, 2023.

Jaime Barajas-Zepeda is the Assistant Director of Admissions and Recruitment at the College of Western Idaho. Term: immediately - June 30, 2024.

Effie Hernandez is the Recruiter and Career Placement Coordinator at College of Eastern Idaho. Term: immediately – June 30, 2022.

Dr. Graydon Stanley is the Vice President for Student Services at North Idaho College (NIC). Term: July 1, 2017 – June 30, 2022.



Idaho State University

MEMORANDUM

TO: Patty Sanchez, Program Manager
Office of the State Board of Education

FROM:  Kevin Satterlee, President
Idaho State University

RE: Idaho Indian Education Committee

DATE: January 17, 2020

SUBJECT: Idaho Indian Education Committee Representative

By means of this memo, Idaho State University would like to replace Dr. Selena Grace with Dr. Rex Force as Idaho State's representative on the Idaho Indian Education Committee, effective February 3, 2020.

Dr. Force currently serves as the Vice President for Health Sciences and is the chair of the Tribal University Advisory Board.

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Membership (Council) Membership

REFERENCE

June 2018	Board appointed two members to the Council.
August 2018	Board appointed one new member and re-appointed a former member to the Council.
June 2019	Board appointed three new members to the Council.
August 2019	Board appointed one new member to the Council.
October 2019	Board appointed one new member to the Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.G.
Federal Regulations 34 CFR § 361

BACKGROUND/DISCUSSION

Federal Regulations (34 CFR § 361.17) set out the requirements for the State Rehabilitation Council (Council), including the appointment and composition of the Council.

The members of the Council must be appointed by the Governor or (in the case of a state that under state law vests authority for the administration to an entity other than the Governor) the chief officer of that entity. Section 33-2303, Idaho Code, designates the State Board for Career Technical Education as that entity.

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;

CONSENT
APRIL 16, 2020

- vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
- viii. Current or former applicants for, or recipients of, vocational rehabilitation services;
- ix. In a state in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- x. At least one representative of the state educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the state workforce investment board; and
- xii. The director of the designated state unit as an ex officio, nonvoting member of the Council.

Additionally, Federal Regulation specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR §361.5(b)(29) and are not employed by the designated state unit. Members are appointed for a term of no more than three (3) years, and each member of the Council, may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has one (1) appointment and two (2) re-appointments for Board approval: The Council would like to nominate Mandy Greaser as a representative of a disability group. The Council would like to renew Janice Carson term as a representative of a disability group and renew Ron Oberleitner as a business, industry, and labor representative.

IMPACT

The above one (1) appointment and two (2) re-appointments will bring the Council membership to a total of (14) fourteen. Minimum composition for the council is (15) fifteen members. We are actively recruiting for a business, industry, and labor representative as well as representation from the Workforce Development Council.

ATTACHMENTS

- Attachment 1 – Current Council Membership
- Attachment 2 – Mandy Greaser Nomination

CONSENT
APRIL 16, 2020

STAFF COMMENTS AND RECOMMENDATIONS

The requested appointment meets the provisions of Board policy IV.G. State Rehabilitation Council, and the applicable Federal regulations.

Staff recommends approval

BOARD ACTION

I move to approve the appointment of Mandy Greaser as a representative of a disability group and renew Janice Carson to serve her second term as a representative of a disability group and to renew Ron Oberleitner to serve his second term as a representative of business, industry, and labor.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE REHABILITATION COUNCIL MEMBERSHIP

Members Shall Represent	Representation Required	Name	Term Ends
Former Applicant or Recipient of VR services	Minimum 1	Danielle Reff	05/31/2020
Parent Training & Information Center	Minimum 1	Sarah Tueller	6/30/2021
Client Assistant Program	Minimum 1	Angie Eandi	Effective 7/12/2019 No term limit
Vocational Rehabilitation Counselor	Minimum 1	David White	06/30/2021
Community Rehabilitation Program	Minimum 1	Pam Harris	06/30/2021
Business, Industry and Labor	Minimum 4	Lucas Rose	06/30/2020
		Darin Lindig	05/31/2021
		Ron Oberleitner	03/31/2020
		vacant	
Disability Groups	No minimum or maximum	Molly Pollastrini	03/31/2020
		Janice Carson	03/31/2020
		Mike Hauser	02/28/2021
		David Maxwell	06/30/2022
State Independent Living Council	Minimum 1	Mel Leviton	09/30/2021
Department of Education	Minimum 1	Kenrick Lester	06/30/2020
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	No end date
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	No end date
Workforce Development Council	Minimum 1	vacant	

CONSENT
APRIL 16, 2020

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Boise State University Mid-Cycle Focused Visit

REFERENCE

April 2017	Board approved recommendation of Professional Standards Commission to accept the State Review Team Report for Boise State University's Full Unit Review.
April 2017	Board accepted documentation to grant conditional approval of the Boise State University Mathematics Consulting Teacher Program.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1254, 33-1258; Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked with reviewing all State Board-approved teacher preparation programs. Units or programs that are Conditionally Approved at a full unit review due to insufficient evidence or lack of completers require a subsequent, Focused Visit. On October 6 – 8, 2019, the PSC convened a State Review Team composed of five (5) content experts and two (2) state facilitators to conduct a focused review of Boise State University's (BSU) educator preparation programs.

The purpose of the focused review was to determine if sufficient evidence was presented to indicate that candidates at BSU meet state standards for initial certification. The standards used to validate the State Report were the State Board of Education-approved *Idaho Standards for the Initial Certification of Professional School Personnel*. The Team reviewed state-specific requirements and foundation and enhancement standards for Computer Science, Engineering, Health, Teacher Leader, and Superintendent programs.

Team members looked for a minimum of three (3) applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to course syllabi and other course materials (lessons/assignments, readings, exams, etc.); candidate performance on key indicators such as Praxis exams and other performance-based assessments; examples of lesson plans and unit plans created by candidates; evaluations from candidate student teaching placements; and interviews with current candidates, recent program completers, and university faculty. The State Team Report (Attachment 1) details the findings of the Focused Visit. State specific requirements and Health, Teacher Leader, and Superintendent programs are recommended Approved. The Computer Science

CONSENT
APRIL 16, 2020

and Engineering programs are recommended Conditionally Approved due only to lack of completers.

After the site visit and review of the State Team Report, BSU submitted a response to the State Team Report (Attachment 2). The Standards Committee of the PSC reviewed the State Team Report and response on January 16, 2020. On January 17, 2020, the full PSC voted to recommend acceptance of the Boise State University State Team Report and response as presented.

IMPACT

The recommendations in this report will enable BSU 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 – BSU 2019 Focused Visit State Team Report
Attachment 2 – BSU Response

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 (PSC). 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 Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are highly effective, prepared to teach to the state minimum content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the PSC to review new programs and make recommendations to the Board regarding program approval and to review existing programs on the review cycle established in IDAPA 08.02.02, Rules Governing Uniformity, and to make recommendations to the Board for approval or continuing approval. The PSC review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The PSC 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 PSC 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.

CONSENT
APRIL 16, 2020

BOARD ACTION

I move to accept the 2019 Boise State University Focused Visit State Team Report and Response as presented, and to approve Boise State University's educator preparation program for continued approval as outlined in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT

BOISE STATE UNIVERSITY

OCTOBER 6-8, 2019

**Professional Standards Commission
Idaho State Board of Education
Idaho State Department of Education**



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INTRODUCTION

Boise State University is a public research institution founded in 1932 by the Episcopal Church. It became an independent junior college in 1934 and has been awarding baccalaureate and master's degrees since 1965. With over 23,000 students, Boise State offers 201 degrees in 190 fields of study and has more than 100 graduate programs, including the MBA and MAcc programs in the College of Business and Economics; Master and PhD programs in the Colleges of Engineering, Arts & Sciences, and Education; and the MPA program in the School of Public Service.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Boise State University meet state standards for initial certification. The review was conducted by a five (5)-member state program approval team, accompanied by two (2) state observers. The State Board of Education (Board)-approved *Idaho Standards for the Initial Certification of Professional School Personnel* were used to validate the Institutional Report. Board-approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards and individual program foundation and enhancement standards were reviewed.

Team members looked for a minimum of three (3) applicable pieces of evidence provided by the institution to validate each standard. Evidence included course syllabi, class assignment descriptions, assignment grading rubrics, candidate evaluations and letters of support, additional formal and informal evaluations, program course requirement lists, actual class assignments, Praxis test results, and electronic portfolio entry evidence. In addition to this documentation, team members conducted interviews with candidates, completers, college administrators, college faculty, PreK-12 principals, and cooperating teachers.

The following terms are defined by the Council for Accreditation of Educator Preparation (CAEP), a national educator preparation accrediting body, and used throughout this report.

- **Candidate.** An individual engaged in the preparation process for professional education licensure/certification with an educator preparation provider (EPP).
- **Completer.** Any candidate who exited a preparation program by successfully satisfying the requirements of the EPP.
- **Student.** A learner in a P-12 school setting or other structured learning environment but not a learner in an EPP.
- **Educator Preparation Provider (EPP).** The entity responsible for the preparation of educators including a nonprofit or for profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.
- **Program.** A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. EPPs may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).
- **Dispositions.** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6).

PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
State Specific Requirements – Idaho Comprehensive Literacy Standards	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements – Pre-Service Technology Standards	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements – Idaho Standards for Model Preservice Student Teaching Experience	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
State Specific Requirements – Institutional Recommendations	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Computer Science Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Conditional due to lack of completers
Idaho Standards for Engineering Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Conditional due to lack of completers
Idaho Standards for Health Teachers	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Teacher Leaders	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Superintendents	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	Commendations listed

STATE PROGRAM APPROVAL RUBRICS

The *Idaho Standards for Initial Certification of Professional School Personnel* 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 rubrics are used to evaluate the extent to which educator preparation programs prepare educators who meet the standards. The rubrics are designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

The rubrics describe three levels of performance--unacceptable, acceptable, and exemplary--for each of the Idaho Standards for Initial Certification. The rubrics shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards.

Unacceptable	Acceptable	Exemplary
<ul style="list-style-type: none">• The program provides evidence that candidates meet fewer than 75% of the indicators.	<ul style="list-style-type: none">• The program provides evidence that candidates meet 75%-100% of the indicators.• The program provides evidence candidates use assessment results in guiding student instruction (when applicable).	<ul style="list-style-type: none">• The program provides evidence that candidates meet 100% of the indicators.• The program provides evidence of the use of data in program improvement decisions.• The program provides evidence of at least three (3) cycles of data of which must be sequential.

STATE SPECIFIC REQUIREMENTS

IDAHO COMPREHENSIVE LITERACY STANDARDS

Standard 1: Foundational Literacy Concepts. The teacher demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction.

Knowledge

- 1(a) The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.
- 1(b) The teacher understands the components of decoding written language, including grade-level phonics and word analysis skills, and their impact on comprehension.
- 1(c) The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.

<i>Standard 1 Foundational Literacy Concepts</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – The program provided acceptable evidence through candidate lesson plans, ICLA scores, and syllabi for required courses that teacher candidates demonstrate foundational literacy knowledge and concepts to develop oral language, phonological and phonemic awareness, and print concepts [1a]; decoding written language that impacts comprehension [1b]; and development of fluency and its impact on beginning comprehension [1c].

Sources of Evidence (AT LEAST THREE)

- *Syllabus of required course (ED LLC 340)*
- *Summary of ICLA scores*
- *Candidate lesson plans*

Performance

- 1(d) The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.
- 1(e) The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.
- 1(f) The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.

Standard 1 Foundational Literacy Concepts	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Program evidence including ICLA scores, candidate lesson plans, case study reports, and candidate and faculty interviews indicate candidates are able to utilize the Idaho Content Standards to plan effective instruction [1d] that supports literacy progression [1e] and strengthens reading fluency [1f]. Candidates reported that they are very comfortable integrating Idaho Content Standards into their planning and instruction to support learner literacy development.

Sources of Evidence (AT LEAST THREE)

- ICLA scores
- Candidate lesson plans
- Candidate interviews
- Case study report

Standard II: Fluency, Vocabulary Development and Comprehension. The teacher demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners.

Knowledge

- 2(a) The teacher knows the characteristics of the various genres and formats of children’s and adolescent literature.
- 2(b) The teacher recognizes the importance of using a variety of texts and formats to enhance students’ understanding of topics, issues, and content.
- 2(c) The teacher understands text complexity and structures and the importance of matching texts to readers.
- 2(d) The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
- 2(e) The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.
- 2(f) The teacher understands how a student’s reading proficiency, both oral and silent, affects comprehension.

<i>Standard 2 Fluency, Vocabulary, Development, and Comprehension</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>		X	

2.1 Analysis – The program provided evidence that candidates possess requisite knowledge to effectively increase learner fluency, support vocabulary development, and apply reading comprehension strategies by using a variety of research-supported practices [2a], including integrating a variety of narrative and informational texts [2b] matched to reader ability [2c] that promote critical thinking and deeper comprehension [2d] and vocabulary development [2e]. Candidates understand how reading proficiency affects reader comprehension [2f].

Sources of Evidence (AT LEAST THREE)

- Syllabi (ED LLC 200, ED LLC 345, ED LLC 440, ED LLC 444/544, KIN 355, Music 387)
- Sample lesson plans, STEM lesson plans
- ICLA scores
- Performance assessments

Performance

- 2(g) The teacher identifies a variety of high-quality literature and texts within relevant content areas.
- 2(h) The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.
- 2(i) The teacher can analyze texts to determine complexity in order to support a range of readers.
- 2(j) The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.
- 2(k) The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.
- 2(l) The teacher uses oral and silent reading practices selectively to positively impact comprehension.

<i>Standard 2 Fluency, Vocabulary, Development, and Comprehension</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.2 Performance</i>		X	

2.2 Analysis – Analysis of candidate’s Content Literacy integrated projects, Idaho Core Shifts reflection documents, and Standard Performance Assessment for Teacher assignments, along with verification from candidate and instructor interviews, provided substantial evidence that the program prepares teacher candidates who are able to integrate high-quality literature and texts in relevant content areas [2g], develop lesson plans that incorporate these texts to enhance learner understanding [2h], and support a range of readers [2i] to promote critical thinking and deeper comprehension [2j]. Further, evidence was provided which showed that candidates are able to utilize effective instructional strategies to promote vocabulary development for all students [2k] and that candidates selectively use reading practices to positively impact reading comprehension.

Sources of Evidence (AT LEAST THREE)

- Syllabi ED LLC 444/5440
- Content literacy integrated project
- Idaho Core Shifts reflection documentation
- Standard Performance Assessment for Teachers

Standard III: Literacy Assessment Concepts. The teacher understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses assessment data to inform and design differentiated literacy instruction. In addition, the teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.

Knowledge

- 3(a) The teacher understands terms related to literacy assessment, analysis, and statistical measures.
- 3(b) The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.
- 3(c) The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.
- 3(d) The teacher understands how to use literacy assessment results to inform and guide intervention processes.
- 3(e) The teacher knows how to measure and determine students’ independent, instructional, and frustration reading levels.
- 3(f) The teacher understands Idaho state-specific literacy assessments and related proficiency levels.

Standard 3 Literacy Assessment Concepts	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis - A review of the student profile assignment and course assignments, including the Literacy Learner Stories and an analysis of holistic writing along with candidate ICLA scores and student interviews, provided sufficient evidence that the program prepares candidates who understand literacy assessment and analysis [3a] and how to use formal and informal formative, summative, and diagnostic assessments [3b] to interpret, report, and inform learner needs [3c]. Candidates use these results to inform and guide intervention processes, measure and determine students' independent, instructional, and frustration reading levels [3e], and understand Idaho state-specific literacy assessments and associated proficiency levels [3f].

Sources of Evidence (AT LEAST THREE)

- ICLA scores
- Syllabi from ED LLC 340, ED LLC 345
- Student Profile assignment
- Reading intervention assignment

Performance

- 3(g) The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.
- 3(h) The teacher utilizes literacy assessment results to inform and guide intervention processes.
- 3(i) The teacher can measure and determine students' independent, instructional, and frustration reading levels.
- 3(j) The teacher utilizes Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction.

Standard 3 Literacy Assessment Concepts	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – A thorough review of performance assessment data shows the program prepares candidates to select, administer, and interpret a variety of formal, informal, formative, summative, and diagnostic literacy assessments [3g] (ICLA scores) to inform and guide intervention processes [3h] (IRI & ISAT data analysis). These assignments, coupled with candidate and literacy faculty interviews, provide adequate evidence that candidates can measure and determine students' independent, instructional, and frustration reading levels [3i] (Student tutoring assignment). Further, a review of student work indicates that the program prepares

candidates who utilize Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction (IRI & ISAT data analysis).

Sources of Evidence (AT LEAST THREE)

- *ICLA scores*
- *Qualitative Spelling Inventory assessment*
- *Student tutoring assignment*
- *IRI and ISAT data analysis*

Standard IV: Writing Process. The teacher incorporates writing in his/her instructional content area(s). The teacher understands, models, and instructs the writing process, including but not limited to: pre- writing, drafting, revising, editing, and publishing. The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher incorporates ethical research practices using multiple resources. The teacher fosters written, visual, and oral communication in a variety of formats. (Applies to all endorsements that can be added to a Standard Instructional Certificate)

Knowledge

- 4(a) The teacher understands writing as a complex communicative process that includes cognitive, social, physical, and developmental components.
- 4(b) The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.
- 4(c) The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.
- 4(d) The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.
- 4(e) The teacher understands how to assess content-area writing, including but not limited to writing types, the role of quality rubrics, processes, conventions, and components of effective writing.
- 4(f) The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.
- 4(g) The teacher understands how to help writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.
- 4(h) The teacher understands the impact of motivation and choice on writing production.

Standard 4 Writing Process	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The evidence presented in syllabi, PowerPoint presentations, and student portfolios for this standard illustrates that the Educator Preparation Program prepares candidates who understand that writing is a complex communicative process that includes cognitive, social, physical, and developmental components [4a] (ENGL 301, ED LLC 345); understand the purpose and function of each writing stage [4b] and the different elements that influence the development of written expression across all content areas[4c]; know how to conduct writing workshops and individual writing conferences [4d] (Writing Across the Curriculum Unit); understand how to access content-area writing [4e] (S-PAT); understand the reciprocal relationship between reading, writing, speaking, and listening [4f]; are able to help writers develop competency in a variety of writing types [4g] (Student Profile Case Study); and understand the impact of motivation and choice on writing production [4h].

Sources of Evidence (AT LEAST THREE)

- Syllabi from ENGL 301, ED LLC 345, KIN 355, STEM Ed, World Language
- Genre portfolio
- ED LLC 345 PowerPoint
- Candidate interview
- Writing Across the Curriculum integrated unit
- Student Profile Case Study assignment
- Standard Performance Assessment for Teachers assignment
- Case Study Reports

Performance

- 4(i) The teacher engages writers in reading, speaking, and listening processes to address cognitive, social, physical, developmental, communicative processes.
- 4(j) The teacher utilizes the writing process and strategies to support and scaffold effective written expression within and across content areas and a range of writers.
- 4(k) The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, formats, purposes, audiences, and digital technologies.
- 4(l) The teacher conducts writing workshops and writing conferences for the purpose of supporting student growth (including peer feedback/response).
- 4(m) The teacher assesses components of effective writing in the content-areas, including utilizing quality rubrics.
- 4(n) The teacher scaffolds instruction for a range of student writers.
- 4(o) The teacher helps writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.

4(p) The teacher utilizes choice to motivate writing production.

Standard 4 Writing Process	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – An analysis of assignments provides evidence that the Educator Preparation Program develops candidates who understand, model, and instruct the writing process in a variety of formats and across a variety of contexts. Candidates are provided with multiple opportunities to engage writers in reading, speaking, and listening process to address a variety of communication processes [4i] (writing across the Curriculum), use the writing process and various strategies to support and scaffold written expression across content areas and with a range of writers [4j] (SPAT, Lesson & Unit Plan assignment), conduct writing workshops and conferences to support student growth in writing [4k] (Genre list, Teacher Tool Box), assess effective writing [4m] (SPAT), scaffold instruction [4n] (Lesson & Unit Plan), develop competency in a variety of writing types [4o] (Writing Across the Curriculum), and allow writers the opportunity to choose writing topics to enhance motivation in the writing process [4p] (Teacher Tool Box).

Sources of Evidence (AT LEAST THREE)

- Writing Across the Curriculum assignments
- Standard Performance Assessment for Teachers
- Lesson and Unit Plan assignments
- Blog Posts in ENGL 301
- Genre list assignment
- Teacher Tool Box assignments

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	4		4	
Performance	4		4	

Areas for Improvement

- The program has demonstrated the ability to integrate elements of the four (4) Idaho Comprehensive Literacy standards into the educator preparation course and has provided evidence that they have expanded integration of these standards into endorsement-related content courses (English, Kinesiology, Physical Education, STEM). The program is encouraged to continue these efforts to integrate these standards into additional endorsement-related content courses.
- Standard 4: Writing Process is a relatively new standard, and the Educator Preparation Program is to be commended for taking steps to integrate the elements (indicators) of this standard into a variety of courses. The program is encouraged to explore, identify, and

incorporate additional opportunities to use writing assignments in courses to address this standard.

Recommended Action on Idaho Comprehensive Literacy Standards

- ☒ Approved
- ☐ Conditionally Approved
 - ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

PRE-SERVICE TECHNOLOGY STANDARDS

ISTE STANDARDS FOR TEACHERS

Effective teachers model and apply the ISTE Standards for Students (Standards) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

ISTE Standards • Teachers

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1. *Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.*

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Standard 1	Unacceptable	Acceptable	Exemplary
<i>Facilitate and Inspire Student Learning and Creativity</i>		X	

Standard 1 Analysis – The educator preparation program (EPP) sufficiently meets indicators 1a through 1d through candidate lesson plan design and implementation and parent/student/teacher communication through a newsletter. Indicator 1b was met through virtual lesson plan development drawing learners into engagement in issues they see in their world. Specifically, indicators 1c and 1d were modeled through the development of virtual classroom designs and online interactive assignments aimed and engagement and conceptual understanding.

Sources of Evidence (AT LEAST THREE)

- Student-developed Newsletter
- Virtual classroom development models
- Virtual classroom videos walk throughs
- Syllabi from ED TECH 202, ESP 250

2. *Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating*

contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

Standard 2	Unacceptable	Acceptable	Exemplary
<i>Design and develop digital age learning experiences and assessments</i>		X	

Standard 2 Analysis – The EPP sufficiently meets indicators 2a through 2d. Evidence from Standard Performance Assessment of Teachers (S-PATs), interactive portfolios, digital mapping tools, google form assessments and interactive candidate portfolios all provide a lens through which candidates design and develop learning experiences and assessments. The EPP has utilized S-PATs for candidates to incorporate technology into the multilayered tiers of their learning and teaching.

Sources of Evidence (AT LEAST THREE)

- S-PAT examples
- ED-Tech 202 syllabus and interactive portfolio assignments
- Google form assessment/development

3. Model digital age work and learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

Standard 3	Unacceptable	Acceptable	Exemplary
Model digital age work and learning		X	

Standard 3 Analysis – The candidates exhibit knowledge, skills and work processes that reveal innovation in a global and digital society. Indicator 3a was evidenced by teacher candidates in their professional year who researched and chose an instructional differentiation strategy, and through a project, implemented that strategy in a classroom and then reflected upon the strategy. Indicators 3 b, c and d are all evidenced through S-PAT examples, as well as portfolio reflections and the syllabus from ED-CIFS 332.

Sources of Evidence (AT LEAST THREE)

- Brochure and tri-fold poster prepared by candidates to share their strategies with both in-service and preservice teachers as a professional development.
- Syllabi from ED-Tech 202 and ED CIFS 332/430
- Portfolio reflections and S-PAT 1 example

4. Promote and model digital citizenship and responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

Standard 4	Unacceptable	Acceptable	Exemplary
Promote and model digital citizenship and responsibility		X	

Standard 4 Analysis – The EPP sufficiently examines indicators 4a through 4d using the ED-TECH coursework and outcomes. To meet indicator 4c, “Educators design student and parent-friendly communication to share the classroom, school, and district’s digital use policy, including norms and protocols appropriate to the grade level.” Indicator 4d utilizes a connected classroom blog to provide a platform for students’ local and global interaction.

Sources of Evidence (AT LEAST THREE)

- *ED-TECH 202 coursework (Acceptable Use Agreement and Classroom Newsletter)*
- *Connected Classroom Blog (requires students to collaborate with and about local and global entities regarding culture)*
- *Lesson plans, S-PATs*

5. *Engage in professional growth and leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.*

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self- renewal of the teaching profession and of their school and community

<i>Standard 5</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Engage in professional growth and leadership</i>		X	

Standard 5 Analysis – *The EPP addressed all four (4) indicators of Standard 5 with sufficient evidence. Indicator 5a utilized ED-CIFS 302 and Ed-TECH 202 syllabi and assignments to provide local and global community practices to embed technology. Indicators 5c and 5d were met through the development of interactive portfolios and the building of IPLPs based on reflective practice in relation to the growth and the transformation of the learner in the program.*

Sources of Evidence (AT LEAST THREE)

- *ED-CIFS 302 syllabus*
- *ED-TECH 202 Flipped Classroom and Connected Classroom examples*
- *Interactive Portfolios*
- *IPLPs from the student teaching portfolios*

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Standard	5		5	

Areas for Improvement

- With more candidates and more reflection by the candidates as to their use of technology to improve their teaching, this would be an exemplary program.
- Given the “global” terminology in the standards, it would be of value to the EPP to address global societal issues or have an assignment that compares global vs. local issues. It may be helpful to develop an assignment or a specific outcome in ED-TECH 202 that discusses how to develop global learning communities.

Recommended Action on Pre-Service Technology Standards

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The Idaho Standards for Model Preservice Student Teaching Experience are the standards for a robust student teaching experience for teacher candidates. Every teacher preparation program is responsible for ensuring a student teaching experience that meets the standards.

Standard 1: Mentor Teacher. The mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience.

- 1(a) The mentor teacher is state certified to teach the content for which the candidate is seeking endorsement.
- 1(b) The mentor teacher has a minimum of three years of experience teaching in the content area(s) for which the student teacher is seeking endorsement.
- 1(c) The mentor teacher demonstrates effective professional practice and evidence of dispositions of a professional educator, as recommended by the principal.
- 1(d) The mentor teacher is committed to mentor, co-plan, co-assess, and co-teach with the student teacher.
- 1(e) The mentor teacher is co-selected, prepared, evaluated, supported, and retained.
- 1(f) The experienced mentor teacher receives positive candidate and EPP supervisor evaluations.

<i>Standard 1</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Mentor Teacher</i>		X	

Standard 1 Analysis – Evidence listed below illustrates that the Educator Preparation Program (EPP) has mentor teachers certified to teach their content (1a), with a minimum of three (3) years of experience teaching in their content area (1b). The EPP demonstrates evidence of disposition and effective professional practice through principal recommendation (1c) and the mentor teacher orientation, as well as the selection process, shows commitment and retainment for teacher candidates (1d, 1e). Mentor teacher evaluations showed positive candidate and supervisor interactions (1f).

Sources of Evidence (AT LEAST THREE)

- *Mentor spreadsheet, Mentor Teacher Evaluation*
- *Mentor teacher recruitment requirements, Mentor Orientation Handbook*
- *Mentor selection and placement, Liaison mentor interview*
- *Candidate interviews*

Standard 2: Educator Preparation Program (EPP) Supervisor. *The EPP supervisor is any individual in the institution responsible for observation/evaluation of the teacher candidate.*

- 2(a) The EPP supervisor has P-12 education certified field experience.
- 2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.
- 2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.
- 2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.

Standard 2	Unacceptable	Acceptable	Exemplary
Educator Preparation Program (EPP) Supervisor		X	

Standard 2 Analysis – *The EPP has provided sufficient evidence to meet Standard 2 indicators 2a through 2d. The EPP provided resumes or curricula vitae for liaisons (2a), lists of Danielson framework performance documents (2b), and a spreadsheet listing positive candidate evaluations and evidence of dispositions (2c, 2d).*

Sources of Evidence (AT LEAST THREE)

- Education Preparation Program liaison resume
- EPP framework for teaching documentation
- Group norms as provided by EPP in a spreadsheet
- Mentor Teacher and Liaison interviews

Standard 3: Partnership.

- 3(a) The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.
- 3(b) The collaboration between P-12 school and EPP supports the conceptual framework of the institution.

Standard 3	Unacceptable	Acceptable	Exemplary
Partnership		X	

Standard 3 Analysis – *Evidence listed below illustrates that the EPP has sufficiently supported the cooperating teacher through mentoring (3a) (Mentor Teacher Handbook, Orientation, Talking Points) and that the relationship between the P-12 school and the EPP are supportive of the institution's framework for teacher preparation (2b). The EPP provided a professional year field guide, S-PAT examples, and committee meeting notes to support their evidence within each indicator. Furthermore, there was evidence that candidates reflect on their profession and on ethical practices within this mentor teacher experience.*

Sources of Evidence (AT LEAST THREE)

- *Mentor Teacher Handbook (2016-2017)*
- *Mentor Teacher Orientation PowerPoint*
- *Mentor Teacher Talking Points (qualifications document)*
- *Candidate interviews*
- *Mentor Teacher interviews*

Standard 4: Student Teacher. The student teacher is the candidate in the culminating clinical field experience.

- 4(a) Passed background check
- 4(b) Competency in prior field experience
- 4(c) Passed all required Praxis tests
- 4(d) Completion of all relevant coursework
- 4(e) Possesses dispositions of a professional educator

<i>Standard 4</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Student Teacher</i>		X	

Standard 4 Analysis – Evidence listed below illustrates that the EPP has sufficiently met the required indicators in Standard Four. Candidates complete a Professional Year Assessment (4b) are required to pass Praxis and a background check to participate (4a, 4c), pass their relevant coursework (4d) and reflect on their professional and ethical dispositions (4e). The EPP also provided the undergraduate catalog and the Idaho-approved program list for reference.

Sources of Evidence (AT LEAST THREE)

- *Proficiency pathway schematic*
- *Professional and ethical practices (disposition rubric)*
- *Professional Year Assessment (PYA) scores on data table*

Standard 5: Student Teaching Experience

- 5(a) At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework
- 5(b) At least three formative assessments by the mentor teacher
- 5(c) One common summative assessment based on state teacher evaluation framework
- 5(d) Performance assessment including influence on P-12 student growth
- 5(e) Recommended minimum 14 weeks student teaching
- 5(f) Development of an Individualized Professional Learning Plan (IPLP)

5(g) Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*

5(h) Relevant preparatory experience for an Idaho teacher's certificate

Standard 5	Unacceptable	Acceptable	Exemplary
Student Teaching Experience		X	

Standard 5 Analysis – Evidence listed below illustrates the EPP has sufficient evidence to show they are meeting Standard 5 indicators 5a through 5h. The EPP provided examples of the program they use to capture the state-approved teacher evaluation framework, as well as examples of each observation per completer (5a through 5c). The EPP provided student learning outcomes in Taskstream (5d), a handbook describing student teaching (5e), individual professional learning plans, the framework for teaching, specific coursework completion and passing Praxis scores (5f through 5g). Through the catalog the EPP revealed that they provide relevant preparatory experience for an Idaho teacher's certificate.

Sources of Evidence (AT LEAST THREE)

- Undergraduate Catalog
- Professional Year Assessment (PYA)
- Framework for teaching, IPLPs, and a student Handbook

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Model Preservice Student Teaching Experience Standards	5		5	

Areas for Improvement

- The EPP may consider creating a spreadsheet or other document that displays all required mentor (liaison) qualifications (Framework for Teaching, content area experience)
- The EPP may consider providing mentor teachers with supports needed to facilitate differentiated instruction

Recommended Action on Model Preservice Student Teaching Experience Standards

- ☒ Approved
- ☐ Conditionally Approved
 - ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

STATE SPECIFIC REQUIREMENTS

INSTITUTIONAL RECOMMENDATIONS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Idaho educator preparation programs complete an Institutional Recommendation to the State Department of Education verifying that the candidate has met all the requirements as defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity). State review team randomly selected and performed a review of 10% of the Institutional Recommendations made in 2017, 2018, and 2019.

Standard 1: State Board Approved Program - Educator preparation program had a State Board approved program for initial certification for each area of endorsement indicated on candidate’s institutional recommendation.

Standard 1	Unacceptable	Acceptable	Exemplary
State Board Approved Program		X	

Standard 1 Analysis – All fifty (50) randomly selected institutional recommendations were for completers of State Board-approved programs.

Standard 2: Content Knowledge Assessment – Recommended candidate received passing scores on State Board approved content area assessment for each recommended area of endorsement.

Standard 2	Unacceptable	Acceptable	Exemplary
Content Knowledge Assessment		X	

Standard 2 Analysis – The educator preparation program (EPP) provided evidence in 33 of 36 instances that each completer received a passing score on the State Board-approved content area assessment for each recommended area of endorsement. In three (3) instances where “MS Mathematics (5-9)” was recommended, the content area assessment aligned to Mathematics – Basic (5-9), rather than Mathematics (5-9). The EPP was not aware there were two (2) endorsements and has confirmed the Mathematics – Basic (5-9) will be listed on future institutional recommendations.

Standard 3: Pedagogy – Recommended candidate demonstrated competency in pedagogy for each recommended area of endorsement.

Standard 3	Unacceptable	Acceptable	Exemplary
Pedagogy		X	

Standard 3 Analysis – The EPP provided evidence that 36 of 36 randomly selected completers recommended for initial certification demonstrated competency in pedagogy for each recommended area of endorsement. Review team members reviewed completer transcripts to confirm required coursework and passing grades in these areas.

Standard 4: Performance Assessment – Recommended candidate received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.

Standard 4	Unacceptable	Acceptable	Exemplary
Performance Assessment		X	

Standard 4 Analysis – The EPP provided evidence that 36 of 36 randomly selected completers received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation. The EPP included documentation of each candidate’s individual Performance Year Assessment as well as aggregated data.

Standard 5: Clinical Experience – Recommended candidate completed clinical experience for each recommended area of endorsement and grade range.

Standard 5	Unacceptable	Acceptable	Exemplary
Clinical Experience		X	

Standard 5 Analysis – The EPP provided evidence that 36 of 36 randomly selected institutional recommendations for instructional certification included clinical experience in each recommended area of endorsement. Evidence included school, grade level, and content area placements.

One hundred percent (9 of 9) of randomly selected institutional recommendations for administrator certification included practicum for area of endorsement: superintendent or school principal.

The EPP provided evidence that one-third (1 of 3) of institutional recommendations randomly selected for School Social Worker included practicum in a kindergarten through grade twelve (K-12) setting. The other two completers applied for certification based on their occupational license in social work as permitted by IDAPA Rule. This is an area for improvement for the educator

preparation program to develop a systemic process to track and ensure school social workers are meeting the K-12 setting requirement.

Both of the institutional recommendations randomly selected for school counselor included evidence of 700 clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting to include experience in elementary, middle/junior high, and high school. Evidence included time log and identified specific contact hours with students. This is an area of strength as both candidates earned over 700 hours in a K-12 setting to include all three (3) grade levels.

Standard 6: Student Achievement – Recommended candidate demonstrated the ability to produce measurable student achievement or student success and create student learning objectives.

Standard 6	Unacceptable	Acceptable	Exemplary
Student Achievement		X	

Standard 6 Analysis – The EPP provided evidence that 36 of 36 randomly selected completers demonstrated the ability to produce measurable student achievement or student success and create student learning objectives. Review team members verified candidate performance in student learning objectives.

Standard 7: Individualized Professional Learning Plan – Recommended candidate had an individualized professional learning plan (IPLP).

Standard 7	Unacceptable	Acceptable	Exemplary
Individualized Professional Learning Plan		X	

Standard 7 Analysis – The EPP provided evidence that 36 of 36 randomly selected completers had an Individualized Professional Learning Plan in place. Review team members verified existence of completed plans.

Standard 8: Adding Endorsements Only – Educator preparation program issued institutional recommendation once the content, pedagogy, and performance had been demonstrated by the candidate for each area of endorsement. For candidates that are adding endorsements, the program is not required to be a State Board approved program for initial certification.

Standard 8	Unacceptable	Acceptable	Exemplary
Adding Endorsement Only	N/A	N/A	N/A

Standard 8 Analysis – None of the institutional recommendations randomly selected included adding endorsement only.

Standard 9: Administrator Certificates Only – Recommended candidate for an administrator certificate demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state’s framework for evaluation.

Standard 9	Unacceptable	Acceptable	Exemplary
Administrator Certificates Only		X	

Standard 9 Analysis – The EPP, through interviews with faculty and syllabi, provided evidence the program is designed to ensure administrator candidates (both superintendent and school principal) demonstrate proficiency in conducting accurate evaluations based on the state’s framework for evaluation. In the future, the EPP will need to collect and maintain each candidate’s demonstration of proficiency as required by the institutional recommendation in accordance with IDAPA 08.02.02.007.10.

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Institutional Recommendations	8		8	

Areas for Improvement

- Ensure recommended endorsements are the intended endorsement based on IDAPA Rule.
- Create systemic process to document school social worker’s practicum in a K-12 setting.
- Collect and maintain candidate demonstration of proficiency in conducting accurate evaluations based on the state’s framework for evaluation.

Recommended Action on Institutional Recommendations

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR COMPUTER SCIENCE TEACHERS

Standard 1: Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Knowledge

- 1(a) The teacher understands digital citizenship.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – *Syllabi, required coursework, and unit plans provide evidence that teacher candidates demonstrate an adequate understanding of digital citizenship along with candidates and completers understanding how learners grow and develop.*

Sources of Evidence (AT LEAST THREE)

- *Computer Science Class 230 Ethical Issues*
- *Unit Plan outlining how candidates use digital citizenship*
- *Syllabus for STEM ED 102 details lessons and assignments involving digital citizenship*
- *Syllabus for STEM ED 310 details the use of the Idaho Code of Ethics throughout the class*

Performance

- 1(b) The teacher promotes and models digital citizenship.
- 1(c) The teacher demonstrates the ability to design and implement developmentally appropriate learning opportunities supporting the diverse needs of all learners

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – *Candidate interviews, work samples, syllabi, and lesson plans provide evidence that teacher candidates demonstrate performance of candidates demonstrating the ability to design and implement appropriate learning opportunities that support the diverse needs of learners.*

Sources of Evidence (AT LEAST THREE)

- *Final project for STEM ED 210 requires a diversity component to address learner differences*

- *Lesson plan template used in STEM ED 102 specifically addresses including technology*
- *Field Courses STEM ED 102, 310, 410 and 480 all address embedding technology into lesson planning*
- *Candidate lesson planning shows a reference to student diversity and reflection of assessments to create accommodation*
- *Lesson plan for STEM ED 310 specifically addresses accommodation for students with special needs*

Standard 2: Learning Differences. *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Knowledge

- 2(a) The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – *Multiple course syllabi for STEM classes, lessons specific to STEM ED 410 classes, and interviews with current candidates demonstrate an adequate understanding of the role of language and culture in computer science as well as how to modify instruction to make the language more instructionally relevant.*

Sources of Evidence (AT LEAST THREE)

- *Syllabus for STEM ED 220 addresses the role of language instruction*
- *Lessons in STEM ED 410 addresses diversity, equity and modification of instruction*
- *Interview with current candidate*

Performance

- 2(b) The teacher demonstrates the ability to plan for equitable and accessible classroom, lab, and online environments that support effective and engaging learning.
- 2(c) The teacher demonstrates the ability to develop lessons and methods that engage and empower learners from diverse cultural and linguistic backgrounds.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Candidate interviews, work samples, unit plan template forms, observation feedback forms, and lesson plans from one (1) completer provide evidence that teacher candidates demonstrate performance of the ability to plan for equitable and accessible classroom, lab, and online environments that support effective and engaging learning along with the ability to develop lessons and methods that engage and empower learners from diverse cultural and backgrounds.

Sources of Evidence (AT LEAST THREE)

- STEM ED 410 lessons and observations
- Observation Feedback form used in multiple classes
- Unit Plan Template from
- STEM ED 310 assignments
- STEM ED 410 Multiple Candidate lesson plans
- Candidate Interview

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(a) The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Syllabi that specifically address content language, required coursework that looks at effective teaching and learning, Blackboard content assignments, tutor suggestions, candidate instructional units, observation feedback forms that address computer lab safety, and lesson analysis provide evidence that teacher candidates demonstrate an adequate understanding of how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship.

Sources of Evidence (AT LEAST THREE)

- Computer Science 121 Blackboard content and assignments
- Computer Science 221 Syllabus
- STEM ED 310 Assignments
- Observation Feedback form
- STEM ED 102 Lesson Analysis

Performance

- 3(b) The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.
- 3(c) The teacher develops student understanding of privacy, security, safety, and effective communication in digital environments.

<i>Standard 3 Learning Environments</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>		X	

3.2 Analysis – *Candidate interviews, work samples, syllabi, planning templates, and lesson plans provide evidence that teacher candidates demonstrate performance of promoting and modeling a safe and effective use of computer paraphernalia, and that candidates are developing student understanding of effective communication, safety, security, and privacy in the digital environment.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 102 and 480 Planning Templates*
- *CS 230 Syllabus- Ethical Issues assignment*
- *STEM ED 410 and 480 Lesson plan template and weekly lesson plans*
- *Candidate Interviews*

Standard 4: Content Knowledge. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Knowledge

- 4(a) The teacher understands data representation and abstraction.
- 4(b) The teacher understands how to effectively design, develop, and test algorithms.
- 4(c) The teacher understands the software development process.
- 4(d) The teacher understands digital devices, systems, and networks.
- 4(e) The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.
- 4(f) The teacher understands the role computer science plays and its impact in the modern world.
- 4(g) The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.

- 4(h) The teacher understands the many and varied career and education paths that exist in Computer Science.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Syllabi from multiple classes in Computer Science, Math, and STEM Education; required coursework; candidate lesson plans and instructional units across all fields dealing with computer science; and candidate and faculty interviews provide ample evidence that teacher candidates demonstrate an adequate understanding of data representation, software development, digital systems, digital networks, and basic computer science mathematics, along with the social impacts of and career opportunities available in computer science.

Sources of Evidence (AT LEAST THREE)

- Syllabi for STEM ED and Computer Science 121, 321, 401, 402
- Lessons and syllabus for Math 360
- Computer Science (CS) 230 lessons
- Computer Science (CS) 498 seminar class
- Candidate interviews
- Faculty interviews

Performance

- 4(i) The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:
- Effectively uses primitive data types.
 - Demonstrates an understanding of static and dynamic data structures.
 - Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.
 - Effectively uses modeling and simulation to solve real-world problems
- 4(j) The teacher effectively designs, develops, and tests algorithms. The teacher:
- Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.
 - Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.
 - Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.
 - Effectively uses two or more development environments.

- Demonstrates knowledge of varied software development models and project management strategies.
 - Demonstrates application of phases of the software development process on a project of moderate complexity from inception to implementation.
- 4(k) The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:
- Demonstrates an understanding of data representation at the machine level.
 - Demonstrates an understanding of machine level components and related issues of complexity.
 - Demonstrates an understanding of operating systems and networking in a structured computing system.
 - Demonstrates an understanding of the operation of computer networks and mobile computing devices.
- 4(l) The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:
- Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.
 - Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.
- 4(m) The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate work samples and various projects, Math final exams, and research assignments provide evidence that teacher candidates demonstrate performance of knowledge of proficiency in data representation, developing and testing algorithms, knowledge of systems and networks, the role of computer science in the modern world, and basic mathematics surrounding computer science.

Sources of Evidence (AT LEAST THREE)

- CS 321 Final project
- CS 321 and 121 various assignments on modern high-level programming language and software development
- CS 401 and 402 projects on multiple systems and web technology
- CS 402 specific lessons on Android functioning

- *CS 230 Ethical issues research assignment on current computer technology issues*
- *Math 189, 360, 361 final exams addressing basic mathematical principals behind computer science and systems*

Standard 5: Application of Content. *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Knowledge

- 5(a) The teacher understands the academic language and conventions of computer science and how to make them accessible to students.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – *Syllabi, lesson plan templates, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of the academic language and conventions of computer science and how to make it accessible to students.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 102 lesson template*
- *STEM ED 220 syllabus-references candidates applying writing and speaking within the discipline*
- *STEM ED 310 syllabus with key ideas and technology embedded throughout lessons*
- *Candidate interviews*
- *Faculty interviews*

Performance

- 5(b) The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.
- 5(c) The teacher develops student understanding of online safety and effectively communicating in online environments.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis– *Work samples, lesson plans, candidate interviews, and rubrics provide evidence that teacher candidates demonstrate performance of developing online safety, communicating in online environments, and sharing results using a variety of media.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 102 Lessons and Rubric for Standard Performance Assessment of Teaching (S-PAT)*
- *STEM ED 410 and 480 lesson plan unit referencing “language demands”*
- *STEM ED 480 multiple examples of differing communication from calendars, to lessons and charts*
- *Candidate interviews*

Standard 6: Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.*

Knowledge

- 6(a) The teacher understands the creation and implementation of multiple forms of assessment using data.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – *Required coursework, lesson plan templates, candidate instructional unit plans, unit reflections and assessment analysis, and the IDoTeach Field Guide provide evidence that teacher candidates demonstrate an adequate understanding of the creation an implementation of multiple forms of assessment using data.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 310 Multiple lesson plan templates*
- *STEM ED 410 S-PAT unit plan template and reflection and formative assessment analysis*
- *STEM ED 480 IDoTeach Field Guide for Apprenticeship*

Performance

- 6(b) The teacher creates and implements multiple forms of assessment and uses resulting data to capture student learning, provide remediation, and shape classroom instruction.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – Candidate interviews, work samples, video reflections, weekly lesson plans, and professional logs provide evidence that teacher candidates demonstrate performance of creating and implementing multiple forms of assessment and data use for remediation for classroom instruction.

Sources of Evidence (AT LEAST THREE)

- S-PAT Unit Plans for phases 1 and 2
- Weekly lesson plans in STEM ED 410 and 480
- STEM ED 480 video reflection
- Professional logs with collaborative discussion about assessments
- Candidate interviews

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – Candidate lesson plan designs for multiple classes, and project-based instruction design units provide evidence that teacher candidates demonstrate an adequate understanding of the planning and teaching of computer science lessons using effective practices and methodologies

Sources of Evidence (AT LEAST THREE)

- STEM ED 102 Lesson design plans
- STEM ED 410 Project based instruction designs
- STEM ED 310 Lesson plan unit with build in areas to effectively use computer language

Performance

- 7(b) The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.
- 7(c) The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.
- 7(d) The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>		X	

7.2 Analysis – Candidate work samples, project-based collaboration units, STEM ED 480 class syllabus and calendar, and the IDoTeach field guide provide evidence that teacher candidates demonstrate performance of selecting a variety of project-based methodologies and providing opportunities for creative and innovative thinking and developing an understanding of computer science to solve problems.

Sources of Evidence (AT LEAST THREE)

- STEM ED 480 various weekly plan of instruction
- STEM ED 410 project-based collaboration units
- STEM ED 480 syllabus and dynamic calendar
- STEM ED 480 IDoTeach Field Guide for Apprenticeship

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>		X	

8.1 Analysis – Syllabi, project-based lesson plans, weekly surveys, and faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of the values of designing and implementing multiple instructional strategies in teaching computer science.

Sources of Evidence (AT LEAST THREE)

- *STEM ED 410 weekly surveys of teaching and collaboration*
- *STEM ED 102 syllabus outlines designing lessons and weekly surveys*
- *STEM ED 410 Project-based instruction in unit planning*
- *STEM ED 480 syllabus and dynamic calendar*
- *Faculty interviews*

Performance

- 8(b) The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.
- 8(c) The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>		X	

8.2 Analysis – *Candidate interviews, work samples, lesson design plans, observation feedback forms, and S-PAT unit planning and preparation provide evidence that teacher candidates demonstrate performance of using a variety of collaborative groupings in lesson plans and identified problematic concepts along with constructing strategies to address them.*

Sources of Evidence (AT LEAST THREE)

- *Observation feedback form*
- *Inquiry based lesson designs*
- *STEM ED 410 critical friends' protocol*
- *S-PAT unit planning and preparation*
- *Candidate interviews*

Standard 9: Professional Learning and Ethical Practice. *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Knowledge

- 9(a) The teacher has and maintains professional knowledge and skills in the field of computer science and readiness to apply it.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – Syllabi, required coursework, use of community experts as lecturers, the IDoTeach Field Guide, and faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of maintaining professional knowledge and skills in the field of computer science and how to apply it.

Sources of Evidence (AT LEAST THREE)

- CS 498 Seminar class brings in community professionals for lecture and discussions
- CS 498 Seminar lesson/literature review of current computer science research
- STEM 480 IDoTeach Field Guide for Apprenticeship, Syllabus and Dynamic Calendar
- Faculty Interviews

Performance

- 9(b) The teacher participates in, promotes, and models ongoing professional development and life-long learning relating to computer science and computer science education.
- 9(c) The teacher identifies and participates in professional computer science education societies, organizations, and groups that provide professional growth opportunities and resources.
- 9(d) The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – Candidate interviews, work samples, professional log, professional year assessment (PYA) and lesson plans provide evidence that teacher candidates demonstrate performance of participation and promotion of ongoing professional development, professional growth, and evolving social research and how it pertains to professional learning and ethical practices.

Sources of Evidence (AT LEAST THREE)

- STEM ED 480 mentor interview assignment, professional log and professional year assessment (PYA)
- STEM ED 480 ethics practice analysis

- *STEM ED 220 lesson unit researching a current issue in computer science*
- *Candidate Interview*

Standard 10: Leadership and Collaboration. *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Knowledge

- 10(a) The teacher understands the process and value of partnerships with industry and other organizations.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – *Computer Science Seminar syllabus, required coursework, candidate unit plans, class calendar plan, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of the process and value of partnerships with industry and other organizations.*

Sources of Evidence (AT LEAST THREE)

- *CS 498 Seminar Syllabus listing community speakers*
- *STEM ED 480 Apprentice teaching, syllabus and dynamic calendar*
- *STEM ED 410 Collaborative Unit Plans templates*
- *Candidate interviews*

Performance

- 10(b) The teacher is active in the professional computer science and industrial community.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – *Candidate work samples, course assignments, professional logs, and ethics reflections provide evidence that teacher candidates demonstrate performance of appropriate activity in professional computer science and industrial community.*

Sources of Evidence (AT LEAST THREE)

- *CS 498 Seminar course assignments*
- *STEM ED 480 professional log details activities within the computer science community in schools*
- *STEM ED 480 Ethics reflection dealing with collaborative work with families*

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10		10	
Performance	10		10	

Areas for Improvement

- Current candidates identified STEM ED 410 and 480 scheduling as an area for improvement. One class introduces lesson planning and the other puts it into practice. It is difficult for candidates to take both simultaneously.
- The comprehensive literacy that is embedded into the STEM ED classes needs to ensure that all instructors and candidates are up to date on current literacy standards and changes. It would help if the content literacy teaching components were more explicit.
- Current candidates also expressed that there is a need for more purposeful placement in the practical aspects of the program, i.e. computer science candidate placed with a computer science mentor.

On another note, it must be stated that all the examples of student work are based on the information of one (1) completer and several current candidates. This program is meeting all the needs of ensuring quality teaching candidate turnout. It is being conditionally approved solely for lack of completers.

Recommended Action on Idaho Standards for Computer Science Teachers

- ☐ Approved
- ☒ Conditionally Approved
- ☐ Insufficient Evidence

☒ Lack of Completers

☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR ENGINEERING TEACHERS

Standard 1: Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Knowledge

- 1(a) The teacher understands how to design developmentally appropriate engineering activities and assignments.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – *STEM ED 310 syllabus, required coursework, candidate lessons, instructional calendars and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of candidates understanding how to design developmentally appropriate engineering activities and assignments.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 102 lessons*
- *STEM ED 310 syllabus references to developing and applying STEM classes into practice*
- *STEM ED 310 course calendar references many class sessions on teaching candidates lesson planning and creating assignments*
- *Candidate interviews*

Performance

- 1(b) The teacher designs and implements developmentally appropriate engineering activities and assignments.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – *Candidate interviews, work samples, mentor observation feedback with anecdotal information, and lesson plans provide evidence that teacher candidates demonstrate performance of designing and implementing developmentally appropriate engineering activities and assignments.*

Sources of Evidence (AT LEAST THREE)

- *Feedback forms from multiple STEM ED classes*
- *Candidate Assessment Analysis of lessons taught*
- *STEM ED 310 questioning and discourse goals*
- *Observation feedback from mentor teachers with anecdotal information*
- *Candidate interviews*

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 2(d) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address those needs.
- 2(e) The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

<i>Standard 2 Learning Differences</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>		X	

2.1 Analysis – Syllabi, class calendars, required coursework, candidate instructional units, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of learner differences, strategies to address differences, and appropriate accommodations for student access to academic content.

Sources of Evidence (AT LEAST THREE)

- *STEM ED 310 class calendar*
- *STEM ED 310 equity assignment*
- *STEM ED 210 clinical interview assignment*
- *STEM ED 210 syllabus – addresses strategies for candidate to understand individual differences*
- *Candidate interviews*

Performance

- 2(f) The teacher collaborates with other area specialists to distinguish between issues of learning disabilities and giftedness.
- 2(g) The teacher provides appropriate accommodations that allow students to access academic content.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Candidate interviews, work samples, Danielson framework feedback, and candidate professional log of interdisciplinary meetings provide evidence that teacher candidates demonstrate performance of collaboration with other specialists for academic accommodations and providing appropriate accommodations that allow students access to academic content.

Sources of Evidence (AT LEAST THREE)

- STEM ED 310 calendar- reference to lecture on English Learner development and achievement gaps
- STEM ED 480 final Professional Year Assessment and Danielson Framework with feedback about accommodations and collaboration with mentor
- STEM ED 480 professional log with notes of interdisciplinary collaboration meetings
- Candidate interviews

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 3(d) The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).
- 3(e) The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.
- 3(f) The teacher knows the components of an effective classroom management plan.
- 3(g) The teacher understands how social groups function and influence individuals, and how individuals influence groups.
- 3(h) The teacher understands how participation, structure, and leadership promote democratic values in the classroom.
- 3(i) The teacher understands the relationship between classroom management, school district policies, building rules, and procedures governing student behavior.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – *Required coursework from multiple classes, candidate lesson plans and video reflections, candidate observations, and candidate Professional Year Assessment (PYA) provide evidence that teacher candidates demonstrate an adequate understanding of how to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 310 lesson plan description*
- *STEM ED 480 videos and video reflections*
- *STEM ED 210 lesson feedback*
- *STEM ED 310 pre-visit observation, classroom observation for equity, mentor interview*
- *STEM ED 480 Professional Year Assessment*

Performance

- 3(j) The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.
- 3(k) The teacher establishes a positive and safe climate in the classroom and laboratory, as well as participates in maintaining a healthy environment in the school as a whole.
- 3(l) The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities, as well as clearly communicating curriculum goals and learning objectives.
- 3(m) The teacher utilizes a classroom management plan consistent with school district policies, building rules, and procedures governing student behavior.
- 3(n) The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.
- 3(o) The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.
- 3(p) The teacher engages students in individual and cooperative learning activities that helps the students develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).
- 3(q) The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Candidate work samples from multiple classes, weekly lesson plan units, and S-PAT phase 1 and phase 2 unit plans provide evidence that teacher candidates demonstrate performance of understanding student motivation, positive and safe classroom climate, implements classroom management, creates a learning community, organizes independent and group work, and analyzes classroom environment to make changes.

Sources of Evidence (AT LEAST THREE)

- STEM ED 210 Final project unit lessons
- Standard Performance Assessment of Teaching (S-PAT)
- STEM ED 480 weekly lesson plans, PYA-with alignment of classroom management to district policy, and formative observations
- Lesson plans for STEM ED 102, 310, 410 classes
- S-PAT Phase 2 unit plans

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 4(a) The teacher understands the principles and concepts of engineering design.
- 4(b) The teacher understands the role of mathematics in engineering design and analysis.
- 4(c) The teacher understands the role of natural and physical sciences in engineering design and analysis.
- 4(d) The teacher understands the ethical issues and practices of the engineering profession.
- 4(e) The teacher understands the importance of team dynamics and project management in engineering projects.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Multiple syllabi from Engineering classes, required coursework, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of the central concepts and structures of discipline to create learning experiences meaningful to learners.

Sources of Evidence (AT LEAST THREE)

- *Engineering (ENGR) 120, 130, Mechanical Engineering (ME) 310, Computer Engineering (CE) 321, Electrical Engineering (ECE) 380, ME 481 syllabi*
- *Communication in the Discipline courses*
- *Candidate Interviews*

Performance

- 4(f) The teacher applies the principles and concepts of engineering design in the solution of an engineering design problem.
- 4(g) The teacher can demonstrate the effects engineering has on the society, the environment and the global community.
- 4(h) The teacher is able to work in a learning community/project team.

<i>Standard 4 Content Knowledge</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>4.2 Performance</i>		X	

4.2 Analysis – *Candidate interviews, work samples, blog project, and lesson plans provide evidence that teacher candidates demonstrate performance of application of engineering principles and concepts, understanding how engineering effects society and working with a learning community team.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 102 Lesson plans*
- *STEM ED 102 Flow chart describing sequencing of events to teach lesson planning*
- *STEM ED 220 Blog project*
- *Candidate interview*

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 5(a) The teacher understands the communication needs of diverse learners.
- 5(b) The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.
- 5(c) The teacher understands strategies for promoting student communication skills.
- 5(d) The teacher knows the symbols, terminology, and notations specific to engineering.

- 5(e) The teacher recognizes the importance of oral and written communication in the engineering discipline.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Civil Engineering (CE) 321 lab syllabus, required coursework, candidate lesson plans, candidate project based instructional units, and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of using a variety of tools, understanding communication needs of learners and communication strategies, and knowing the specific content language and the importance of oral and written communication.

Sources of Evidence (AT LEAST THREE)

- CE 321 lab syllabus
- STEM ED 102 S-PAT Phase 2 inquiry-based lessons
- STEM ED 310 classroom interactions, theory and principles
- STEM ED 410 project-based instruction
- Candidate interviews

Performance

- 5(f) The teacher is a thoughtful and responsive listener.
- 5(g) The teacher adjusts communication so that it is developmentally and individually appropriate.
- 5(h) The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.
- 5(i) The teacher supports and expands student skills in speaking, writing, reading, listening, and in using other mediums, consistent with engineering practices.
- 5(j) The teacher demonstrates the ability to communicate effectively orally and in writing.
- 5(k) The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).
- 5(l) The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.
- 5(m) The teacher uses the symbols, terminology, and notations specific to engineering.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Candidate interviews, work samples, final projects, observation feedback forms and lesson plans from many STEM ED classes provide evidence that teacher candidates demonstrate performance of adjustment of communication, supporting and expanding student skills, effective communication, use of a variety of tools, and use of content tools and terminology.

Sources of Evidence (AT LEAST THREE)

- STEM ED 102 analysis of assessment project
- STEM ED 102, 310, 410 lesson plans
- STEM ED 210 final project
- STEM ED 480 formative observation and PYA
- Observation feedback forms from multiple STEM ED classes
- Candidate interviews

Standard 6: Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Knowledge

- 6(a) The teacher understands the purposes of formative and summative assessment and evaluation.
- 6(b) The teacher knows how to use multiple strategies to assess individual student progress.
- 6(c) The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.
- 6(d) The teacher knows how to use assessments in designing and modifying instruction.
- 6(e) The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure engineering learning outcomes.
- 6(f) The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.
- 6(g) The teacher knows how to communicate assessment information and results to students, parents, colleagues, and stakeholders.
- 6(h) The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – Required coursework S-PAT unit plans, candidate project-based instruction unit, candidate interviews, IDoTeach manual and apprenticeship provide evidence that teacher

candidates demonstrate an adequate understanding of the use of multiple assessments, multiple strategies to assess progress, using assessment to modify or design instruction, assessment related concepts, and application of technology to facilitate evaluation strategies.

Sources of Evidence (AT LEAST THREE)

- *S-PAT units*
- *IDoTeach Manual*
- *STEM ED 410 project-based instruction unit*
- *STEM ED 480 IDoTeach apprenticeship*
- *Candidate interviews*

Performance

- 6(i) The teacher selects, constructs, and uses a variety of formal and informal assessment techniques to enhance the knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
- 6(j) The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives.
- 6(k) The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.
- 6(l) The teacher monitors student assessment data and adjusts instruction accordingly.
- 6(m) The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and stakeholders.

<i>Standard 6 Assessment</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>6.2 Performance</i>		X	

6.2 Analysis – *Candidate interviews, work samples and assessment analyses of work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of appropriate construction and use of a variety of assessments, techniques and strategies to measure students' level of performance, monitoring data to adjust instruction and proper record maintenance.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 310 lesson plans*
- *S-PAT Phase 1 planning and preparation*
- *S-PAT analysis*
- *STEM ED 102 assessment analysis*
- *STEM ED 410 Critical Friends Group assignment*
- *STEM ED 480 PYA*
- *Candidate interviews*

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(e) The teacher understands how to apply knowledge regarding subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.
- 7(f) The teacher knows how to take into account such elements as instructional materials, individual student interests, needs, aptitudes, and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.
- 7(g) The teacher knows when and how to adjust plans to maximize student learning.
- 7(h) The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis – Candidate interviews, syllabi, required coursework, candidate lesson plans, and candidate instructional units provide evidence that teacher candidates demonstrate an adequate understanding of planning instruction that is inclusive of all students, meeting rigorous learning goals by drawing upon content knowledge to align curriculum across grade levels and disciplines.

Sources of Evidence (AT LEAST THREE)

- *STEM ED 210 syllabus - knowledge and learning of subject matter*
- *STEM ED 310 class interactions lessons*
- *STEM ED 480 apprentice teaching*
- *Candidate interviews*

Performance

- 7(i) The teacher designs an engineering curriculum that aligns with high school and postsecondary engineering curricula.
- 7(j) The teacher designs curriculum to meet community and industry expectations.
- 7(k) The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.

- 7(l) The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.
- 7(m) The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.
- 7(n) The teacher develops and utilizes student assessments that align with curriculum goals and objectives.
- 7(o) The teacher modifies instructional plans based on student assessment and performance data.
- 7(p) The teacher integrates multiple perspectives into instructional planning, with attention to students' personal, family, and community experiences and cultural norms.
- 7(q) The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>		X	

7.2 Analysis – Candidate interviews, work samples, project unit plans, observation feedback forms from multiple STEM ED classes, and lesson plans provide evidence that teacher candidates demonstrate performance of designing and aligning curriculum for high school curricula and industry expectations, create relevant learning experiences, adjusting planning, modifying instruction based on student data, integration of multiple perspectives, and using information from multiple sources to assist in planning instruction.

Sources of Evidence (AT LEAST THREE)

- *Observation feedback forms from multiple STEM ED classes*
- *Phase 1 S-PAT planning and preparation*
- *Phase 2 S-PAT lessons*
- *STEM ED 220 instructional project*
- *STEM ED 410 project-based instruction unit*
- *STEM ED 480 PYA*
- *Candidate interviews*

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 8(a) The teacher understands how instructional strategies impact processes associated with various kinds of learning.
- 8(b) The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, project-based learning, problem-based learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives).
- 8(c) The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.
- 8(d) The teacher knows how to apply integrative STEM pedagogy.

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.1 Knowledge</i>		X	

8.1 Analysis – *Apprentice teaching, candidate interviews, required coursework, candidate lesson plans, and candidate instructional units provide evidence that teacher candidates demonstrate an adequate understanding of understanding the use of a variety of instructional strategies to encourage deeper understanding of content and application of knowledge in a meaningful way.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 480 apprentice teaching*
- *STEM ED 310 lesson plan assignment*
- *STEM ED 102 Step 2 inquiry-based lessons*
- *STEM ED 410 project-based instruction unit plan*
- *Candidate interviews*

Performance

- 8(e) The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.
- 8(f) The teacher uses multiple teaching and learning strategies to engage students in learning.
- 8(g) The teacher uses a variety of instructional tools and resources.
- 8(h) The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.
- 8(i) The teacher uses practitioners from industry and the public sector as appropriate for the content area.
- 8(j) The teacher develops a scope and sequence of instruction related to the students' prior knowledge.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Candidate interviews, work samples, observation feedback forms, and lesson plans provide evidence that teacher candidates demonstrate performance of evaluation methods, multiple teaching strategies, use of a variety of instructional tools, content integration, use of industry practitioners and scope and sequence development based on students’ prior knowledge.

Sources of Evidence (AT LEAST THREE)

- S-PAT unit plan lessons
- Observation feedback forms from multiple STEM ED classes
- STEM ED 480 weekly lesson plans
- STEM ED 310 lesson plan assignments
- Candidate interviews

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- 9(a) The teacher is knowledgeable about the different career opportunities for engineering.
- 9(b) The teacher knows the Code of Ethics for Idaho Professional Educators.
- 9(c) The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.
- 9(d) The teacher is aware of the personal biases that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.
- 9(e) The teacher knows where to find and how to access professional resources on teaching and subject matter.
- 9(f) The teacher understands the need for professional activity and collaboration beyond the school.
- 9(g) The teacher knows about professional organizations within education and his/her discipline.
- 9(h) The teacher understands the dynamics of change and recognizes that the field of education is not static.
- 9(i) The teacher knows how to use educational technology to enhance productivity and professionalism.

<i>Standard 9 Professional Learning and Ethical Practice</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>9.1 Knowledge</i>		X	

9.1 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate interviews and apprenticeships provide evidence that teacher candidates demonstrate an adequate understanding of professional learning and ethical practices through ongoing professional learning and continual adaptation of practices to meet the needs of learners.*

Sources of Evidence (AT LEAST THREE)

- *ENGR 120, 130 syllabi*
- *STEM ED 310 classroom interactions assignment*
- *STEM ED 480 apprenticeship*
- *STEM ED 220 syllabus-Perspectives on Math and Science*
- *Candidate interviews*

Performance

- 9(j) The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.
- 9(k) The teacher adheres to local, state, and federal laws.
- 9(l) The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).
- 9(m) The teacher uses self-reflection as a means of improving instruction.
- 9(n) The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.
- 9(o) The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.
- 9(p) The teacher engages in professional discourse about subject matter knowledge and pedagogy.
- 9(q) The teacher uses educational technology to enhance productivity and professionalism.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – Candidate work samples from multiple STEM ED classes, observation feedback forms, lesson plan templates, professional logs, College of Education adjudication form, and lesson plans provide evidence that teacher candidates demonstrate performance of professional behavior, adhere to local, state and federal laws, use self-reflection to improve instruction, participate in professional development, and use technology to enhance professionalism.

Sources of Evidence (AT LEAST THREE)

- STEM ED 480 apprenticeship, video reflections, professional logs, formative observation and PYA
- Observation feedback forms from multiple STEM ED classes
- STEM ED 410 lesson plan template
- STEM ED 102 Assessment Analysis Project
- College of Education adjudication form

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher is aware of community issues and needs for design opportunities.

10(b) The teacher is aware of the importance of professional learning communities.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – Syllabi, required coursework, candidate instructional units, and candidate interviews and apprenticeships provide evidence that teacher candidates demonstrate an adequate understanding of leadership and collaboration by seeking out roles and opportunities to take responsibility for student learning through collaboration with school professionals and community members.

Sources of Evidence (AT LEAST THREE)

- Multiple ENGR syllabi
- STEM ED 480 apprenticeship

- *STEM ED 480 syllabus*
- *Candidate interviews*

Performance

- 10(c) The teacher is able to adapt lessons to address community needs using the engineering design process.
- 10(d) The teacher actively seeks out and utilizes community resources to create engaging learning opportunities.
- 10(e) The teacher collaborates with other teachers across disciplines, as well as community partners.

<i>Standard 10 Leadership and Collaboration</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>10.2 Performance</i>		X	

10.2 Analysis – *Candidate interviews, work samples, IDoTeach Field Guide, video reflections, class calendar/course guide, and lesson plans provide evidence that teacher candidates demonstrate performance of adaptation of lessons using the engineering design process, seeking out community resources and collaboration with other teachers and community partners to improve the learning environment.*

Sources of Evidence (AT LEAST THREE)

- *STEM ED 480 Video Reflections, observations, PYA and dynamic calendar*
- *IDoTeach Field Guide*
- *S-PAT plan unit*
- *Candidate interviews*

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10		10	
Performance	10		10	

Areas for Improvement

- Current candidates identified STEM ED 410 and 480 scheduling as an area for improvement. One class introduces lesson planning and the other puts it into practice. It is difficult for candidates to take both simultaneously.
- The comprehensive literacy that is embedded into the STEM ED classes needs to ensure that all instructors and candidates are up to date on current literacy standards and changes. It would help if the content literacy teaching components were more explicit.

- Current candidates also expressed that there is a need for more purposeful placement in the practical aspects of the program, i.e. an engineering candidate placed with an engineering mentor.

On another note, it must be stated that all the examples of student's work are based on the information of two (2) completers and several current candidates. This program is meeting all the needs of ensuring quality teaching candidate turnout. It is being conditionally approved solely for lack of completers.

Recommended Action on Idaho Standards for Engineering Teachers

- ☐ Approved
- ☒ Conditionally Approved
- ☐ Insufficient Evidence
 - ☒ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR HEALTH TEACHERS

Standard #1: Learner Development. *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Standard #2: Learning Differences. *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Standard #3: Learning Environments. *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Knowledge

- 3(a) The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.
- 3(b) The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society).

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – *The educator preparation program (EPP) provides sufficient evidence for indicators 3a and 3b to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework including activities and group projects. The evidence provided suggests a well-rounded approach to health education knowledge capture to meet this standard. In particular, candidates reveal in their projects that they know how to help students adopt, practice, and maintain health-enhancing behaviors.*

Sources of Evidence (AT LEAST THREE)

- Syllabi from PSCY 101, KINES 355, 445, ADST 109, COID 200, HLTH 207
- Coursework assignments from PSYC 101, KINES 355 and 445 and 140
- Candidate projects, activities, and artifacts from each course mentioned

Performance

- 3(c) The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.

- 3(d) The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – *The EPP provides sufficient evidence for indicators 3c and 3d to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework including activities and group projects. Interviews with program faculty also provided evidence of student knowledge to match these indicators. The evidence provided suggests the EPP has instilled performance-based metrics that impact the way candidates help students learn and use behaviors that are positive.*

Sources of Evidence (AT LEAST THREE)

- Candidate artifacts, peer teaching lessons, quizzes
- Syllabi from PSCY 101, KINES 355, 445, ADST 109, COID 200, HLTH 207
- Chapter questions and group projects

Standard #4: Content Knowledge. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Knowledge

- 4(a) The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health: Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.
- 4(b) The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.
- 4(c) The teacher understands the relationship between health education content areas and youth risk behaviors.
- 4(d) The teacher understands how to implement Idaho Content Standards for Literacy in Technical Subjects (Health) for grades 6-12.

- 4(e) The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provides sufficient evidence for indicators 4a through 4e to demonstrate that the program is designed to meet the standard. Indicator 4a was demonstrated through KINES 355 and 445 coursework. Evidence includes syllabi, as well as candidate coursework including activities and group projects. Interviews with program faculty also provided evidence of student knowledge to match these indicators. The evidence provided suggests candidates receive exposure to methodologies, health risks and literacy standards related to this knowledge standard.

Sources of Evidence (AT LEAST THREE)

- Instructional Strategies document
- Blackboard modules, quizzes
- Syllabi from PSCY 101, 331, KINES 355, 445, 363, 242 ADST 109, COID 200, HLTH 207

Performance

- 4(f) The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The EPP provides sufficient evidence for indicator 4f to demonstrate that the program is designed to meet the standard. Specifically, in HLTH 207, candidates addressed health concerns their students were most likely to experience. In KINES 242, candidates presented developmental aspects of sexuality, love, abuse, and unhealthy and healthy relationships. In KINES 355 and 445, candidates demonstrated and applied health content knowledge and Idaho Health Standards to health lesson planning and activities. In PSYC 331, candidates listed and evaluated their own health risks. Interviews with program faculty also provided evidence of student knowledge to match these indicators. The evidence provided suggests the EPP has instilled performance-based metrics that impact the way candidates help students learn.

Sources of Evidence (AT LEAST THREE)

- Syllabi from HLTH 207, KINES 242, 355, 445, and PSYC 331
- Lesson and unit plans
- Web share presentation and tests

Standard #5: Application of Content. *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Knowledge

- 5(a) The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – *The EPP provides sufficient evidence for indicator 5a to demonstrate that the program is designed to meet the standard. Evidence includes syllabi and candidate coursework, including activities and group projects. Interviews with program faculty also provided evidence of student knowledge to match this indicator. The evidence provided suggests candidates utilize jargon and slang pertinent to the student they teach as associated with high-risk behavior. In KINES 242, candidates are exposed to common myths and slang terms on the psychology and physiology sexual function. In KINES 355, candidates are exposed to various jargon used with drugs. In KINES 445, candidates are exposed to slang terminology related to various drugs, including e-cigarettes, and jargon pertaining to the male and female reproductive systems, and sexual functions using a question box. In PSYC 301, candidates critique popular misconceptions surrounding mental illness.*

Sources of Evidence (AT LEAST THREE)

- Blog questions
- Essays
- Syllabi from KINES 242, 355, 445, and PSYC 301

Performance

- 5(b) The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.
- 5(c) The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.

- 5(d) The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – The EPP provides sufficient evidence for indicators 5b through 5d to demonstrate that the program is providing opportunities for candidates to meet the standard. Peer teaching and question box activities provide evidence that candidates meet indicator 5b. In KINES 355 and 445 candidates develop instructional strategies that allow them to facilitate decision making and goal setting for students with high risk behaviors. Interviews with program faculty also provided evidence of student knowledge to match these indicators. The evidence provided suggests the EPP has instilled performance-based metrics that allow students to experience a safe learning environment while discussing controversial health related issues.

Sources of Evidence (AT LEAST THREE)

- Question box activities
- Syllabi for classes in KINES 355, 445
- Lesson plans

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 7(a) The teacher understands how positive evidence based community health values and practices play a role in the planning process.
- 7(b) The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.
- 7(c) The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.
- 7(d) The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – The EPP provides sufficient evidence for indicators 7a through 7d to demonstrate that the program is designed to meet the standard. Evidence includes syllabi and candidate coursework, including activities, quizzes, and projects. To meet standard 7a, candidates identify how behavior, values, culture, policy, and availability direct food choice and impact eating behavior and food attitudes through HLTH 207 coursework. In KINES 355 and 445, candidates are exposed to youth health-related risk behaviors, and plan and develop a scope and sequence for an instructional health content area. Indicator 7c is met through peer teaching lessons and body image presentation/assignments. Interviews with program faculty also provided evidence of student knowledge to match these indicators. The evidence provided suggests candidates utilize jargon and slang pertinent to the students they teach as associated with high-risk behavior.

Sources of Evidence (AT LEAST THREE)

- Syllabi for KINES 355, 445, HLTH 207
- Web-quests and web-share presentations
- Lesson plans

Performance

- 7(e) The teacher modifies instruction to reflect current health-related research and local health policies.
- 7(f) The teacher accesses valid, appropriate health information and health-promoting products and services.
- 7(g) The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – The EPP provides sufficient evidence for indicators 7e through 7g to demonstrate that the program is providing opportunities for candidates to meet the standard. Candidates work with local districts to develop current and relevant lesson plans modified to reach learners where they are at. In KINES 445, candidates plan and develop a scope and sequence for an instructional health content area which meets indicator 7g. Interviews with program faculty also provided evidence of student knowledge to match these indicators.

Sources of Evidence (AT LEAST THREE)

- *RADAR teaching assignment*
- *Student teaching lessons, group projects*
- *Activities and assignments related to KINES 355, 445, 140*

Standard #8: Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Standard #9: Professional Learning and Ethical Practice. *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Knowledge

- 9(a) The teacher knows the laws and codes specific to health education and health services to minors.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – *The EPP provides sufficient evidence for indicator 9a to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework including peer teaching, and projects/presentations covering sexting, sex education, cyberbullying and consent. Interviews with program faculty also provided evidence of student knowledge to match these indicators. The evidence provided suggests a candidate is exposed to laws and codes specifically related to health education and services that pertain to minors.*

Sources of Evidence (AT LEAST THREE)

- *Syllabi from KINES 355 and 445*
- *Presentation on cyberbullying by candidate*
- *Conversations with program lead regarding learning and ethical practice.*

Performance

- 9(b) The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – The EPP has clearly delineated the fact that in the history of their program they have not had a candidate who had to apply/use an intervention with a K-12 student that involved high-risk behavior. “There has never been an actual health-related intervention a student teacher has had to make on a K-12 student. As such, interventions are based on self-interventions from a behavior change project and/or class scenarios.” To meet indicator 9b, the EPP has provided evidence that candidates are prepared to appropriately intervene after identifying, disclosing, and/or having suspicion of student involvement in a high-risk behavior. Through coursework in KINES 363, 445, and PSYC 331, candidates complete a behavior change project. The candidates are producing the tools and dispositions to handle interventions but have not applied those tools to real life situations.

Sources of Evidence (AT LEAST THREE)

- Behavior Change Project in KINES 363; students also complete a behavior change project in KINES 140
- Responsible decision-making activity, KINES 445
- PSCY 331 Blackboard assignment

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 10(a) The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – The EPP provides sufficient evidence for indicator 10a to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework covering student advocacy and family intervention. KINES 445 exercises in Acts of Kindness and Stop the Tears speak to indicator 10a, providing the candidate opportunities to understand methods of advocacy. Interviews with program faculty also provided evidence of student knowledge to match

these indicators. The evidence provided suggests a candidate is tested through chapter 10 questions regarding advocacy and the implementation of advocacy in the classroom.

Sources of Evidence (AT LEAST THREE)

- *PowerPoint slides from KINES 363*
- *Test questions from KINES 445*
- *Assignments from KINES 445*

Performance

10(b) The teacher advocates for a positive school culture toward health and health education.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – *The EPP has clearly evidenced Standard 10, indicator 10b through coursework, assignments, student teaching experience and projects. To meet indicator 10b, the EPP has provided evidence from COID 200, KINES 355, and KINES 445 that clearly reveals a candidate is exposed to learning about advocating positive school culture, and that a candidate is able to advocate amongst their peers in their courses. In student teaching there are ample pieces of evidence that a candidate is advocating, both from a lesson plan design and from an evaluation perspective.*

Sources of Evidence (AT LEAST THREE)

- *COID 200 project*
- *KINES 355, 445 syllabi and assignments*
- *Student teacher portfolio submissions (lesson plans and evaluations)*

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6		6	
Performance	6		6	

Areas for Improvement

- *The EPP should ensure that mental/emotional health/behavior change course option combinations provide a well-rounded candidate with equal opportunity/knowledge/performance skills to advocate for students. Students have a choice to take two (2) of the six (6) courses, yet some of the courses seem to duplicate coursework or even be pre-requisites to other courses.*

- *It appears that a student who converts from K-12 Physical Education to complete a Health endorsement does not receive the equivalent of a three-credit literacy course. Currently the only embedded literacy coursework for the Health endorsement is in an assignment (a PowerPoint) within KINES 445. It is recommended that the EPP determine and implement practices that assist Health endorsement majors in meeting the Literacy requirements.*

Recommended Action on Idaho Standards for Health Teachers

- ☒ Approved
- ☐ Conditionally Approved
 - ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

IDAHO STANDARDS FOR TEACHER LEADERS

Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - *The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.*

Knowledge: The teacher leader demonstrates knowledge of:

- 1(a) The differences in knowledge acquisition and transfer for children and adults.
- 1(b) Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development.
- 1(c) Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution.
- 1(d) Effective listening, oral communication, presentation skills, and expression in written communication.
- 1(e) Research and exemplary practice on “organizational change and innovation”.
- 1(f) The process of development of group goals and objectives.

Standard 1 Understanding Adults as Learners to Support Professional Learning Communities	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate knowledge of understanding adults as learners to support professional learning communities.

Sources of Evidence (AT LEAST THREE)

- ED-CIFS 546 A5
- ED-CIFS 546 A2
- ED-CIFS 546 Online Scenario (Intro and Mid)
- ED-CIFS 543 Matrix
- ED-CIFS 541 Final Project

Performance: The teacher leader:

- 1(g) Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning.
- 1(h) Improves colleagues' acquisition and application of knowledge and skills.
- 1(i) Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.
- 1(j) Uses effective communication skills and processes.
- 1(k) Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process.
- 1(l) Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice.

<i>Standard 1 Understanding Adults as Learners to Support Professional Learning Communities</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.2 Performance</i>		X	

1.2 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate performance of understanding adults as learners to support professional learning communities.

Sources of Evidence (AT LEAST THREE)

- *ED-CIFS 542 Fraction Misconceptions*
- *ED-CIFS 546 A1 Notes and Presentations*
- *ED-CIFS 549 Matrix, Outline, Final Paper*
- *ED-CIFS 545 PreAssess*
- *ED-CIFS 546 Online Scenario (Intro and Mid)*
- *ED-CIFS 546 A2*
- *ED-CIFS 546 A4*
- *ED-CIFS 543 Final Paper*
- *ED-CIFS 545 Final Paper*

Standard 2: Accessing and Using Research to Improve Practice and Student Achievement - The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

Knowledge: The teacher leader demonstrates knowledge of:

- 2(a) Action research methodology.
- 2(b) Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.
- 2(c) Implementation strategies for research-based change and for dissemination of findings for programmatic changes.

<i>Standard 2 Accessing and Using Research to Improve Practice and Student Achievement</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>2.1 Knowledge</i>		X	

2.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate knowledge of accessing and using research to improve practice and student achievement.

Sources of Evidence (AT LEAST THREE)

- *ED-CIFS 549 Matrix*
- *ED-CIFS 549 Outline*
- *ED-CIFS 549 Final Paper*

Performance: The teacher leader:

- 2(d) Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes.
- 2(e) Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability.
- 2(f) Assists with application and supports dissemination of action research findings to improve educational outcomes.

Standard 2 Accessing and Using Research to Improve Practice and Student Achievement	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate performance of accessing and using research to improve practice and student achievement.

Sources of Evidence (AT LEAST THREE)

- ED-CIFS 549 Matrix
- ED-CIFS 549 Outline
- ED-CIFS 549 Final Paper

Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.

Knowledge: The teacher leader demonstrates knowledge of:

- 3(a) The standards of high quality professional development and their relevance to improved learning.
- 3(b) Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.
- 3(c) The role of 21st century skills and technologies in educational practice.
- 3(d) The role of shifting cultural demographics in educational practice.

Standard 3 Promoting Professional Learning for Continuous Improvement	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence

that teacher candidates demonstrate an adequate knowledge of promoting professional learning for continuous improvement.

Sources of Evidence (AT LEAST THREE)

- *ED-CIFS 549 Final Paper*
- *ED-CIFS 541 Technology Sample*
- *ED-CIFS 545 Technology Sample*

Performance: The teacher leader:

- 3(e) Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.
- 3(f) Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.
- 3(g) Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate.
- 3(h) Continually assesses the effectiveness of professional development activities and adjusts appropriately.

<i>Standard 3 Promoting Professional Learning for Continuous Improvement</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>3.2 Performance</i>		X	

3.2 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate performance of promoting professional learning for continuous improvement.*

Sources of Evidence (AT LEAST THREE)

- *ED-CIFS 549 Final Paper*
- *ED-CIFS 546 A4*
- *ED-CIFS 546 A5*
- *ED-CIFS 546 Presentations*
- *ED-CIFS 546 Online Scenario (Intro & Mid)*
- *ED-CIFS 549 Final Paper*

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this

knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

Knowledge: The teacher leader demonstrates knowledge of:

- 4(a) Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.
- 4(b) The Framework for Teaching, effective observation and strategies for providing instructional feedback.
- 4(c) Role and use of critical reflection in improving professional practice.

Standard 4 Facilitating Improvements in Instruction and Student Learning	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate knowledge of facilitating improvements in instruction and student learning.

Sources of Evidence (AT LEAST THREE)

- ED-CIFS 541 Final Project
- ED-CIFS 543 Final Paper
- ED-CIFS 545 Final Project
- ED-CIFS 548 Final Project
- ED-CIFS 546 A2

Performance: The teacher leader:

- 4(d) Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices.
- 4(e) Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.
- 4(f) Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.
- 4(g) Develops, leads and promotes a culture of self-reflection and reflective dialogue.

Standard 4 Facilitating Improvements in Instruction and Student Learning	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate performance of facilitating improvements in instruction and student learning.

Sources of Evidence (AT LEAST THREE)

- ED-CIFS 546 A1 Notes & Presentations
- ED-CIFS 546 A2
- ED-CIFS 546 Matrix
- ED-CIFS 540 Final Paper
- ED-CIFS 542 Final Project
- ED-CIFS 544 Final Project
- ED-CIFS 547 Unit Plan
- ED-CIFS 548 Final Project

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

Knowledge: The teacher leader demonstrates knowledge of:

- 5(a) Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes.
- 5(b) Use of formative and summative data to inform the continuous improvement process.
- 5(c) Analysis and interpretation of data from multiple sources.

Standard 5 Using Assessments and Data for School and District Improvement	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate knowledge of using assessments and data for school and district improvement.

Sources of Evidence (AT LEAST THREE)

- ED-CIFS 541 Final Project
- ED-CIFS 548 Final Project
- ED-CIFS 545 PreAssess
- ED-CIFS 542 Fraction Misconceptions
- ED-CIFS 543 Final Paper
- ED-CIFS 545 Final Project

Performance: The teacher leader:

- 5(d) Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement.
- 5(e) Models use of formative and summative data to inform the continuous improvement process.
- 5(f) Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other.

Standard 5 Using Assessments and Data for School and District Improvement	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate performance of using assessments and data for school and district improvement.

Sources of Evidence (AT LEAST THREE)

- ED-CIFS 541 Final Project
- ED-CIFS 543 Matrix
- ED-CIFS 546 A3

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.

Knowledge: The teacher leader demonstrates knowledge of:

- 6(a) Child development and conditions in the home, culture and community and their influence on educational processes.
- 6(b) Contextual considerations of the family, school, and community and their interaction with educational processes.
- 6(c) Effective strategies for involvement of families and other stakeholders as part of a responsive culture.

Standard 6 Improving Outreach and Collaboration with Families and Community	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate knowledge of improving outreach and collaboration with families and community.

Sources of Evidence (AT LEAST THREE)

- ED-CIFS 546 A4
- Syllabus ED-CIFS 546
- Candidate and completers interview

Performance: The teacher leader:

- 6(d) Develops colleagues' abilities to form effective relationships with families and other stakeholders.
- 6(e) Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools.
- 6(f) Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process.

Standard 6 Improving Outreach and Collaboration with Families and Community	Unacceptable	Acceptable	Exemplary
6.1 Performance		X	

6.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, and candidate and completer interviews provide evidence

that teacher candidates demonstrate an adequate performance of Improving Outreach and Collaboration with Families and Community.

Sources of Evidence (AT LEAST THREE)

- *ED-CIFS 546 A4*
- *Syllabus ED-CIFS 546*
- *Candidate and completers interview*

Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.

Knowledge: The teacher leader demonstrates knowledge of:

- 7(a) Effective identification and interpretation of data, research findings, and exemplary practices.
- 7(b) Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement.
- 7(c) Local, state and national policy decisions and their influence on instruction.
- 7(d) The process to impact policy and to advocate on behalf of students and the community.

<i>Standard 7 Advocating for Student Learning and the Profession</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.1 Knowledge</i>		X	

7.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, faculty interview, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate knowledge of advocating for student learning and the profession. Indicators (b), (c), and (d) were difficult to assess given the evidence provided by the Educator Preparation Program. However, sufficient evidence for these indicators was obtained in the program faculty interview.

Sources of Evidence (AT LEAST THREE)

- *ED-CIFS 541 Final Project*
- *ED-CIFS 543 Final Paper*
- *ED-CIFS 545 Final Project*
- *ED-CIFS 548 Probability Lesson*

- *ED-CIFS Syllabi (543, 545, 546, 549)*
- *Candidate and completers interview*
- *Faculty interview*

Performance: The teacher leader:

- 7(e) Identifies and evaluates needs and opportunities.
- 7(f) Generates ideas to effectively address solutions/needs.
- 7(g) Analyzes feasibility of potential solutions and relevant policy context.
- 7(h) Advocates effectively and responsibly to relevant audiences for realization of opportunities.

Standard 7 Advocating for Student Learning and the Profession	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, candidate papers, candidate projects, faculty interview, and candidate and completer interviews provide evidence that teacher candidates demonstrate an adequate performance of advocating for student learning and the profession.*

Sources of Evidence (AT LEAST THREE)

- *ED-CIFS 549 Matrix*
- *ED-CIFS 549 Outline*
- *ED-CIFS 549 Final Paper*
- *ED-CIFS 541 Final Project*
- *ED-CIFS 546 A3*
- *ED-CIFS 546 A4*
- *ED-CIFS Syllabus (546)*
- *Candidate and completers interview*
- *Faculty interview*

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	0	7	
Performance	7	0	7	

Areas for Improvement

- The program currently has an adequate focus on local district policy and professional development among building teachers. Areas for improvement in candidate knowledge in *Advocating for Student Learning and the Profession* include expanding candidate learning connections to state and national policy in education, as well as how to impact policy decisions at multiple levels, and the roles of multiple stakeholders (e.g., Boards of Education, Legislators) in that process.
- The program currently has evidence to support an adequate focus on identification of student learning needs and solutions to address those needs at the local level. Areas for improvement in candidate performance in *Advocating for Student Learning and the Profession* include expanding evidence of candidate research presentations to state and national venues, candidate/completer advocacy efforts at all levels, as well as submissions to professional journals in order to demonstrate completer service as individuals of influence and respect within the profession.

Recommended Action on Idaho Standards for Teacher Leaders

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

ADMINISTRATOR ENDORSEMENTS

IDAHO STANDARDS FOR SCHOOL SUPERINTENDENTS

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge

- 1(a) The superintendent understands the dynamics of systemic change within school districts.
- 1(b) The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.
- 1(c) The superintendent knows the breadth of P-12 curriculum and instructional programs.
- 1(d) The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
- 1(e) The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.
- 1(f) The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.
- 1(g) The superintendent understands the district's role in and responsibility for employee induction, career development, and enhancement.
- 1(h) The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.
- 1(i) The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.
- 1(j) The superintendent knows the importance of district-wide policy development and effective implementation.
- 1(k) The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.

- 1(l) The superintendent understands the responsibility and need for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.
- 1(m) The superintendent understands the importance of developing and fostering a productive relationship with the board.
- 1(n) The superintendent understands importance of working effectively in the political environment at district, local, and state levels.

Standard 1 Superintendent Leadership	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis –

Based upon the review of each of the five (5) course syllabi provided, the program clearly articulated that the knowledge indicators related to this standard have been met, (i.e., establishing an effective governance structure, policy development, and school board relationships). Assigned readings (DuFour & Marzano) and student projects including understanding systematic change, understanding organizational theory, and understanding political environments relate directly to the knowledge section of this standard. Student projects such as School Board meeting critiques, budget hearings, legislative meetings with superintendents revealed that the knowledge acquired by candidates through coursework and related assignments addresses the indicators of the knowledge standard for superintendents, including budgeting, facilities, personnel administration, and school board relationships. Strong evidence suggests that candidates have a robust knowledge of the leadership role of the superintendency.

Sources of Evidence (AT LEAST THREE)

- *Syllabi from all five (5) courses*
- *Assigned readings from each of the monthly live classes*
- *Student projects from a variety of those displayed*

Performance

- 1(o) The superintendent promotes district-wide innovation and change through the application of a systems approach.
- 1(p) The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.
- 1(q) The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.
- 1(r) The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.
- 1(s) The superintendent advises the board of trustees on legal, ethical, and current educational issues and provides/encourages ongoing professional development.

- 1(t) The superintendent works effectively within the organizational complexity of school districts.
- 1(u) The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.
- 1(v) The superintendent develops and implements effective plans to manage district fiscal, capital, and human resources.

Standard 1 Superintendent Leadership	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis –

Review of candidate portfolios substantiates the program meets six (6) of the eight (8) performance indicators related to this standard. Instructor activities, assigned for each of the monthly meetings, are meaningful. Evidence was revealed that candidates engage in activities designed to promote effective Superintendent leadership. Interviews with one (1) new candidate, two (2) second year candidates, and three (3) completers demonstrated their performance within these indicators. They answered questions, and the completers talked about how the program had prepared them to succeed in their current roles (Assistant Superintendent, Director of Operations, and Director of Federal Programs). An interview with the Instructor reinforced that performance indicators were assessed and met by final grades/scores on candidates' assignments. The role of the superintendent was clearly articulated in candidate papers aligned to course projects. Candidates presented strong evidence that they met the performance leadership indicators of Superintendents.

Sources of Evidence (AT LEAST THREE)

- *Candidate portfolio review*
- *Instructor-required activities, along with candidate assignments*
- *Candidate and completer interviews*
- *Instructor interview, reviewing the candidates directed activities*

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		X	
Performance	1		X	

Overall Areas for Improvement

- As the candidates progress through this program, a conversion to the new nine (9) Idaho State Superintendent Standards should be of assistance.
- Consider creation of a candidate grade sheet, which compiles grade over each semester, as suggested by several of the interviewees.
- Provide a calendar of subject areas at the start of the program to show where the subject areas will be covered during the five classes (finance, facilities, negotiations, etc.), along with the monthly timing of when Superintendents actually complete these areas.

Recommended Action on Idaho Standards for School Superintendents

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
 - ☐ Lack of Completers
 - ☐ New Program
- ☐ Not Approved

Commendations

The Executive Educational Leadership program is to be commended for moving from a class presentation of Capstone/Portfolio findings to a larger symposium, held annually in March. This Symposium allows the candidates a chance to interact and share their findings with practitioners and researchers, as well as policymakers. Many candidates have commented that this event was the highlight of the program.

High satisfaction was displayed among the completers of this program noting strength in:

- The knowledge of the instructor, a former School District Superintendent
- Cohort structure - teaming with other candidates was extremely beneficial
- Traveling throughout the state for classes, visiting both large and small school districts



BOISE STATE UNIVERSITY
COLLEGE OF EDUCATION

December 14, 2019

Dear Professional Standards Commission:

Thank you for facilitating the State Team review process for Boise State University's programs during the October 5-8, 2019 Focus Visit. We sincerely appreciate the time and efforts of each team member. We also appreciate the opportunity provided last month to make factual corrections to the initial draft.

Given the thoroughness of the team review and the minimal factual corrections made to the initial draft, we accept the final report as it is in its entirety and respectfully decline the opportunity to submit a formal rejoinder. Program coordinators value the feedback provided by the focus visit review, and we look forward to incorporating the findings into continuous improvement efforts.

Thank you again to the State Review Team for its recommendations. We look forward to continued collaboration on improving educator preparation programs in Idaho.

Warm Regards,

Jennifer L. Snow, PhD
Interim Dean
College of Education

**CONSENT
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STATE DEPARTMENT OF EDUCATION

SUBJECT

Request for Waiver of 103% Student Transportation Funding Cap

REFERENCE

June 2017	Board approved the request for six (6) school districts to receive a funding cap waiver
June 2018	Board approved the request for eight (8) districts to receive a funding cap waiver
June 2019	Board approved the request for nine (9) school districts to receive a funding cap waiver

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

During its 2001 session, the Idaho Legislature amended Section 33-1006, Idaho Code. The amendment created a student transportation funding cap, affecting school districts that exceed by 103% the statewide average cost per mile and cost per rider. The 2007 and 2009 Legislatures further amended this language to provide clear, objective criteria that defines when a district may qualify to be reimbursed for expenses above the cap, and by how much. These new criteria designate certain bus runs as “hardship” runs, and allow the district to receive a higher cap based on the percentage of the district’s bus runs that are so categorized.

As of March 6, 2020, 35 school districts and/or charter schools were negatively affected by the pupil transportation funding cap:

District #	District Name	Reduction in Funding
011	MEADOWS VALLEY DISTRICT	\$16,182
044	PLUMMER-WORLEY JOINT DISTRICT	\$8,697
058	ABERDEEN DISTRICT	\$9,950
061	BLAINE COUNTY DISTRICT	\$104,849
071	GARDEN VALLEY DISTRICT	\$54,097
131	NAMPA SCHOOL DISTRICT	\$33,238
134	MIDDLETON DISTRICT	\$160,867
171	OROFINO JOINT DISTRICT	\$27,740
233	HAGERMAN JOINT DISTRICT	\$3,518
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$113,022
274	KOOTENAI DISTRICT	\$14,561

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281	MOSCOW DISTRICT	\$75,868
282	GENESEE JOINT DISTRICT	\$10,452
304	KAMIAH JOINT DISTRICT	\$10,087
305	HIGHLAND JOINT DISTRICT	\$8,421
340	LEWISTON INDEPENDENT DISTRICT	\$8,238
341	LAPWAI DISTRICT	\$54,783
391	KELLOGG JOINT DISTRICT	\$29,590
393	WALLACE DISTRICT	\$32,937
401	TETON COUNTY DISTRICT	\$76,336
411	TWIN FALLS DISTRICT	\$149,848
412	BUHL JOINT DISTRICT	\$10,633
421	MCCALL-DONNELLY JT. SCHOOL DISTRICT	\$38,203
451	VICTORY CHARTER SCHOOL	\$978
456	FALCON RIDGE CHARTER SCHOOL	\$970
462	XAVIER CHARTER SCHOOL	\$12,177
475	SAGE INTERNATIONAL SCHOOL OF BOISE	\$17,247
498	GEM PREP: MERIDIAN, INC.	\$51,281
499	FUTURE PUBLIC SCHOOL, INC.	\$19,722
511	PEACE VALLEY CHARTER SCHOOL, INC.	\$12,975
513	PROJECT IMPACT STEM ACADEMY, INC.	\$20,541
796	GEM PREP: NAMPA, INC.	\$50,556

The State Department of Education received requests from various school districts and charter schools for a waiver of the 103% funding cap as provided in Section 33-1006, Idaho Code. Student Transportation staff reviewed these requests to ensure they meet the eligibility criteria. Of the 35 school districts and charter schools negatively affected by the pupil transportation funding cap, only eight school districts have routes meeting the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. All eight of these school districts, listed below, have applied for a waiver from the student transportation funding cap.

#044 Plummer Worley School District submitted school bus routes that met the required criteria. This represents 16.67% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 119.67%.

#071 Garden Valley School District submitted school bus routes that met the required criteria. This represents 20% of the bus runs operated by the district.

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When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 123%.

#171 Orofino School District submitted school bus routes that met the required criteria. This represents 25% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 128%.

#274 Kootenai School District submitted school bus routes that met the required criteria. This represents 87.50% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 190.50%.

#281 Moscow School District submitted school bus routes that met the required criteria. This represents 12.90% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 115.9%.

#305 Highland School District submitted school bus routes that met the required criteria. This represents 40% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 143%.

#341 Lapwai School District submitted school bus routes that met the required criteria. This represents 50% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 153%.

#412 Buhl School District submitted school bus routes that met the required criteria. This represents 13.04% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 116.04%.

IMPACT

The approval of the cap waivers allows districts to be reimbursed for routes that meet the hardship criteria. Board inaction or denial of the funding cap waivers would result in a loss of funding for the school districts in question.

ATTACHMENTS

Attachment 1 – Funding Cap Waiver Spreadsheet

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STAFF COMMENTS AND RECOMMENDATIONS

At the June 2019 Board meeting the Board approved a waiver of the funding cap for Plummer-Worley School District, Garden Valley School District, Orofino School District, Mountain View School District, Kootenai School District, Moscow School District, Kamiah School District, Lapwai School District, and Kellogg School

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District. Of the eight requests the Board is considering this year, six school districts also had waivers of the funding cap approved in 2019. Highland School District and Buhl School District are new for 2020.

Pursuant to Section 33-1006, Idaho Code:

“A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. However, the percentage increase in the one hundred three percent (103%) cap shall not exceed the percentage of the district’s bus runs that qualify as a hardship bus run, pursuant to this subsection. Any costs above the new level established by the state board of education shall not be reimbursed. Such a change shall only be granted by the state board of education for hardship bus runs. To qualify as a hardship bus run, such bus run shall meet at least two (2) of the following criteria:

- (a) The number of student riders per mile is less than fifty percent (50%) of the statewide average number of student riders per mile;
- (b) Less than a majority of the miles on the bus run are by paved surface, concrete or asphalt road;
- (c) Over ten percent (10%) of the miles driven on the bus run are a five percent (5%) slope or greater.”

The Department of Education transportation staff review each of the applications prior to submittal for Board consideration. Only those school districts that have met the statutory requirements may be considered for approval.

BOARD ACTION

I move to approve the request by #044 Plummer-Worley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 119.67%, for a total of \$8,697 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by #071 Garden Valley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 123%, for a total of \$54,097 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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AND

I move to approve the request by #171 Orofino County School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 128%, for a total of \$27,740 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by #274 Kootenai School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 190.5%, for a total of \$14,561 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by #281 Moscow School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 115.90%, for a total of \$75,868 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by #305 Highland Joint District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 143%, for a total of \$8,421 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by #341 Lapwai School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 153%, for a total of \$54,783 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

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I move to approve the request by #412 Buhl Joint District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 116.04%, for a total of \$10,633 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider			
Fiscal Year 2018-2019 Data - Approved Costs Reimbursed in Fiscal Year 2019-2020 (Sixteenth Capped Year)			
Set percentage cap to apply to statewide average	103%	Riders per Mile	1.6
Revised: 3/6/2020 - Cap Waivers			
	Cost Per Mile	Cost Per Rider	
Statewide Averages before cap	\$4.25	\$994	
Statewide Averages after cap	\$4.38	\$1,024	
Total Savings From Cap	\$1,238,564	Capped Reimb.	Actual Reimb.
Savings Following Appeals & State Board Action	\$2,276,674	\$90,565,005	\$91,803,569

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns X & Y)	Total 100% Reimbursable Costs Eligible at 50%	Funding Cap Penalty Waived	% Hardship Bus Run Waived	Final Payment Amount
044	PLUMMER-WORLEY JOINT DISTRICT	\$8,697	4.6%	\$221,564	TRUE	0.167	\$277,689
071	GARDEN VALLEY DISTRICT	\$54,097	32.2%	\$0	TRUE	0.200	\$204,536
171	OROFINO JOINT DISTRICT	\$27,740	7.1%	\$405,235	TRUE	0.250	\$568,198
274	KOOTENAI DISTRICT	\$14,561	11.1%	\$112,803	TRUE	0.875	\$166,822
281	MOSCOW DISTRICT	\$75,868	14.8%	\$520,886	TRUE	0.129	\$646,335
305	HIGHLAND JOINT DISTRICT	\$8,421	5.5%	\$0	TRUE	0.400	\$219,098
341	LAPWAI DISTRICT	\$54,783	30.1%	\$155,460	TRUE	0.500	\$224,925
412	BUHL JOINT DISTRICT	\$10,633	3.7%	\$0	TRUE	0.130	\$372,271

CONSENT
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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates and Revised Considerations and Recommendations

REFERENCE

April 2019	Board approved seven (7) provisional certificates for the 2018-19 school year.
April 2019	Board approved Department requests for clarification to provisional certification process.
June 2019	Board reviewed twelve (12) provisional certificates for the 2018-19 school year and approved eleven (11).
August 2019	Board reviewed four (4) provisional certificates, three (3) for the 2018-19 school year and one (1) for the 2019-20 school year.
December 2019	Board reviewed and approved twenty-four (24) provisional certificates for the 2019-20 school year.
February 2020	Board reviewed and approved thirty-six (36) provisional certificates for the 2019-20 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

BACKGROUND/DISCUSSION

Twenty-Four (24) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a school district or charter school to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/credential, but who has strong content background, as determined by the school district, and some educational pedagogy, to fill an area of need that requires certification. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district. Historical provisional status has been added to candidates that have received provisional approvals in prior years, as there is nothing in statute that prohibits a single individual from holding provisional certification in consecutive years.

Blaine County School District #61

Applicant Name: Christopher Koch

Content & Grade Range: Natural Science and Biological Science 6-12

Certified: SDE and CTE – Technology Education.

Declared Emergency: July 16, 2019, Blaine County School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. The district applied for an Alternative Authorization for 2018-19 school year. Mr. Koch

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has not passed Biology, PTK or General Science assessments through ABCTE. He filed and paid for an extension through ABCTE through December 2019. He is looking to enroll in the College of Southern Idaho's program. He holds a bachelor's degree in vocational education and associates degree in applied sciences.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Blaine County School District's request for Christopher Koch without reservation.

Boise Independent School District #1

Applicant Name: John May

Content & Grade Range: Music 6-12

Certified: English and History 6-12

Declared Emergency: November 11, 2019, Boise Independent School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants or interviews. The applicant was already employed at the Boise School District and teaches other subjects. When completing the state reporting, it was discovered that the employee did not hold the proper certification for the subject area he was teaching. The principal thought the course was an elective course and could be taught by any certified teacher.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Boise Independent School District's request for John May without reservation.

Boise Independent School District #1

Applicant Name: John Schisel

Content & Grade Range: Physical Science 6-12

Certified: Biological Science 6-12

Declared Emergency: November 11, 2019, Boise Independent School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. The applicant was already employed at the Boise School District and teaches other subjects. When completing the state reporting, it was discovered that the employee did not hold the proper certification for the subject area being taught.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Boise Independent School District's request for John Schisel without reservation.

Boise Independent School District #1

Applicant Name: Adam Wilkinson

Content & Grade Range: Communication 6-12

Certified: Social Studies and History 6-12; PE and Health K-12

Declared Emergency: November 11, 2019, Boise Independent School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. The applicant was already employed at the Boise School District and teaches other

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subjects. When completing the state reporting, it was discovered that the employee did not hold the proper certification for the subject being taught.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Boise Independent School District's request for Adam Wilkinson without reservation.

Cambridge Joint School District #432

Applicant Name: Richard Hollon

Content & Grade Range: All Subjects K-8

Degree: BA, Computer Engineering 12/1986

Declared Emergency: August 19, 2019, Cambridge Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. Mr. Hollon was selected for the position.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Cambridge Joint School District's request for Richard Hollon without reservation.

Cambridge Joint School District #432

Applicant Name: DeAnna Nash

Content & Grade Range: Health K-12

Certified: Interim – All Subjects K-8 and Natural Science 6-12 (2017-2020) and ABCTE Interim – Mathematics 6-12 (2018-2021)

Declared Emergency: October 21, 2019, Cambridge Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. A health teacher retired. It is not possible to hire a certified teacher for one period a day. The assignment was given to the teacher most qualified (Mrs. Nash holds a science endorsement) and was willing to teach health.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Cambridge Joint School District's request for DeAnna Nash without reservation.

Clark County School District #161

Applicant Name: Michael Knight

Content & Grade Range: History, American Government/Political Science and World Language - Spanish 6-12

Certified: Expired Interim (2016-19) for same endorsements requested, failed to meet requirements of Praxis II 5941 and 5195 for the 5-year certificate.

Declared Emergency: November 13, 2019, Clark County School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants and no interviews. Mr. Knight has had some health issues as well as the death of his son in the past year. His interim certificate lapsed and he has attempted to pass the Praxis assessments without success. He will continue to attempt the assessments until he is successful.

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PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Clark County School District's request for Michael Knight without reservation.

Emmett School District #221

Applicant Name: Carrie Wilson

Content & Grade Range: Mathematics – Basic 6-12

Certified: II Subjects K-8, Teacher to New 2018-19 school year for Option IV - Math 6-12

Declared Emergency: January 8, 2020, Emmett School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. The emergency situation came about due to the following circumstances: The school was informed partway through the 2018-19 school year that Carrie Wilson was no longer qualified to teach the Algebra I course at Emmett Middle School. Carrie has been teaching this course for the last 15 years at the school and her students consistently make great gains on ISAT tests. Due to the fact that the school was not given any notice that she would no longer be considered qualified to teach this course, she has not had sufficient time to prepare to take and pass the PRAXIS test. Since she has not taught or worked with any coursework above the Algebra I level it has taken a considerable amount of time to prepare to take a PRAXIS. Carrie plans on taking and passing the PRAXIS prior to the 2020-21 school year.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Emmett School District's request for Carrie Wilson without reservation.

Gooding Joint School District #231

Applicant Name: Kari Collier

Content & Grade Range: All Subjects K-8

Degree: 122 credits, enrolled in LCSC

Declared Emergency: August 20, 2019, Gooding Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were four applicants and three interviews. None of the applicants had the proper certification to teach at the elementary level. From the candidates interviewed, she had the most training (college) and classroom experience (former paraprofessional) of all of the candidates. She is already enrolled in a program and will graduate in May and apply for certification after that.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Gooding Joint School District's request for Kari Collier without reservation.

Hagerman Joint School District #233

Applicant Name: Amy Gossi

Content & Grade Range: Mathematics 6-12

Degree: 132 semester college credits

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Declared Emergency: September 9, 2019, Hagerman Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. There were no certified applicants.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Hagerman Joint School District's request for Amy Gossi without reservation.

Hagerman Joint School District #233

Applicant Name: William Nelson

Content & Grade Range: Mathematics 6-12

Degree: BS, University Studies 4/2018

Declared Emergency: September 9, 2019, Hagerman Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. The applicant's Alternative Authorization route (ABCTE) did not go as planned. He is now looking into the College of Southern Idaho's non-traditional route. He was unable to meet the content area qualifying scores at this time.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Hagerman Joint School District's request for William Nelson without reservation.

Homedale Joint School District #370

Applicant Name: Kylee Silliman

Content & Grade Range: Mathematics 6-12

Degree: BA, Business Administration 5/2019

Declared Emergency: September 9, 2019, Homedale Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. The incumbent teacher was killed in a motorcycle accident on the first day of school.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Homedale Joint School District's request for Kylee Silliman without reservation.

Jefferson County School District #251

Applicant Name: Xue Yang

Content & Grade Range: World Language – Chinese K-12

Degree: BA, Chinese Language and Literature (Foreign Transcript)

Declared Emergency: November 18, 2019, Jefferson County School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. Jefferson Joint School District 251 has a growing Mandarin Chinese Immersion program. At the middle school level, these teachers need a minimum Mandarin Chinese proficiency level of Advanced Mid. They also need to be certified to teach

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World Language-Chinese and Social Studies content standards in Mandarin. This creates a very difficult position to fill.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Jefferson County School District's request for Xue Yang without reservation.

Melba Joint School District #136

Applicant Name: Karla Castresana Velasco

Content & Grade Range: English as a Second Language K-12

Degree: BA equivalent, foreign transcript evaluation

Declared Emergency: October 8, 2019, Melba Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were five applicants and four interviews. Out of the five applicants, one had an ESL endorsement. That individual was offered the position but declined. The other applicants and interviewees for the position did not have an ESL endorsement.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Melba Joint School District's request for Karla Castresana Velasco without reservation.

Minidoka County Joint School District #331

Applicant Name: Nathan Hanks

Content & Grade Range: Mathematics 6-12

Degree: BA, Business Administration 5/2016

Declared Emergency: October 21, 2019, Minidoka County Joint School Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were four applicants and two interviews. There were zero certified applicants and only two with baccalaureate degrees. Nathan will enroll in the College of Southern Idaho's non-traditional program.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Minidoka County Joint School Board's request for Nathan Hanks without reservation.

Moscow School District #281

Applicant Name: Kathy Baxter

Content & Grade Range: Economics 6-12

Certified: English, History and American Government/Political Science 6-12

Declared Emergency: November 13, 2019, Moscow School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were six out-of-district and one in-district applicants and one interview. Paradise Creek Regional High School (PCRHS) is an alternative high school. The school has two core subject area teachers. One teacher teaches math and science and the other language arts and social studies. The English/Social Studies teacher resigned which resulted in the vacant position. The position was posted for a secondary teacher requiring English

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and Social Studies endorsements. The in-district applicant, Ms. Baxter, had been teaching at Moscow High School, held English and History endorsements. She was selected for hire. Because the position is required to teach US Government and Economics, the district requested and was granted an Alternative Authorization - Teacher to New for the 2018-19 school year. Ms. Baxter completed the requirements for American Government/Political Science and added the endorsement to her certificate. She did not pass the Praxis II for Economics. She is scheduled to teach Economics in the fourth quarter. She will attempt the Praxis II in the spring.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Moscow School District's request for Kathy Baxter without reservation.

Moscow School District #281

Applicant Name: Chelsey Sharp

Content & Grade Range: CTE OS – Drafting 6-12

Certified: CTE – Agriculture Science and Technology 6-12

Declared Emergency: November 20, 2019, Moscow School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were nine applicants and one interview. The principal at Moscow High School received a letter of resignation from the Technology Education teacher in early May 2019. The vacancy was posted immediately for a teacher with the intent to continue the existing program. It was quickly determined that finding another properly endorsed career technical education teacher might not be possible. A week later, the announcement was revised to Technology Education or Ag Science Teacher. The position remained open through the summer months in hopes of receiving additional applications. With a limited pool and no qualified applicants with a Technology Education endorsement, the principal decided to pursue a teacher with Ag Science endorsement. The District received nine complete applications. Two of the applicants did not have education degrees and were not certified to teach, one had been unsuccessful in the District's Technology Education teaching position previously. Because students had already enrolled in the drafting courses, Introduction to CAD and Introduction to Drafting, the courses remained in the master schedule for the first semester of the 2019-20 school year.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Moscow School District's request for Chelsey Sharp without reservation.

Plummer-Worley Joint School District #44

Applicant Name: Crystal Sperber

Content & Grade Range: Mathematics 6-12

Degree: 87 credits, enrolled in WGU

Declared Emergency: October 21, 2019, Plummer-Worley Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

CONSENT
APRIL 16, 2020

Summary of Recruitment Efforts: There were four applicants and three interviews. The district needed two math teachers for the 2019-20 school year and began recruitment for these position in March 2019. The school attended teacher career fairs in Missoula, Spokane, Coeur d'Alene and Moscow. The positions were advertised in newspapers, social media, college career offices (through Handshake), the district webpage and through School Spring. Four applicants applied, two were completely qualified. One of those was hired in May. The other one had a poor work history and poor references. The candidate not interviewed had no experience in education. Mrs. Sperber has experience working in our district, with our students, and with teaching math to them, having been a long term sub in Spring, 2019.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Plummer-Worley Joint School District's request for Crystal Sperber without reservation.

Pocatello/Chubbuck School District #25

Applicant Name: Kimberly Benson

Content & Grade Range: All Subjects K-8

Certified: Expired certificate – English and History 6-12

Declared Emergency: November 12, 2019, Pocatello/Chubbuck School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were zero applicants. In late August, an elementary teacher resigned from her position. The candidate pool was weak. A teacher was hired on an alternative authorization. She was later reassigned to a special education position. This left an opening in elementary education. Kimberly was formerly certified, but left the profession to raise her family. She has been a substitute in the district for four years. She was the best fit.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Pocatello/Chubbuck School District's request for Kimberly Benson without reservation.

St. Maries Joint School District #41

Applicant Name: Adam Stewart

Content & Grade Range: English 6-12

Degree: BA, Interdisciplinary Studies 7/2003

Declared Emergency: August 22, 2019, St. Maries Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There was three applicants and three interviews. Mr. Stewart was the only candidate of the three that applied that was suitable for the position. However, Mr Stewart resigned his position with the St. Maries Joint School District. His last day was November 8, 2019, as he was not interested in a career in education.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends St. Maries Joint School District's request for Adam Stewart without reservation.

CONSENT
APRIL 16, 2020

Syringa Mountain School, Inc. #488

Applicant Name: Maria Myers

Content & Grade Range: All Subjects K-8

Degree: BA, Elementary Education 5/1993

Declared Emergency: August 28, 2019, Syringa Mountain School Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were four applicants for two positions. One was hired and two were underqualified, leaving Maria. Maria was hired.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Syringa Mountain School's request for Maria Myers without reservation.

Wallace School District #393

Applicant Name: Bryn Cotter

Content & Grade Range: CTE OS – Graphic/ Printing Communication 6-12

Degree: Per the December State Board of Education (SBOE) meeting, the SBOE motioned to waive the education requirement used for non-occupational specialist positions for Bryn Elizabeth Cotter for the 2019-20 school year.

Declared Emergency: July 8, 2019, Wallace School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. The school is in a rural area and there are no other qualified candidates for the position.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends Wallace School District's request for Bryn Cotter without reservation.

West Bonner County School District #83

Applicant Name: Christine Alexander

Content & Grade Range: Music K-12

Degree: 115.5 credits

Declared Emergency: December 18, 2019, West Bonner County School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants nor interviews. The districts former teacher had to resign in October due to a medical issue. We have had no interest in the position from a certified teacher.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends West Bonner County School District's request for Christine Alexander without reservation.

White Pine Charter School #464

Applicant Name: Matthew Lurker

Content & Grade Range: Social Studies 6-12

Degree: BA, Recreation Leadership 12/2005

Declared Emergency: June 27, 2019, White Pine Charter School Board of Trustees declared an emergency exists for the 2019-2020 school year.

CONSENT
APRIL 16, 2020

Summary of Recruitment Efforts: There were six applicants and three interviews. The charter had another person lined up and planned to use Mr. Lurker in another position, however, circumstances changed and this necessitated an emergency situation.

PSC Review: The Professional Standards Commission Authorizations Committee met January 16, 2020. The committee recommends White Pine Charter School's request for Matthew Lurker without reservation.

IMPACT

If an 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 accredited college training; except in "trades and industries" (occupational fields) or emergency situations, which must be declared, the State Board may authorize the issuance of provisional certificates based on not less than two (2) years of accredited 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 use a long-term substitute prior to requesting provisional certification for the individual. In some cases, the individual that the school district is requesting emergency certification for has been in the classroom as a long-term substitute for the entire term.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Christopher Koch, John May, John Schisel, Adam Wilkinson, Richard Hollon, DeAnna Nash, Michael Knight, Carrie Wilson, Kari Collier, Amy Gossi, William Nelson, Kylee Silliman, Xue Yang, Karla Castresana Velasco, Nathan Hanks, Kathy Baxter, Chelsey Sharp, Crystal Sperber, Kimberly Benson, Adam Stewart, Maria Myers, Bryn Cotter, Christine Alexander and Matthew Lurker to teach the content area and grade ranges at the specified school districts as provided herein for the 2019-2020 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 16, 2020**

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.L. – CONTINUING EDUCATION AND PRIOR LEARNING – SECOND READING	Action Item
2	BOISE STATE UNIVERSITY – GRADUATE CERTIFICATE IN ACCOUNTING FOUNDATIONS	Action Item
3	BOISE STATE UNIVERSITY – MASTER OF SCIENCE IN ACCOUNTANCY FOUNDATIONS	Action Item

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 16, 2020**

SUBJECT

Board Policy III.L, Prior Learning – Second Reading

REFERENCE

October 2016	The Board approved the first reading of proposed amendments to Board Policy III.L.
December 2016	The Board approved the corrected first reading of Board Policy III.L, established modernized expectations for how and when Prior Learning Assessments (PLA) are to be administered and when credit may be awarded.
February 2017	The Board approved the second reading of Board Policy III.L. The proposed changes aim to create a set of shared expectations for the usage of PLA and granting of credit.
August 2019	The Board approved the first reading of Board Policy III.L, which includes how PLA is administered and how different forms of credit are awarded to meet degree requirements.
October 2019	The Board approved the second reading of Board Policy III.L.
February 2020	The Board approved the first reading of Board Policy III.L.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.L., III.N., III.Y., and V.R.

BACKGROUND/DISCUSSION

The purpose of Board Policy III.L, Continuing Education and Prior Learning is to provide the foundation by which institutions will provide students with opportunities to demonstrate competencies acquired through life experience by developing options for earning credit for prior learning. This policy also includes minimum standards for providing continuing education activities such as workforce training, certification programs, and professional development opportunities.

The Council on Academic Affairs and Programs (CAAP) evaluated the policy and determined that the function of continuing education did not fit within the scope of credit for prior learning activity. The proposed amendments would remove continuing education from the policy and add a section on crosswalks, including provisions for Advanced Placement, College Level Examination Program (CLEP), and military training. Continuing education is a broad term that covers programs such as non-credit bearing courses for enrichment (e.g., gardening), non-credit-bearing courses that count as continuing education units (CEUs, such as those earned by in-service teachers for professional development), and credit-bearing courses that may be applied to a degree or certificate program. Policies governing these programs are subject to national standards and institutional policies. The reference in Board policy is thus unnecessary and does not add to the programs.

Other amendments include updating and clarifying the definition of prior learning

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assessments, clarifying the language around fees to ensure compliance with Board Policy V.R., and streamlining the standards for prior learning assessments.

IMPACT

The proposed amendments will support non-traditional and returning students, especially military veterans, by significantly reducing the time and expense associated with earning a postsecondary degree in Idaho by recognizing the advanced skills that these learners bring to our institutions.

ATTACHMENTS

Attachment 1 – Board Policy III.L, Prior Learning – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

Amendments to Board Policy III.L. will expand information fluency for institutional policies and processes regarding the administration of prior learning assessments, including how prior learning assessments are administered and how different forms of credit are awarded to meet degree requirements. This can help non-traditional students such as returning adult learners and military personnel understand how they may be able to seek credit for work and life experiences, as well as credit that may be gained for knowledge that may be recognized through assessments such as Advanced Placement exams, College Level Examination Program (CLEP), and military training. This will assist with expanding awareness and opportunity of current and potential students from diverse backgrounds and stages of life.

The Instruction, Research, and Student Affairs (IRSA) committee and the Council on Academic Affairs and Programs reviewed the proposed policy amendments at the January 30, 2020 IRSA meeting.

The Board conducted a first reading of the proposed policy amendments on February 13, 2020. There were no changes between the first and second reading of this policy.

Board staff recommends approval of the proposed policy amendments as attached.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III. L., Prior Learning as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 16, 2020

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: L. Continuing Education and Prior Learning

October 2019 April 2020

~~The purpose of this policy is to ensure access and opportunities for citizens to continue their education regardless of location, age, and job responsibilities. Colleges and Universities are charged with providing the continuing education programs that address such needs. This policy establishes the foundation by which institutions shall provide students with opportunities to demonstrate competencies through established assessment processes to earn credit for prior learning.~~ This policy applies to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). ~~Additionally, this policy establishes the foundation by which institutions shall provide students with opportunities to demonstrate competencies acquired through life experience by developing options for earning credit for prior learning.~~

1. Definitions

- ~~a. Continuing Education: Educational activities that extend postsecondary opportunities beyond the traditional campus experience and beyond traditional students, through both credit and noncredit programs. The general purpose is to provide access to degree programs for citizens who are place-bound and/or working full-time; workforce training; certification programs; and professional development opportunities to enhance lifelong learning, personal development and cultural enrichment of the individual and community.~~
- a. Crosswalk: An equivalency table that identifies how credit for prior learning articulates to direct course equivalencies and general education requirements as provided in Board Policy III.N General Education.
- b. Prior Learning Assessment (PLA): Established, researched, and validated methods for assessing learning allowing students to demonstrate knowledge, competencies and skills and habits of mind in a particular field and have that learning evaluated for postsecondary credit by appropriate faculty. The process by which an individual's prior learning is assessed and evaluated for purposes of granting college credit, certification, or advanced standing toward further education or training. There are four generally accepted approaches to PLA and, when properly conducted, all ensure academic quality:
 - i. ~~Standardized assessments~~ National standardized exams in specific disciplines, including but not limited to:
 - a) College Level Examination Program (CLEP)
 - b) DANTES Subject Standardized Test
 - c) ~~UExcel~~ Excelsior College Exams (UExcel)
 - d) Advanced Placement (AP)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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- e) International Baccalaureate (IB)
 - ~~f) Scholastic Aptitude Test (SAT)~~
 - ~~g) American College Testing (ACT)~~
 - ii. ~~Credit recommenders, including but not limited to:~~
 - ~~a) American Council on Education (ACE)~~
 - ii. Challenge exams for local courses at the student's college or university
 - iii. Faculty developed assessments, Individualized assessments or experiential learning, particularly portfolio-based assessments whereby students demonstrate learning acquired through experiences including but not limited to:
 - a) Technical competency credit, consistent with Board Policy III.Y Work or employment
 - b) Course specific challenge exams Employer training programs
 - c) Locally evaluated industry and workplace education/training programs
 - Independent study
 - d) Portfolio Non-credit courses
 - e) Volunteer or community service
 - f) Travel
 - g) Non-college courses or seminars
 - h) Apprenticeships
 - iv. Credit for Prior Experiential Learning (CPEL): Credit earned as a result of:
Evaluated non-college programs, such as:
 - a) Course specific challenge exams The National College Credit Recommendation Service (NCCRS)
 - b) Portfolio assessments The American Council on Education's ACECREDIT service and evaluations of corporate and military training
2. Minimum Standards
- a. Continuing Education Activities
 - i. ~~Institutions must provide continuing education programs that are aligned with their mission and the needs of their service region(s) as defined in Board Policy III.Z.~~
 - ii. ~~All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution (i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council), and approved by the chief academic officer of the institution, or their designee, as meeting their standards.~~
 - a) ~~All academic credit activities shall be equivalent in quality to comparable instructional courses and programs offered on the campuses of the institutions, especially with respect to:~~

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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- ~~1) The appointment, orientation, supervision, and evaluation of faculty members in the courses, programs, or activities;~~
- ~~2) Procedures for the approval of courses, programs, or activities;~~
- ~~3) The stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, instructional contact time, and out-of-class effort;~~
- ~~4) The admission of students, the advising process, and the evaluation of student performance in courses, programs, or activities;~~
- ~~5) The support offered by library, classroom, laboratory, and other resources; the detailed as well as general responsibility for the quality of courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and~~
- ~~6) The keeping of student records for such activities as admission, academic performance, and transfer credit.~~

~~b) Non-credit activities and other special programs shall abide by nationally accepted practices:~~

- ~~1) The granting of Continuing Education Units (CEU) for courses and special learning activities is guided by generally accepted norms; based on institutional mission and policy; consistent across the institution, wherever offered and however delivered; appropriate to the objectives of the course; and determined by student achievement of identified learning outcomes.~~
- ~~2) The institution maintains records which describe the number of courses and nature of learning provided through noncredit instruction.~~

~~b. The Administration of Prior Learning Assessments~~

- ~~i. Prior learning shall be evaluated upon a student's request and be eligible for credit through a PLA if it is demonstrated by successfully passing an appropriately rigorous assessment. CPEL is only awardable to enrolled students.~~

~~a. Institutional Policies~~

- ~~i. Institutions are~~ Each institution is responsible for determining how best to implement PLAs and should do so within the context of its mission, culture, student needs, ~~and~~ academic programs, and career technical education programs.
- ~~ii. Institutions shall~~ Each institution will ensure students have access ~~to the most appropriate and current prior learning assessment~~ PLA methods as deemed appropriate by its faculty.

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- iii. ~~Each institution shall: (A) assign oversight of PLAs to its highest ranking Academic Officer or his/her designee; and (B) designate at least one liaison (person or place) to serve as a PLA resource for faculty, administrators, staff and students~~ will provide professional development for faculty members, administrators, and staff working with students to ensure transparency and consistency in evaluating and awarding credit through PLA.
 - iv. ~~Idaho's PLA infrastructure shall ensure maximum transferability of credit among the institutions.~~
 - v. ~~Institutions shall ensure information technology systems can consistently record and track PLA data, as well as enable accurate reporting.~~
 - vi. ~~When appropriate, and with approval from the faculty on campus, PLAs shall be made available for approved programs in a consistent, transferable and comparable manner.~~
 - vii. ~~Institutions shall provide professional development for those faculty members, administrators, and staff working with PLA students to assure high quality, transparency, and consistency in evaluating and awarding credit.~~
 - viii. ~~Institutions shall integrate the review of institutional PLA practices into existing curricular review cycles and NWCCU Accreditation reviews to maintain their currency and relevance.~~
 - iv. Institutional policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves pursuant to ~~in~~ Section 33-3727, Idaho Code
 - v. Each institution will track PLA data, including student demographics, credits earned, type of PLA awarded, and associated costs to students.
- b. Student Eligibility
- i. To be eligible to earn PLA credits, undergraduate students must be admitted and enrolled in a public Idaho college or university.
- c. Awarding Credit
- i. Credit is awarded when a student successfully demonstrates evidence of college-level learning. Credit will be identified on the student's transcript as credit for prior learning.
 - ii. PLA credit will count as course credit and may be applied toward a degree, certificate, or other credential.

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- iii. Each institution shall include in its written policy on PLA the maximum number of credits earned through PLA that can be counted toward a degree or certificate.
- d. Transferability
 - i. Once recorded on a student's transcript, PLA credit is transferable among Idaho institutions on the same basis as if the credit had been earned as a regular student at the awarding institution.
- e. Fees
 - i. Fees for ~~continuing education and~~ credit for prior learning shall be assessed consistently with Board Policy Section V.R. and must be based on and reflect the operational costs of administering a PLA. Fees may not be based on the number of credits awarded and shall be made publicly available in a single online location. Fees for transcribing credit shall not be applied for the transcription of credit awarded through the assessment of prior learning. Transcription fees are allowed for Workforce Training courses pursuant to Board Policy Section V.R.
 - ii. To ensure transparency for prospective students and students seeking transfer between institutions each institution shall develop and publish in a central location on its website and in other materials clearly stated and understandable policies on credit for prior learning. This information must include the cost and the process for students to pursue credit for prior learning and how credit that is awarded may satisfy course and degree requirements.
- 3. Crosswalks
 - a. Each institution will make available to students crosswalks identifying how credit for AP exams, CLEP exams, or military training will be awarded for common indexed general education courses. Where applicable, institutions will work together to identify areas within the crosswalks where credit for AP exams, CLEP exams, and military training can be applied consistently across institutions for meeting general education requirements. Crosswalks for AP exams, CLEP exams, and military training will include how exams and training are articulated to general education requirements and common indexed courses as provided in Board Policy III.N. For AP and CLEP exams, crosswalks will include minimum scores necessary for awarding credit across all institutions and will adhere to the AP exam credit requirement established in Board policy III.Y. For military training, crosswalks will include how equivalent college credit will be awarded.

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BOISE STATE UNIVERSITY

SUBJECT

Graduate Certificate in Accounting Foundations

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create an 18- credit Graduate Certificate in Accounting Foundations that will be offered wholly online. The program will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. The newly created courses for the graduate certificate in Accounting Foundations are also part of the proposed Master of Science in Accountancy – Foundations program. The proposed graduate certificate is designed for people who want an added emphasis area to complement other graduate work, small business owners wanting additional accounting knowledge, or professionals needing to enhance their current skills.

Because it is entirely online, the proposed program will enable BSU to reach potential students who need flexibility in their education that result from professional and personal responsibilities. These students may also live in a rural area of Idaho that does not have face-to-face educational opportunities.

IMPACT

The program's size will be scaled to demand for the program, and BSU projects that the program will reach a size of 4 students by the sixth year, graduating approximately 4 students per year once the program is up and running. At this time, it is difficult to accurately predict the number of students who will choose the graduate certificate, which is why the expected enrollment and graduates are conservative.

The student fee will be in accordance with the Online Program Fee as defined in Board Policy V.R., 3.a.x. We will initially charge \$495 per credit hour, which is considered a very competitive rate in the current online market. For the 18 credits required for completion of the proposed program, students will pay \$495 per credit; the total cost of those 18 credits totals \$8,910.

ATTACHMENTS

Attachment 1 – Proposal for Graduate Certificate in Accounting Foundations

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University anticipates a projected enrollment of 2 students initially, which will be scaled based on demand for the certificate as provided in their

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program proposal. If enrollments are not met, Boise State University will adjust to reflect actual activity and will be evaluated annually. If the certificate is not fiscally sustainable in the long term, the certificate will be discontinued.

BSU's proposed Graduate Certificate in Accounting Foundations is consistent with their Service Region Program Responsibilities. At this time, certificates consisting of fewer than 30 credits are not required to be listed on three-year plans. As provided in Board Policy III.Z, no institution has the statewide program responsibility specifically for accounting programs. Additionally, Board Policy III.Z does not apply to programs for which 90% or more of all activity is required or completed online. Currently there are no other similar certificates being offered by Idaho's public institutions.

BSU also requests approval to assess an online program fee of \$495 per credit for a total program cost of \$8,910. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on February 6, 2020; to the Committee on Instruction, Research, and Student Affairs on March 17, 2020; and to the Business Affairs and Human Resources Committee on April 3, 2020.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create an online, Graduate Certificate in Accountancy Foundations as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by Boise State University to charge an online program fee of \$495 per credit, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROPOSAL SUMMARY SHEET

Institution: Boise State University

Program: Graduate Certificate in Accounting Foundations

1. Program Description and Need

Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

The proposed Graduate Certificate in Accounting Foundations will operate under the guidelines of SBOE Policy V.R. as it pertains to wholly online programs. The proposed graduate certificate will serve the needs of people who want an added emphasis area (to complement other graduate work), small business owners wanting additional accounting knowledge, or employees needing to enhance current skills. The proposed certificate will also benefit those who are unable to attend in-person classes due to work schedule or location.

There is a high workforce need for trained accountants and over the past two years, communication with prospective students interested in the current online Master of Science in Accountancy (MSA) program has shown there are individuals who want to change to an accounting career or who have recently moved into an accounting related job, but they have little or no formal accounting background. They need courses where they can gain the foundational accounting knowledge and skills necessary to be successful and then subsequently perhaps also enroll in our online MSA program. We have not been able to accommodate these students previously, which means they have needed to find other institutions to attend. In addition, we learned from industry experts and AACSB aspirational peer institutions that people are interested in short-term certificate programs which promote the idea of eventually earning a master's degree.

2. Program Prioritization

Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

Boise State's Master's level accountancy programs were placed in the second quintile during the Program prioritization process in 2013-2014. The creation of this program is built off a track record of strong graduate programming and high student demand.

3. Credit for Prior Learning

Will credit for prior learning be available for program-specific courses? If so, please explain.

Not applicable.

4. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

Whenever possible, the Department of Accountancy strives to utilize affordable course materials and incorporate other affordability / cost saving opportunities. The online format of the proposed program increases access to interested students.

5. Math Requirements

For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

Not applicable.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

6. Resources/Allocation

APRIL 16, 2020

ATTACHMENT 1

If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

The Graduate Certificate in Accounting Foundations will be utilizing the online fee model and using courses that are also part of the proposed Master of Science in Accountancy-Foundations Program. Since estimated enrollments tied to the certificate are small, no additional personnel resources expenses are expected. If the certificate program grows large enough to warrant additional sections, associated resource needs and expenses will be tracked accordingly and applied to the certificate program.

7. Sunset

What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

The sunset clause for this program is not tied to a specific date. If a new student does not enroll for 4 continuous years, the program will be discontinued.

8. Associated Programs

Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY17	FY18	FY19	FY20 (most recent)	FY16	FY17	FY18	FY19
BBA Accountancy	581	545	371	267	121	123	104	128

9. Enrollment/Graduates of Similar Programs and Proposed Program

What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program							
	FY 2016		FY 2017		FY 2018		FY 2019		2021		2022		2023		2024	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
BSU Proposed Graduate Certificate in Accounting Foundations									2	0	4	2	4	4	4	4

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Program Type

Academic

Request Type

New

Instructional Activity

New Graduate Certificate

Institution Submitting Proposal: BSU Boise State University

Name of College, School, or Division: Business and Economics

Name of Department or Area: Accountancy

RECEIVED

DEC 09 2019

OFFICE OF THE
STATE BOARD OF EDUCATION

Program Identification for Proposed New or Modified Program:

Program Title: Accounting Foundations Graduate Certificate

CIP code (consult IR / Registrar): 52.0301 - Accounting.

Proposed Starting Date: 8/3/2020

Degree: Graduate

Indicate if Online Program: ☒

Support Fund: Online Program Fee

Indicate (X) if the program is: Regional Responsibility

Statewide Responsibility

Mark Bannister

11/27/2019

College Dean (Institution)

Date

Tammi Vacha-Haase

11/27/2019

Graduate Dean or other
official (Institution; as
applicable)

Date

Vice President for
Research (Institution; as
applicable)

Date

Patty Smith
Academic Affairs Program
Manager, OSBE

3/11/20

Date

[Signature]
Chief Financial Officer,
OSBE

12-31-15

Date

[Signature]
Chief Academic Officer,
OSBE

3/11/2020

Date



FVP/Chief Fiscal Officer
(Institution)

12/4/2019

Date

SBOE/Executive Director
Approval

Date



Provost/VP for Instruction
(Institution)

11/27/2019

Date



President

12/6/2019

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.

The College of Business and Economics at Boise State University proposes the creation of a wholly online Graduate Certificate in Accounting Foundations. The graduate certificate will operate under the guidelines of SBOE Policy V.R. as it pertains to wholly online programs. The proposed graduate certificate will serve the needs of people who want an added emphasis area (to complement other graduate work), small business owners wanting additional accounting knowledge, or employees needing to enhance current skills. The proposed certificate will also benefit those who are unable to attend in-person classes due to work schedule or location.

Over the past two years, our communication with prospective students interested in the current online Master of Science in Accountancy (MSA) program has shown there are individuals who want to change to an accounting career or who have recently moved into an accounting related job, but they have little or no formal accounting background. They need courses where they can gain the foundational accounting knowledge and skills necessary to be successful and then subsequently perhaps also enroll in our online MSA program. The university has not been able to accommodate these students, which means they have needed to find other institutions to attend. In addition, we learned from industry experts and AACSB aspirational peer institutions that people are interested in short-term certificate programs which promote the idea of eventually earning a master's 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.

- 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.

Through the US Department of Labor and Idaho Department of Labor employment projection data, we examined these job titles for which this certificate is relevant:

1. Accountants and auditors, SOC 13-2011
2. Financial analysts, SOC 13-2051
3. Financial managers, SOC 11-3031

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

APRIL 16, 2020

ATTACHMENT 1

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	363 (1/2 of state)	605 (0.25% of national)	
State	725	1,209 (0.50% of national)	
Nation		241,800	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

	2018 National Employment Matrix title and code	Employment		Job openings due to growth and replacement needs, 2018-28
		2018	2028	
11-3031	Financial managers	653,600	758,300	64,900
13-2011	Accountants and auditors	1,424,000	1,515,000	146,000
13-2051	Financial analysts	329,500	349,800	30,900
Totals				241,800

	2016-2026 Idaho Long Term Employment Projections	Employment		Job openings due to growth and replacement needs, 2016-26
		2016	2026	
11-3031	Financial managers	2,076	2,638	227
13-2011	Accountants and auditors	4,193	4,800	453
13-2051	Financial analysts	414	492	45
Total				725

- 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 was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

Students attracted to the proposed online Graduate Certificate in Accounting Foundations will be those who are interested in enhancing their accounting knowledge for personal or employment purposes but are not prepared for or interested in committing to a full master's degree.

As one example (and there are other individuals in this situation), this graduate certificate could work well for students who earned an undergraduate business degree in something other than accounting and later decide to switch career paths to accounting and want to become a certified public accountant (CPA). To become a licensed CPA requires having at least 150 semester credit hours from a college or university, and students often have more than 120 credits but less than 150 credits when they graduate with a bachelor's degree. Although some students in this situation want to earn a second undergraduate degree in accounting and/or a master's degree in accounting to obtain the additional credits (even though that will mean having considerably more than 150 credits when they

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finish), lots of other students in this situation (understandably) want to meet the education requirements in a way that results in them having as close to 150 credits when they finish as possible. In addition, although the required composition of the 150 credits varies by state, one of the requirements in the state of Idaho is that at least 24 of the 150 credits must be in accounting courses, and those courses must cover the subjects of financial accounting, auditing, taxation, and management accounting.

This proposed graduate certificate has been designed to meet a variety of student needs, including those just described that result from the education requirements of becoming a licensed CPA in the state of Idaho. Specifically, the certificate is comprised of 18 credits of accounting courses, and the courses cover all of the required subject areas. Also, because students must have at least 6 credits of accounting prerequisites before they can begin the certificate, they will have at least 24 credits of accounting when they earn the certificate.

- c. **Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The Graduate Certificate in Accounting Foundations will benefit the Idaho economy by keeping residents in the state while they participate in the program and maintain their current job(s).

- d. **Societal Need:** Describe additional societal benefits and cultural benefits of the program.
N/A.

- e. **If Associate's degree, transferability:** N/A

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
There are no accounting-related graduate certificates offered at Idaho public institutions.		

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>
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Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Connecticut	Graduate Certificate in Accounting Fundamentals	ONLINE: The 12-credit program takes two semesters to complete. Students take four courses. UConn invites prospective students like non-accounting majors who work in accounting, full-time professionals who need to complete prerequisite courses to apply to a master's in accounting program, and individuals from other fields who want to work in professional accounting roles.
City University of Seattle	Graduate Certificate in Accounting	ONLINE: The graduate certificate in accounting caters to working adults and prepares students to take the uniform certified public accounting (CPA) exam. The 15-credit accounting certificate curriculum also explores issues like financial accounting and reporting, regulation, and auditing standards. Applicants must hold a bachelor's or master's in accounting to qualify for admission to CityU's accounting program.
University of Arizona	Graduate Certificate in Accounting	ONLINE: The accounting certificate prepares students to sit for CPA certification or complete the prerequisites necessary for an accounting master's program. Students participate in 9-18 credits of coursework relevant to accounting. Learners with prior experience in accounting, business, or related fields can finish this certification in as little as five months.
Southern New Hampshire University	Graduate Certificate in Accounting	ONLINE: The certificate in accounting qualifies towards the 150 training hours required for the CPA exam. This certification provides 21 credits in financial reporting, auditing, and federal taxation. These classes cover the various concepts, procedures, and practices underpinning ethical accounting. Students engage with asset and liability claims, pensions and consolidations, and questions of income taxation to compete effectively on the job market.

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.

Not applicable: No other Idaho public institution offers a similar online (or in-person) program.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

Goals of Institutional Strategic Plan	Proposed Program Plans to Achieve the Goal
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Goal 1: Create a signature, high-quality educational experience for all students	Boise State's online program development process allows us to create a cohesive, consistent, rigorous, and outcome-driven educational experience.
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 personal or professional responsibilities. Students can start the program every semester.
Goal 4: Align university program and activities with community needs	The proposed program is designed to meet the needs both of non-traditional students who want to advance their careers and local employers who want a more professionally qualified employment base.

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.

Specialized Accreditation: The Graduate Certificate in Accounting Foundations will follow the Association to Advance Collegiate Schools of Business (AACSB) International "Eligibility Procedures and Accreditation Standards for Accounting Accreditation."

Program Development Support: The online Graduate Certificate in Accounting Foundations is one of several programs that are being created via the eCampus Expansion Initiative at Boise State University. Boise State's online program development process uses a facilitated 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, and quality assurance, 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 a professionally created common template aligned with nationally Quality Matters course design standards.

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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.
- 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.** Attach the peer review report as **Appendix B**.

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?

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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 _____ 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?

N/A - Certificate programs that are less than 30 credits are not listed on the three-year plan submitted to the SBOE.

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?

N/A - Certificate programs that are less than 30 credits are not listed on the 5-year plan submitted to the SBOE.

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.	18
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:	18

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- b. **Curriculum.** Provide the curriculum for the program, including a listing of course titles and credits in each.

Graduate Certificate in Accounting Foundations	
<i>Course Number and Title</i>	<i>Credits</i>
Required Courses:	18
ACCT 500 Foundations of Financial Reporting I (3)	
ACCT 501 Foundations of Financial Reporting II (3)	
ACCT 504 Foundations of Financial Statement Auditing (3)	
ACCT 513 Foundations of Cost Accounting (3)	
ACCT 529 Foundations of Federal Income Taxation (3)	
ACCT 549 Foundations of Accounting Information Systems (3)	
Total	18

- c. **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.

No other requirements.

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.

Graduate Certificate in Accounting Foundations Student Learning Goals:

1. Graduates will demonstrate fundamental knowledge relating to:
 - a. financial statement preparation and analysis,
 - b. management decision-making,
 - c. internal controls and business processes,
 - d. tax procedures and planning, and
 - e. information technology and data analytics.
2. Graduates will demonstrate effective written and verbal communication skills.
3. Graduates will demonstrate the ability to research current accounting topics independently.

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 Department of Accountancy will review qualitative information and quantitative data provided by the certificate graduates and active students. The department faculty will use this information to make adjustments to key courses and overall program curriculum.

- b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

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Results/information gathered from assessments will be presented to department faculty during planned meetings the semester after data is gathered. 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?

Assessment Measures:

- Complete a graduate/alumni survey approximately every three years that will be used to assess all learning goals
- Review ACCT 501 results, student work will be reviewed to assess goals 1a, 2(written), and 3
- Review ACCT 504 and 549 results, student work will be reviewed to assess goals 1c and 1e
- Review ACCT 513 results, student work will be reviewed to assess goal 1b
- Review ACCT 529 results, student work will be reviewed to assess goal 1d
- Review ACCT 549 results, student work will be reviewed to assess goal 2(verbal)

- d. **Timing and frequency.** When will assessment activities occur and at what frequency?

- The department will review course related data every other academic year.
- The department will send out alumni survey approximately every three years.

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)			
	FY16	FY17	FY18	FY19 (most recent)	FY16	FY17	FY18	FY19 (most recent)
BSU	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered
ISU	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered
UI	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered	Not offered

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

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Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Accounting Foundations Graduate Certificate (ONLINE)											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY21 (first year)	FY22	FY23	FY24	FY25	FY26	FY21 (first year)	FY22	FY23	FY24	FY25	FY26
2	4	4	4	4	4	0	2	4	4	4	4

- 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 Graduate Certificate in Accounting Foundations is projected to enroll at least four students per semester. The graduate certificate will take a full-time student two semesters to complete and a part-time student three semesters to complete. Courses offered in this certificate will also be used by students enrolled in a proposed Master of Science in Accountancy-Foundations Program. Through new-student consultation sessions, staff will help prospective students determine if a certificate or master's degree will best meet their educational needs. At this time, it is difficult to accurately predict the number of students who will choose the certificate, which is why the reported numbers are low and expectations are conservative.

Marketing and recruitment efforts will include a digital marketing campaign, a web landing page, request for information form and a full program website with details regarding the key program assets, curriculum plan, and costs. In addition, a comprehensive communication plan will be implemented to attract and nurture interested students. Strategic, personalized communications will engage and support students throughout the recruitment lifecycle. Our coaching approach to student services will support online students and maintain their connection to Boise State through graduation.

16. Minimum Enrollments and Graduates.

- a.** 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?

The Graduate Certificate in Accounting Foundations will be utilizing the online fee model and using existing courses that are part of the proposed Master of Science in Accountancy-Foundations Program. Since estimated enrollments tied to the certificate are small, there are no marginal expenses, such as instruction expense tied to an additional section, associated with increased enrollment. If the certificate program grows large enough to warrant marginal expenses, those expenses will be tracked accordingly and applied to the certificate program.

- b.** What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

Programs operating under the online fee model at Boise State University are expected to be fiscally sustainable. If enrollments in the certificate, when combined with the Master's program, do not meet expectations, expenses will be adjusted to reflect actual activity. The program's financial sustainability will be evaluated at least annually. If it is

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determined to be fiscally unsustainable in the long term, it will be discontinued.

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.

Existing resources are sufficient.

- 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 new faculty are 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?

The Graduate Certificate in Accounting Foundations will be utilizing the online fee

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model and using existing courses that are part of the proposed Master of Science in Accountancy-Foundations Program. Since estimated enrollments tied to the certificate are small, no additional personnel resources expenses are expected. If the certificate program grows large enough to warrant additional sections, associated resource needs and expenses will be tracked accordingly and applied to the certificate program.

- 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.

Existing resources are currently sufficient.

- 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 is only one existing program that could potentially be affected by the creation of the online certificate program: the BBA in Accountancy.

We are confident the existing program will not be negatively affected by the creation of the new online certificate program. As noted above, the personnel required by the online program will be funded completely by revenue from that program. Because of the scalable nature of the program, we will be able to maintain sufficient staffing (advising, administrative, instructional) to ensure that the quality and productivity of the existing program is 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.

Schedule of Classes Offered for the Graduate Certificate in Accounting Foundations: First three years.										
		Credits	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023
ACCT 500	Foundations of Financial Reporting I	3	X	X	X	X	X	X	X	X
ACCT 501	Foundations of Financial Reporting II	3	X	X	X	X	X	X	X	X
ACCT 504	Foundations of Financial Statement Auditing	3	X	X	X	X	X	X	X	X
ACCT 513	Foundations of Cost Accounting	3	X	X	X	X	X	X	X	X
ACCT 529	Foundations of Federal Income Taxation	3	X	X	X	X	X	X	X	X
ACCT 549	Foundations of Accounting Information Systems	3	X	X	X	X	X	X	X	X
Total		18								

The above table depicts the schedule of class offerings for the first three years of the program. The required instructional capacity will be provided by combining undergraduate course sections with graduate course sections (with enhanced expectations and rigor). Current faculty lines will teach the combined sections to efficiently use enrollment capacity. The instructional staff devoted to each course offering will be scaled according to the enrollment in the course. The first 30

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enrollments will be covered by a tenure-track faculty member or lecturer, who will also serve as the overseer for the class should it grow to more than 30 enrollments. For each 30 additional enrollments of a course offering above the initial 30, an adjunct instructor (or instructional support) will be added. Thus, the instructional capacity is easily scalable to demand.

Because revenue scales with increased student enrollment, the model we have developed will enable us to completely cover instructional costs beyond the initial tenure track faculty member or lecturer with revenue from student fees.

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?

Reallocation of funds should not be needed when enrollment goals are met.

- 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?

N/A

- 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

- 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.

For the 18 credits required for completion of the proposed completely online Graduate Certificate in Accounting Foundations, students will pay an online program fee of \$495 per credit. The total cost of those 18 credits would be \$8,910.

We project that by the fourth year of the certificate program, it will generate 72 SCH, which will yield a total revenue of \$35,640.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

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- 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).

Graduate Certificate in Accounting Foundations	
<i>Course Number and Title</i>	<i>Credits</i>
Required Courses: ACCT 500 Foundations of Financial Reporting I (3) ACCT 501 Foundations of Financial Reporting II (3) ACCT 504 Foundations of Financial Statement Auditing (3) ACCT 513 Foundations of Cost Accounting (3) ACCT 529 Foundations of Federal Income Taxation (3) ACCT 549 Foundations of Accounting Information Systems (3)	18
Total	18

Program Resource Requirements.														
● Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the														
● 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 21			FY 22			FY 23			FY 24			
		FTE	Headcount		FTE	Headcount		FTE	Headcount		FTE	Headcount		
	A. New enrollments	1.50	2		4.40	4		3.43	4		3.43	4		
	B. Shifting enrollments	0.00	0		1.10	1		2.57	3		2.57	3		
	Total Enrollment	1.50	2		5.50	5		6.00	7		6.00	7		
II. REVENUE														
		FY 21			FY 22			FY 23			FY 24			
		On-going	One-time		On-going	One-time		On-going	One-time		On-going	One-time		
	1. New Appropriated Funding Reques	\$0.00	\$0.00		\$0.00	\$0.00		\$0.00	\$0.00		\$0.00	\$0.00		
	2. Institution Funds	\$0.00	\$0.00		\$0.00	\$0.00		\$0.00	\$0.00		\$0.00	\$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	\$0.00	\$0.00		\$0.00	\$0.00		\$0.00	\$0.00		\$0.00	\$0.00		
	5. Student Fees	\$0.00	\$8,910		\$0.00	\$32,670		\$0.00	\$35,640		\$0.00	\$35,640		
	6. Other (i.e., Gifts)	\$0.00	\$0.00		\$0.00	\$0.00		\$0.00	\$0.00		\$0.00	\$0.00		
	Total Revenue	\$0	\$8,910		\$0	\$32,670		\$0	\$35,640		\$0	\$35,640		
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.														
Budget Notes:														
I.A. B. Calculation of FTE and headcount as follows:														
> 1 FTE = 12 graduate credits														
> Headcount determined as the distinct number of students in the program that year.														
II.5. Student Fee revenue calculated as Student Credit Hours from proposed foundation courses * \$495 per credit.														

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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III. EXPENDITURES		FY 21		FY 22		FY 23		FY 24	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs									
1. FTE		0.0	0.00	0.0	0.00		0.00		0.00
2. Faculty			\$0		\$0		\$0		\$0
3. Adjunct Faculty			\$0.00		\$0.00		\$0.00		\$0.00
4. Graduate/Undergrad Assistants			\$0.00		\$0.00		\$0.00		\$0.00
5. Research Personnel			\$0.00		\$0.00		\$0.00		\$0.00
6. Directors/Administrators			\$0.00		\$0.00		\$0.00		\$0.00
7. Administrative Support Personnel			\$0.00		\$0.00		\$0.00		\$0.00
8. Fringe Benefits			\$0		\$0		\$0		\$0
9. Other:									
Total Personnel and Costs		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Budget Notes (continued)									

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	FY 21		FY 22		FY 23		FY 24	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel		\$0.00		\$0		\$0		\$0
2. Professional Services		\$0.00		\$0.00		\$0.00		\$0.00
3. Other Services		\$0.00		\$0.00		\$0.00		\$0.00
4. Communications		\$0.00		\$0.00		\$0.00		\$0.00
5. Materials and Supplies		\$0.00		\$0		\$0		\$0
6. Rentals		\$0.00		\$0.00		\$0.00		\$0.00
7. Materials & Goods for Manufacture & Resale		\$0.00		\$0.00		\$0.00		\$0.00
8. Miscellaneous - Computer Hardware		\$0.00		\$0		\$0		\$0.00
Total Operating Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Budget Notes (continued):								
III.B.1								
III.B.5								
III.B.8								
C. Capital Outlay								
1. Library Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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		FY 21	FY 22	FY 23	FY 24
	D. Capital Facilities Construction or Major Renovation	\$0.00	\$0.00	\$0.00	\$0.00
	E. Indirect Costs (overhead)				
	Boise State University Support	\$0.00	\$4,455	\$0.00	\$17,820
	Maintenance & Repairs	\$0.00	\$0.00	\$0.00	\$0.00
	Other				
	Total Indirect Costs	\$0	\$4,455	\$0	\$17,820
	TOTAL EXPENDITURES:	\$0	\$4,455	\$0	\$17,820
	Net Income (Deficit)	\$0	\$4,455	\$0	\$17,820
	Budget Notes:				
	III.E.1 Boise State University Support is defined as follows:				
	Boise State Enrollment & Student Success Services (29.45% of revenue): A fund dedicated to marketing, recruitment, enrollment, advising and retention				
	Boise State Central Services (10.00% of revenue): A fund dedicated to funding support services for online students				
	Boise State eCampus Center (7.27% of revenue): Provide funding for initiative management, online course/program development and other support services				
	Boise State Online Innovation Fund (3.28% of revenue): Seed funding for academic programs, course development stipends to faculty, and eventually innovation grants				

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**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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BOISE STATE UNIVERSITY

SUBJECT

Online, Master of Science in Accountancy – Foundations

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a 48- credit Master of Science in Accountancy-Foundations that will be offered wholly online. The program will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. BSU currently offers a 30-credit online Master of Science in Accountancy. The proposed program will utilize the existing courses and add foundational accounting courses that students will take first, preparing them for more advanced topics. The proposed program is designed for students who want to enhance their professional careers or begin a new career in Accountancy.

Because it is entirely online, the proposed program will enable BSU to reach potential students who need flexibility in their education that result from professional and personal responsibilities. These students may also live in a rural area of Idaho that does not have face-to-face educational opportunities.

IMPACT

The program's size will be scaled to demand for the program, and BSU projects that the program will reach a size of 36 students by the sixth year, graduating approximately 33 students per year once the program is up and running.

The student fee will be in accordance with the Online Program Fee as defined in Board Policy V.R., 3.a.x. The initial charge will be \$495 per credit hour, which is considered a very competitive rate in the current online market. For the 48 credits required for completion of the proposed program, the total cost will be \$23,760.

ATTACHMENTS

Attachment 1 –Proposal for Master of Science in Accountancy-Foundations

STAFF COMMENTS AND RECOMMENDATIONS

BSU anticipates a projected enrollment of 12 students initially. Because the program will be using the online program fee model, minimum enrollments are based on course registrations. This includes 227 annual credits and 18.92 annual FTEs in Year 1 and 648 annual credits and 54.0 annual FTEs in Year 2. If enrollments are not met, BSU will adjust to reflect actual activity and will evaluate annually. If the certificate is not fiscally sustainable in the long term, the certificate will be discontinued

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BSU's proposed Master of Science in Accountancy-Foundations is currently not listed on the approved Three-Year Plan as it was considered a modification of the current, online Master of Science in Accountancy as provided in the program proposal. This program option is designed for students who want to sit for the Certified Public Accountant (CPA) exam, but do not have the required number of academic credits to sit for the exam. The proposed online, MSA-Foundations program is a 48-credit program designed to meet the needs of students who don't qualify for the current MSA online program because they do not have a foundational education in accounting.

As provided in Board Policy III.Z, no institution has the statewide program responsibility specifically for accounting programs. Additionally, Board Policy III.Z does not apply to programs for which 90% or more of all activity is required or completed online.

BSU also requests approval to assess an online program fee consistent with Board Policy V.R.3.a.(x). BSU proposes to charge \$495 per credit for a total program cost of \$23,760 for 48 required credits. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on February 6, 2020; to the Committee on Instruction, Research, and Student Affairs on March 17, 2020; and to the Business Affairs and Human Resources Committee on April 3, 2020.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create an online, Master of Science in Accountancy Foundations as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by Boise State University to charge an online program fee of \$495 per credit, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROPOSAL SUMMARY SHEET

Institution: Boise State University**Program: Master of Science in Accountancy Foundations****1. Program Description and Need**

Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

The proposed MS in Accountancy Foundations program will serve the needs of individuals wanting to take the Certified Public Accountant (CPA) exam, but do not have the required number of academic credits (150 total) to sit for the exam, and do not have foundational education in accounting (their baccalaureate degree is not accounting). They are also unable to attend in-person classes due to work schedule or location.

The online accountancy-foundations program will operate under the guidelines of SBOE Policy V.R. as it pertains to wholly online programs. The proposed 48-credit foundations program will utilize the existing curriculum currently offered for our 30-credit online Master of Science in Accountancy (MSA) program (which is accredited by the Association to Advance Collegiate Schools of Business—AACSB) and will add foundational accounting courses that students will take first and that are designed to prepare students for the more advanced topics. The foundations program is designed for people who want to advance their knowledge in accounting and prepare for careers in the accounting profession. Graduates will be prepared to pursue professional credentials such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). The program covers foundational concepts and a variety of advanced topics including financial reporting, audit, tax, data analytics, accounting information systems, managerial accounting, and research methodology.

There is a high workforce need for trained accountants and over the past two years our communication with prospective students interested in the current online MSA program has shown there are many people wanting to change to accounting careers who need foundational accounting knowledge before tackling advanced topics. The university has not been able to accommodate these students, which means they have needed to find other institutions to attend.

2. Program Prioritization

Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

Boise State's Master's level accountancy programs were placed in the second quintile during the Program prioritization process in 2013-2014. The creation of this program is built off a track record of strong graduate programming and high student demand.

3. Credit for Prior Learning

Will credit for prior learning be available for program-specific courses? If so, please explain.

Not applicable.

4. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

Whenever possible, the Department of Accountancy strives to utilize affordable course materials and incorporate other affordability / cost saving opportunities. The online format of the proposed program increases access to interested students.

5. Math Requirements

For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

Not applicable.

6. Resources/Allocation

If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

Master of Science in Accountancy-Foundations program will be sharing program expenses on shared courses. The Foundations Program includes 18 additional credits beyond the 30 credits already offered in the current master's degree.

For the 18 credits of Foundations courses, the required instructional capacity will be provided by combining undergraduate course sections with graduate course sections (with enhanced expectations and rigor); current faculty lines will teach the combined sections to efficiently use enrollment capacity. For all courses in the program, the instructional staff devoted to each course offering will be scaled according to the enrollment in the course. The first 30 enrollments will be covered by a tenure-track faculty member or lecturer, who will also serve as the overseer for the class should it grow to more than 30 enrollments. For each 30 additional enrollments of a course offering above the initial 30, an adjunct instructor (or instructional support) will be added. Thus, the instructional capacity is easily scalable to demand.

7. Sunset

What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

The sunset clause for this program is not tied to a specific date. If a new student does not enroll for 4 continuous years, the program will be discontinued.

8. Associated Programs

Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY17	FY18	FY19	FY20 (most recent)	FY16	FY17	FY18	FY19
BBA Accountancy	581	545	371	267	121	123	104	128

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

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ATTACHMENT 1

9. Enrollment/Graduates of Similar Programs and Proposed Program

What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program							
	FY 2016		FY 2017		FY 2018		FY 2019		2021		2022		2023		2024	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
BSU Proposed MS in Accountancy Foundations									12	0	36	10	36	30	36	33
BSU MS Accountancy (in-person)	23	16	24	19	23	19	22	23								
BSU MS Accountancy online					12		36	4								
ISU Master of Accountancy	42	31	40	36	29	21	30	29								
UI Master of Accountancy	38	25	29	19	27	14	33	33								

12/9/2019

OSBE Program Submission System

Idaho State Board of Education**Proposal for Undergraduate/Graduate Degree Program****Program Type**

Academic

Request Type

New

Instructional Activity

New Graduate Program

Institution Submitting Proposal: BSU Boise State University**Name of College, School, or Division:** Business and Economics**Name of Department or Area:** Accountancy**RECEIVED**

DEC 09 2019

OFFICE OF THE
STATE BOARD OF EDUCATION**Program Identification for Proposed New or Modified Program:****Program Title** Master of Science in Accountancy Foundations**CIP code (consult IR / Registrar):** 52.0301 - Accounting.**Proposed Starting Date:** 8/3/2020**Degree:** Graduate MS**Indicate if Online Program:** ☒**Support Fund:** Online Program Fee**Indicate (X) if the program is:** ☒ Regional Responsibility

Statewide Responsibility

Mark Bannister

11/27/2019

College Dean (Institution)

Date

Tammi Vacha-Haase

11/27/2019

Graduate Dean or other
official (Institution; as
applicable)

Date

Vice President for
Research (Institution; as
applicable)

Date

Tammy Smith
Academic Affairs Program
Manager, OSBE

Date

[Signature]
Chief Financial Officer,
OSBE12-31-2019
Date*[Signature]*
Chief Academic Officer,
OSBE

Date

3/11/20



12/4/2019

FVP/Chief Fiscal Officer
(Institution)

Date

SBOE/Executive Director
Approval

Date



11/27/2019

Provost/VP for Instruction
(Institution)

Date



12/6/2019

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.

The College of Business and Economics at Boise State University proposes the creation of a wholly online Master of Science in Accountancy-Foundations Program. The proposed master's program will serve the needs of individuals wanting to take the Certified Public Accountant (CPA) exam, but do not have the required number of academic credits (150 total) to sit for the exam, and do not have foundational education in accounting (their baccalaureate degree is not accounting). They are also unable to attend in-person classes due to work schedule or location.

The online accountancy-foundations program will operate under the guidelines of SBOE Policy V.R. as it pertains to wholly online programs. The proposed 48-credit foundations program will utilize the existing curriculum currently offered for our 30-credit online Master of Science in Accountancy (MSA) program (which is accredited by the Association to Advance Collegiate Schools of Business—AACSB) and will add foundational accounting courses that students will take first and that are designed to prepare students for the more advanced topics. The foundations program is designed for people who want to advance their knowledge in accounting and prepare for careers in the accounting profession. Graduates will be prepared to pursue professional credentials such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). The program covers foundational concepts and a variety of advanced topics including financial reporting, audit, tax, data analytics, accounting information systems, managerial accounting, and research methodology.

Finally, over the past two years our communication with prospective students interested in the current online MSA program has shown there are many people wanting to change to accounting careers who need foundational accounting knowledge before tackling advanced topics. The university has not been able to accommodate these students, which means they have needed to find other institutions to attend.

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.

Through the US Department of Labor and Idaho Department of Labor employment projection data, we examined these job titles for which this degree is relevant:

1. Accountants and auditors, SOC 13-2011

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

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ATTACHMENT 1

2. Financial analysts, SOC 13-2051
3. Financial managers, SOC 11-3031

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	363 (1/2 of state)	605 (0.25% of national)	
State	725	1,209 (0.50% of national)	
Nation		241,800	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

	2018 National Employment Matrix title and code	Employment		Job openings due to growth and replacement needs, 2018-28
		2018	2028	
11-3031	Financial managers	653,600	758,300	64,900
13-2011	Accountants and auditors	1,424,000	1,515,000	146,000
13-2051	Financial analysts	329,500	349,800	30,900
Total				241,800

	2016-2026 Idaho Long Term Employment Projections	Employment		Job openings due to growth and replacement needs, 2016-26
		2016	2026	
11-3031	Financial managers	2076	2638	227
13-2011	Accountants and auditors	4193	4800	453
13-2051	Financial analysts	414	492	45
Total				725

- 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 was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

Students attracted to the proposed Master of Science in Accountancy-Foundations program will be those who do not qualify for the existing online Master of Science in Accountancy program because they did not complete certain prerequisite undergraduate courses.

- c. **Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The proposed online Master of Science in Accountancy-Foundations program will benefit the Idaho economy by keeping residents in the state while they participate in the program and maintain their current job(s).

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d. **Societal Need:** Describe additional societal benefits and cultural benefits of the program.

N/A

e. **If Associate's degree, transferability:**

N/A

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Boise State University	Master of Science in Accountancy	IN-PERSON and ONLINE: The Master of Science in Accountancy at Boise State University is designed to prepare candidates for a career within the broader framework of business decision making. The primary role of the program is to prepare students for careers in public accounting as Certified Public Accountants (CPAs). The program focuses on the audit and attest functions of public accounting and the related skills required of public accountants due to the complexity of today's business environment, including expertise in accounting principles and procedures and a solid understanding of the financial, managerial, legal, and tax ramifications of business transactions.
University of Idaho	Master of Accountancy	IN-PERSON: Master of Accountancy degree program has primary emphasis areas or tracks that include auditing and financial accounting, corporate accounting management and controllership, government and not-for-profit fiscal management, international accounting, accounting information systems analysis and design, and taxation.
Idaho State University	Master of Accountancy	IN-PERSON: The Master of Accountancy (MAcc) provides students with advanced analytical and technical skills and tools required for success in the complex world of accounting today. The program develops skills and competencies well beyond that of an undergraduate accounting degree and will prepare students to enter the public accounting profession and provide a solid foundation for passing the rigorous CPA professional examination.

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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 Texas-Dallas	Master of Science in Accounting Cohort	IN-PERSON and ONLINE COURSES: Designed for students from various educational backgrounds, program is lockstep cohort with no flexibility in electives.
Golden Gate University	Master of Accountancy	ONLINE: Meets the needs of career-changers and current accounting professionals.
University of North Carolina	Master of Accounting	ONLINE: Structured for students with little or no background in accounting.
Bellevue University	Master of Accounting	ONLINE: Students with Bachelor's in Accounting from Bellevue can apply up to 12 undergraduate credits toward degree.
Nova Southeastern University	Master of Accounting	IN-PERSON and ONLINE COURSES: Prerequisite courses are built into curriculum, students with accounting background may be eligible for waivers.
Texas A & M University	Master of Science in Accounting	ONLINE: Complete your degree in as few as 42 hours for those without an undergraduate preparation in accounting.

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.

Not applicable: No other Idaho public institution offers an online program.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

Goals of Institutional Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students	Boise State's online program development process allows us to create a cohesive, consistent, rigorous, and outcome-driven educational experience.
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 personal or professional responsibilities. Students can start the program every semester.
Goal 4: Align university program and activities with community needs	The proposed program is designed to meet the needs both of non-traditional students who want to advance their careers and local employers who want a more professionally qualified employment base.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program.

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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.

Specialized Accreditation: The Master of Science in Accountancy-Foundations program will follow the Association to Advance Collegiate Schools of Business (AACSB) International "Eligibility Procedures and Accreditation Standards for Accounting Accreditation".

Program Development Support: The online Master of Science in Accountancy-Foundations program is one of several that are being created via the eCampus Expansion Initiative at Boise State University. Boise State's online program development process uses a facilitated 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, and quality assurance, 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 a professionally created common template aligned with nationally 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.

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- 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.
- 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.** Attach the peer review report as **Appendix B**.

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 _____ 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 proposed program was not on the list because it is a modification of a current online

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degree, Master of Science in Accountancy. The Foundations Program includes 18 additional credits beyond the 30 credits already offered in the current master's degree. The first meeting to outline the Foundations Program structure occurred on May 21, 2019.

- 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?

The proposed Master of Science in Accountancy-Foundations program will attract new students who do not qualify for the existing master's degree. Through personal conversations during the student-recruitment process, Boise State turns away two potential students for every one student who meets current admission requirements. The Foundations Program will provide an educational opportunity to more Idaho residents.

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.

The proposed Master of Science in Accountancy-Foundations program will be developed in response to individuals who are interested in the growing job opportunities described in section 2.a. but are not employable due to their deficiency in foundational accounting education.

- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

N/A

- iii. Is there a contractual obligation or partnership opportunity to justify the program?

N/A

- iv. Is the program request or program change in response to accreditation requirements or recommendations?

N/A

- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

N/A

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.

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Credit hours in required courses offered by the department (s) offering the program.	48
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:	48

- b. **Curriculum.** Provide the curriculum for the program, including a listing of course titles and credits in each.

Master of Science in Accountancy-Foundation Program (Online)	
<i>Course Number and Title</i>	<i>Credits</i>
Required Accountancy Foundations Courses ACCT 500 Foundations of Financial Reporting I (3) ACCT 501 Foundations of Financial Reporting II (3) ACCT 504 Foundations of Financial Statement Auditing (3) ACCT 513 Foundations of Cost Accounting (3) ACCT 529 Foundations of Federal Income Taxation (3) ACCT 549 Foundations of Accounting Information Systems (3)	18
Required Accountancy and Taxation Courses ACCT 505 Advanced Auditing (3) ACCT 512 Financial Reporting Theory (3) ACCT 530 Corporate Tax Law (3) ACCT 550 Advanced AIS and IT Audit (3)	12
Select 6 Courses From: ACCT 507 Forensic Accounting and Fraud Examination (3) ACCT 510 Advanced Financial Reporting (3) ACCT 514 Advanced Managerial Accounting (3) ACCT 516 Financial Analysis and Valuation (3) ACCT 518 International Financial Reporting (3) ACCT 520 Tax and Accounting Research (3) ACCT 546 Accounting for Income Taxes (3) ACCT 575 International Taxation (3) ACCT 579 Personal Financial Planning (3) ACCT 590 Practicum/Internship (3)	18
Total	48

- c. **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.

University-wide graduate course

590 PRACTICUM/INTERNSHIP (Variable Credit). To earn graduate credit student must have a 3.00 cumulative GPA and no more than 12 credits may be applied toward a graduate degree or second undergraduate degree. Some graduate programs, however, accept only 3 internship credits. Practicum/ Internship cannot be repeated to improve a

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grade. Either graded or pass/fail.

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.

Master of Science in Accountancy-Foundations Program Student Learning Goals:

1. Graduates will demonstrate essential knowledge relating to:
 - a. financial statement preparation and analysis,
 - b. management decision-making,
 - c. internal controls and business processes, and
 - d. tax procedures and planning.
2. Graduates will demonstrate analytical and critical thinking by researching current accounting issues using the appropriate professional literature.
3. Graduates will demonstrate their knowledge of professional and ethical responsibilities as members of the accounting profession.
4. Graduates will demonstrate well-developed written and verbal communication skills.
5. Graduates will demonstrate effective information technology and data analytic skills.

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 Department of Accountancy will review qualitative information and quantitative data provided by the Foundations Program and active students. The department faculty will use this information to make adjustments to key courses and overall program curriculum.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Results/information gathered from assessments will be presented to department faculty during planned meetings the semester after data is gathered. 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?

Assessment Measures:

- Complete a graduate/alumni survey approximately every three years that will be used to assess all five learning goals
- Review ACCT 501 results, student work will be reviewed to assess goal 1a
- Review ACCT 513 results, student work will be reviewed to assess goal 1b
- Review ACCT 504 and 549 results, student work will be reviewed to assess goal 1c
- Review ACCT 529 results, student work will be reviewed to assess goal 1d
- Review ACCT 505 results, student work will be reviewed to assess goals 2, 3,

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4 (written), and 5

- Review ACCT 516 results, student work will be reviewed to assess goal 4 (verbal)
- Review ACCT 550 results, student work will be reviewed to assess goal 5

d. Timing and frequency. When will assessment activities occur and at what frequency?

- The department will review course related data every other academic year.
- The department will send out alumni survey approximately every three years.
- The department will annually monitor the percentage of graduates who go on to pass the CPA exam after their first attempt.

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)			
	FY16	FY17	FY18	FY19 (most recent)	FY16	FY17	FY18	FY19 (most recent)
BSU (MS Accountancy –in-person)	23	24	22	21	16	19	19	23
(MS in Accountancy, Taxation)	24	15	21	14	13	17	7	14
(MS Accountancy – online)	0	0	12	36	0	0	0	4
ISU (Master of Accountancy)	42	40	29	30	31	36	21	29
UI (Master of Accountancy)	38	29	27	33	25	19	14	33

- 14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

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Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Master of Science in Accountancy-Foundation Program (ONLINE)											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY21 (first year)	FY22	FY23	FY24	FY25	FY26	FY21 (first year)	FY22	FY23	FY24	FY25	FY26
12	36	36	36	36	36	0	10	30	33	33	33

- 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?

Enrollment projections for the Master of Science in Accountancy-Foundations program are based on fall semester headcount numbers from the current online program. The numbers shown in the table above will be in addition to the current online program. We expect the Foundations Program to enroll as many students as the current online program.

The 48 credit hour Foundations Program will take a full-time student five semesters to complete and a part-time student 8-10 semesters. After year one, graduation numbers are based on 45% of the students graduating in five semesters (at full-time status), 50% of the students graduating in three years (at part-time status) and 5% of the students needing 4-5 years before graduating. A 20% attrition rate was factored in. The online program will offer courses during summer session so students can attend year-round.

Marketing and recruitment efforts will include a digital marketing campaign, a web landing page, request for information form and a full program website with details regarding the key program assets, curriculum plan, and costs. In addition, a comprehensive communication plan will be implemented to attract and nurture interested students. Strategic, personalized communications will engage and support students throughout the recruitment lifecycle. Our coaching approach to student services will support online students and maintain their connection to Boise State through graduation.

16. Minimum Enrollments and Graduates.

- a. 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?

Because the Master of Science in Accountancy-Foundations program will be utilizing the online fee model and will be sharing program expenses on shared courses, it is best to put minimum enrollment in terms of course registrations, which are what translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, the estimated minimum number of course registrations to achieve breakeven is:

- Year 1: Annual credits 227, Annual FTEs 18.92
- Year 2 and beyond: Annual credits 648, Annual FTEs 54.0

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The Program's financial sustainability will be evaluated at least annually.

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- b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

Programs operating under the online fee model at Boise State University are expected to be fiscally sustainable. 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. If it is determined to be fiscally unsustainable in the long term, it will be discontinued.

Resources Required for Implementation – fiscal impact and budget

17. Physical Resources.

- a. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The available space and equipment are currently acceptable to operate a successful program.

- b. **Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

No impact.

- c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Operating expenses associated with program support staff and new faculty are 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

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- 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?

Please see section 19. d. below for more details. Master of Science in Accountancy-Foundations program will be sharing program expenses on shared courses. The Foundations Program includes 18 additional credits beyond the 30 credits already offered in the current master's degree.

For the 18 credits of Foundations courses, the required instructional capacity will be provided by combining undergraduate course sections with graduate course sections (with enhanced expectations and rigor); current faculty lines will teach the combined sections to efficiently use enrollment capacity. For all courses in the program, the instructional staff devoted to each course offering will be scaled according to the enrollment in the course. The first 30 enrollments will be covered by a tenure-track faculty member or lecturer, who will also serve as the overseer for the class should it grow to more than 30 enrollments. For each 30 additional enrollments of a course offering above the initial 30, an adjunct instructor (or instructional support) will be added. Thus, the instructional capacity is easily scalable to demand.

Because revenue scales with increased student enrollment, the model we have developed will enable us to completely cover instructional costs beyond the initial tenure track faculty member or lecturer with revenue from student fees.

- 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.

Existing resources are currently sufficient.

- 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 are three existing programs that could potentially be affected by the creation of the Foundation Program: the online MS in Accountancy; the face-to-face MS in Accountancy and the BBA in Accountancy.

We are confident the existing programs will not be negatively affected by the creation of the new Foundation Program. As noted above, the personnel required by the online program will be funded completely by revenue from that program. Because of the scalable nature of the program, we will be able to maintain sufficient staffing (advising, administrative, instructional) to ensure that the quality and productivity of the existing programs is 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.

Schedule of Classes Offered for Master of Science in Accountancy-Foundations Program: First three years.
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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

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		Credits	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023
ACCT 500	Foundations of Financial Reporting I	3	X	X	X	X	X	X	X	X
ACCT 501	Foundations of Financial Reporting II	3	X	X	X	X	X	X	X	X
ACCT 504	Foundations of Financial Statement Auditing	3	X	X	X	X	X	X	X	X
ACCT 513	Foundations of Cost Accounting	3	X	X	X	X	X	X	X	X
ACCT 529	Foundations of Federal Income Taxation	3	X	X	X	X	X	X	X	X
ACCT 549	Foundations of Accounting Information Systems	3	X	X	X	X	X	X	X	X
	Total	18								
ACCT 505	Advanced Auditing	3			X			X		
ACCT 512	Financial Reporting Theory	3	X			X			X	
ACCT 530	Corporate Tax Law	3		X			X			X
ACCT 550	Advanced AIS and IT Audit	3		X			X			X
	Total	12								
ACCT 507	Forensic Accounting and Fraud Examination	3		X			X			X
ACCT 510	Advanced Financial Reporting	3		X			X			X
ACCT 514	Advanced Managerial Accounting	3	X			X			X	
ACCT 516	Financial Analysis and Valuation	3	X			X			X	
ACCT 518	International Financial Reporting	3		X			X			X
ACCT 520	Tax and Accounting Research	3	X			X			X	
ACCT 546	Accounting for Income Taxes	3			X			X		
ACCT 575	International Taxation	3			X			X		
ACCT 579	Personal Financial Planning	3		X			X			X
ACCT 590	Practicum/Internship	3	X	X	X	X	X	X	X	X
	Select 6 Courses From (above) Total	18								
	Total	48								

The above table depicts the schedule of class offerings for the first three years of the program. For the 18 credits of Foundations courses, the required instructional capacity will be provided by combining undergraduate course sections with graduate course sections (with enhanced expectations and rigor); current faculty lines will teach the combined sections to efficiently use enrollment capacity. For all courses in the program, the instructional staff devoted to each course offering will be scaled according to the enrollment in the course. The first 30 enrollments will be covered by a tenure-track faculty member or lecturer, who will also serve as the overseer for the class should it grow to more than 30 enrollments. For each 30 additional enrollments of a course

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offering above the initial 30, an adjunct instructor (or instructional support) will be added. Thus, the instructional capacity is easily scalable to demand.

Because revenue scales with increased student enrollment, the model we have developed will enable us to completely cover instructional costs beyond the initial tenure track faculty member or lecturer with revenue from student fees.

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?

Reallocation of funds should not be needed when enrollment goals are met.

- 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?

N/A

- 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

- d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. We will charge \$495 per credit hour. This is considered a very competitive rate in the current online market. Based on a review of 10 institutions offering a similar online degree, the lowest per credit rate was \$450 and the highest was \$2,030. Boise State would like to remain an affordable education option for people residing in Idaho.

- 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.

For the 48 credits required for completion of the proposed completely online Master of Science in Accountancy-Foundations program, students will pay an online program fee of \$495 per credit. The total cost of those 48 credits would be \$23,760.

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We project that by the fourth year of the Foundation program, will generate 656 SCH, which will yield a total revenue of \$324,587.

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).

Master of Science in Accountancy-Foundation Program (Online)	
<i>Course Number and Title</i>	<i>Credits</i>
Required Accountancy Foundations Courses ACCT 500 Foundations of Financial Reporting I (3) ACCT 501 Foundations of Financial Reporting II (3) ACCT 504 Foundations of Financial Statement Auditing (3) ACCT 513 Foundations of Cost Accounting (3) ACCT 529 Foundations of Federal Income Taxation (3) ACCT 549 Foundations of Accounting Information Systems (3)	18
Required Accountancy and Taxation Courses ACCT 505 Advanced Auditing (3) ACCT 512 Financial Reporting Theory (3) ACCT 530 Corporate Tax Law (3) ACCT 550 Advanced AIS and IT Audit (3)	12
Select 6 Courses From: ACCT 507 Forensic Accounting and Fraud Examination (3) ACCT 510 Advanced Financial Reporting (3) ACCT 514 Advanced Managerial Accounting (3) ACCT 516 Financial Analysis and Valuation (3) ACCT 518 International Financial Reporting (3) ACCT 520 Tax and Accounting Research (3) ACCT 546 Accounting for Income Taxes (3) ACCT 575 International Taxation (3) ACCT 579 Personal Financial Planning (3) ACCT 590 Practicum/Internship (3)	18
Total	48

Program Resource Requirements.											
<ul style="list-style-type: none"> Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures 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 21		FY 22		FY 23		FY 24		
			FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	
A. New enrollments			19.52	24	32.79	36	32.79	36	32.79	36	
B. Shifting enrollments			0.00	0	21.86	24	21.86	24	21.86	24	
Total Enrollment			19.52	24	54.64	60	54.64	60	54.64	60	
II. REVENUE											
			FY 21		FY 22		FY 23		FY 24		
			On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
1. New Appropriated Funding Request			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2. Institution Funds			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5. Student Fees			\$0.00	\$115,926	\$0.00	\$324,587	\$0.00	\$324,587	\$0.00	\$324,587	
6. Other (i.e., Gifts)			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total Revenue			\$0	\$115,926	\$0	\$324,587	\$0	\$324,587	\$0	\$324,587	
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.											
Budget Notes:											
I.A. B.	Calculation of FTE and headcount as follows:										
	> 1 FTE = 12 graduate credits										
	> Headcount determined as the distinct number of students in the program that year.										
II.5.	Student Fee revenue calculated as Student Credit Hours from proposed foundation courses * \$495 per credit.										

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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III. EXPENDITURES		FY 21		FY 22		FY 23		FY 24	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs									
1. FTE		0.0	0.35	0.0	0.97		0.97		0.97
2. Faculty			\$47,605		\$133,291		\$133,291		\$133,291
3. Adjunct Faculty			\$0.00		\$0.00		\$0.00		\$0.00
4. Graduate/Undergrad Assistants			\$0.00		\$0.00		\$0.00		\$0.00
5. Research Personnel			\$0.00		\$0.00		\$0.00		\$0.00
6. Directors/Administrators			\$0.00		\$0.00		\$0.00		\$0.00
7. Administrative Support Personnel			\$0.00		\$0.00		\$0.00		\$0.00
8. Fringe Benefits			\$8,658		\$24,241		\$24,241		\$24,241
9. Other:									
Total Personnel and Costs		\$0	\$56,263	\$0	\$157,532	\$0	\$157,532	\$0	\$157,532
Budget Notes (continued)									
III.A.2	Instruction expense for the foundation courses is calculated using an estimated per credit instruction cost.								
III.A.8	Benefits calculated: 30% of Wages								

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		FY 21		FY 22		FY 23		FY 24	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures									
1. Travel			\$0.00		\$1,500		\$1,500		\$1,500
2. Professional Services			\$0.00		\$0.00		\$0.00		\$0.00
3. Other Services			\$0.00		\$0.00		\$0.00		\$0.00
4. Communications			\$0.00		\$0.00		\$0.00		\$0.00
5. Materials and Supplies			\$0.00		\$100		\$100		\$100
6. Rentals			\$0.00		\$0.00		\$0.00		\$0.00
7. Materials & Goods for Manufacture & Resale			\$0.00		\$0.00		\$0.00		\$0.00
8. Miscellaneous - Computer Hardware			\$0.00		\$1,500		\$0		\$0.00
Total Operating Expenditures		\$0	\$0	\$0	\$3,100	\$0	\$1,600	\$0	\$1,600
Budget Notes (continued):									
III.B.1	Travel for faculty professional development								
III.B.5	Office Supplies								
III.B.8	Computer Purchases								
C. Capital Outlay									
1. Library Resources		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Capital Outlay		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	FY 21	FY 22	FY 23	FY 24
<i>D. Capital Facilities Construction or Major Renovation</i>	\$0.00	\$0.00	\$0.00	\$0.00
<i>E. Indirect Costs (overhead)</i>				
Boise State University Support	\$0.00	\$57,963	\$162,293	\$0.00
Maintenance & Repairs	\$0.00	\$0.00	\$0.00	\$0.00
Other				
Total Indirect Costs	\$0	\$57,963	\$162,293	\$0
TOTAL EXPENDITURES:	\$0	\$114,226	\$321,425	\$321,425
Net Income (Deficit)	\$0	\$1,701	\$3,162	\$3,162
Budget Notes:				
III.E.1 Boise State University Support is defined as follows:				
Boise State Enrollment & Student Success Services (29.45% of revenue): A fund dedicated to marketing, recruitment, enrollment, advising and retention				
Boise State Central Services (10.00% of revenue): A fund dedicated to funding support services for online students				
Boise State eCampus Center (7.27% of revenue): Provide funding for initiative management, online course/program development and other support services				
Boise State Online Innovation Fund (3.28% of revenue): Seed funding for academic programs, course development stipends to faculty, and eventually innovation grants				

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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TAB	DESCRIPTION	ACTION
1	BOARD POLICY – I.J. USE OF INSTITUTIONAL FACILITIES – SECOND READING	Action Item
2	CORONOVIRUS SOFT CLOSURE RE-ENTRY CRITERIA (RETURN FROM SOFT CLOSURE)	Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2020

PRESIDENTS LEADERSHIP COUNCIL

SUBJECT

Board Policy I.J. Use of Institutional Facilities and Services – Second Reading

REFERENCE

April 2011	The Board approved additions to Board Policy I.J. to make permanent the conditions under which the Board can approve the sale or consumption of alcohol in conjunction with NCAA football games (section 2.c). Prior to this policy change, the institutions were bringing requests for exceptions to Board Policy I.J. annually to allow for the consumption of alcohol in suite areas and at pregame corporate events.
June 2015	The Board approved requests from the universities to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2015 football season.
June 2016	The Board denied requests from the universities to establish secure areas for pregame events for ticket holders with structured alcohol service for the 2016 football season. In addition the Board denied the request by the University of Idaho to allow game patrons for home football games to bring alcohol for personal consumption to designated tailgating areas.
June 2017	The Board deferred consideration of proposed amendments to Board Policy I.J. until such time as a single proposal could be brought forward from the universities.
August 2017	The Board approved the first reading of proposed amendments to Board Policy I.J. with the stipulation that the requirement for a “written or electronic” invitation be added and the term “youth” be changed to “minors,” add no students are allowed in alcohol service areas and maintain the separation of alcohol service areas from areas where no alcohol is served.
October 2017	Board approved the second reading of proposed amendments to Board Policy I.J.
October 2019	The Board approved the first reading of proposed amendment to Board Policy I.J. to remove the reporting requirement for president-approved alcohol permits at each regularly scheduled Board meeting, and allow events in conjunction with student athletic events to be approved by the institution’s chief executive officer within the same restrictions as other permissible

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events. The Board requested that the policy be referred back to the Planning, Policy, and Governmental Affairs committee to develop policy revisions delegating all alcohol permit approval to the CEOs of the institutions, including those in conjunction with student athletic events and tailgating operations, within reasonable parameters.

The Board approved the first reading of proposed amendment to Board Policy I.J. to remove the reporting requirement for president-approved alcohol permits at each regularly scheduled Board meeting, and allow events in conjunction with student athletic events to be approved by the institution's chief executive officer within the same restrictions as other permissible events. The Board requested that additional changes be made to ensure complete delegation to the CEO's of the institutions, specifically to remove the stipulation that attendees of a Permitted Event must receive a ticket, registration, or invitation.

APPLICABLE STATUTE, RULE, OR POLICY

Attachment 1 – Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, Second Reading

BACKGROUND/DISCUSSION

Board Policy I.J. Use of Institutional Facilities and Services in Regards to the Private Sector requires the use be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector and sets out limited provisions under which the consumption of alcohol in institutional facilities is authorized. At the October 2019 Regular Board meeting, the Board approved a first reading of amendments to Board policy I.J. requested by the four-year institutions. The Board requested that the institutions include an additional policy revision to delegate to the chief executive officers of the institutions all alcohol permit approval, including those in conjunction with student athletic events and tailgating operations, within reasonable parameters.

The proposed amendments to Board Policy I.J. have been collaboratively developed by the Presidents Leadership Council, with support from the University of Idaho, Lewis-Clark State College, Idaho State University, and Boise State University. The policy draft has been simplified from the previous version presented in October to ensure clarity. In addition, since the first reading presented to the Board in February, the requirement for entry to be contingent upon paid admission through purchase of a ticket or though payment of a registration fee or one where admission is by written or electric personal invitation, was removed. The goal of removing that requirement was to ensure that events open to the public, such as free concerts could include designated areas for alcohol service.

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IMPACT

Approval of the proposed amendments will delegate to the chief executive officers of the postsecondary institutions all alcohol permit approval authority including those in conjunction with student athletic events and tailgate operations within the same restrictions as other permissible events. The amendments also remove the reporting requirement for president-approved alcohol permits at each regularly scheduled Board meeting.

ATTACHMENTS

Attachment 1 – Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments between the first and second reading in Attachment 1 are identified by red text in Attachment 1. One substantive change has been made to the proposed policy between the first and second reading, which removes the requirement for individuals to have a ticket or written invitation to enter the permitted event area. These amendments are on page 3 and 4 of Attachment 1.

BOARD ACTION

I move to approve the second reading of amendments to Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: J. Use of Institutional Facilities and Services with Regard to the
Private Sector April 2020

1. Use of Institutional Facilities and Services

- a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.
- b. Priority and guidelines for use of institutional services and facilities isare as follows:
 - i. Institutionally sponsored programs and projects.
 - ii. Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.
 - iii. Local, state, or federally sponsored programs and projects.
 - iv. The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximateplanned or expected number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

- a. ~~Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the~~ The possession-or, consumption, and sale of alcoholic beverages ~~in areas open to and most commonly used by the general public on campus grounds. The rules~~

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~~authorize the Board to waive the prohibition pursuant to Board policies~~ is generally prohibited at institutional facilities except as allowed through the Board's Governing Policies and procedures. The chief executive officer ("CEO") of each institution may ~~waive~~ approve the ~~prohibition against~~ possession, sale, or consumption of alcoholic beverages only as permitted by and in compliance with this policy. ~~The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in accordance with the provisions set forth herein, and not as a matter of right to any other person or party, in doing so, the chief executive officer~~ The CEO must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

- b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. ~~Waiver~~ Approval of the ~~prohibition against~~ possession, sale, or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written or electronic application ~~therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which is consistent with this Policy. Upon issuance of an Alcohol Beverage Permit, a copy of 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.~~ An Alcohol Beverage Permit may only be issued to allow the sale ~~or~~ consumption or possession of alcoholic beverages on ~~public use areas of~~ the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit. The CEO has the authority by the Board to issue Alcohol Beverage Permits that meet or exceed the following requirements.
- i. An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession ~~and~~ service, consumption of alcoholic beverages. The time period for the activity must be a single contiguous continuous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition ~~and the like~~ or similar event). An ~~extended series of events or a continuous activity~~ event with no ~~pre-determined~~ predetermined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted

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space or area therein for the service possession, and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefore.

- ii. ~~The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only.~~ Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.
- iii. Non-alcoholic beverages must be ~~as~~ readily available ~~as alcoholic beverages~~ at ~~the every~~ Permitted Event.
- iv. ~~A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written or electronic personal invitation. Events generally open to participation by the public without admission charges or without written or electronic personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written or electronic invitation to a Permitted Event, and Only those who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.~~
 - i. ~~Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the area where alcohol is served, provided that such individuals may be accompanied by minors for whom they are responsible, but only if such minors are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.~~
 - ii. ~~Except as provided for in c. and d. below, no student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or anywhere on campus grounds, shall be Permitted Events, nor shall a~~

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~~Permitted Event be allowed in conjunction with any such student athletic event.~~

- ~~v.~~ An Alcohol Beverage Permit for a Permitted Event ~~to which attendance is limited to individuals who have received a personal written or electronic invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive or conference)~~ may allow alcoholic beverages to be possessed and consumed throughout the Permitted Event ~~area of the event~~, provided that the area ~~of the event~~ is fully enclosed, and provided further that the area ~~of the event~~ must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. ~~Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event by virtue of a ticket, registration, or invitation.~~
- ~~iii.~~ ~~Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.~~
- vi. The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed or shall be readily available upon request.
- vii. When the institution is the sponsor/host of the Permitted Event, the institutional unit responsible for the event completes the Alcohol Beverage Permit application. Any event sponsored/hosted by any recognized unit of the institution for an institutional purpose is an institution sponsored event. When a non-institution third party is the sponsor/host of the Permitted Event, the third party completes the application. The third party is responsible for compliance with all applicable laws of the state of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale, and consumption of alcoholic beverages.
- ~~vii.~~viii. The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed Service of alcohol at the Permitted Event shall must be supplied through done by authorized institutional employees or through institution approved third-party contractors of the organizers (such as caterers hired by or institution food service providers) TIPS training shall be required for all individuals responsible for alcohol service. For approved third party

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contractors, responsibility for TIPS training lies with the organizers). ~~In no event shall the institution supply or sell alcoholic beverages directly contractor.~~
In no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

~~viii.ix.~~ _____ The ~~person/group issued the Beverage Permit~~ event sponsor and ~~those individuals and~~ contractors ~~supplying the alcoholic beverages~~ furnishing alcohol at the Permitted Event shall ~~assume full responsibility to ensure~~ be responsible for ensuring that no one under the legal drinking age, or visibly intoxicated person is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. ~~Further, the person/group must provide proof of~~ All third party event sponsors and all third party contract alcohol providers shall indemnify the institution, State Board of Education and the State of Idaho for all damages resulting from that entity's negligence. All third party event sponsors and all contract alcohol providers must provide proof of appropriate insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than \$1,000,000 minimum coverage per occurrence, ~~and \$2,000,000 general aggregate.~~ Such insurance must list the ~~permitted person/group, the contractor, the institution, its officers, directors, employees, agents and volunteers,~~ the State Board of Education and the State of Idaho as additional ~~insured's, and the proof insureds.~~ Proof of the required insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional ~~insured's.~~ insureds for the duration of the event.

~~ix.x.~~ The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which ~~times~~ shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.

~~x.xi.~~ These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

~~a. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA athletic events is prohibited except for certain listed pre-game events and service in venue suite areas as described below. Alcohol service at pre-game events and in suite areas is limited to the locations listed below only. No other locations are allowed. Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting for the ensuing year. The~~

~~proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur. The proposal must meet the following criteria and, upon review by the Board, may also include further criteria and restrictions in the Board's discretion. An institution's proposal shall be subject to the following minimum conditions:~~

~~i. Approved Locations:~~

~~1) Boise State University:~~

- ~~• Caven-Williams Sports Complex (Pre-game football)~~
- ~~• Allen Noble Hall of Fame Gallery (Pre-game football)~~
- ~~• Alumni and Friends Center (Pre-game football)~~
- ~~• Stueckle Sky Center (In-suite football)~~
- ~~• Double R Ranch Club Room — Taco Bell Arena (In-suite/Club room basketball)~~

~~2) Idaho State University:~~

- ~~• Exterior of Holt Arena — east end area adjacent to the Sports Medicine Center (Pre-game football)~~

~~3) University of Idaho:~~

- ~~• Lighthouse Center/Bud and June Ford Club Room (In-suite/Club Room football and basketball)~~
- ~~• President's/Corporate Tents — activities field north end (Pre-game football)~~

~~Institutions may bring to the Board requests to seek approval to add new or additional facilities to the approved locations list. Such requests will require amendment to the policy.~~

~~ii. Pre-game events~~

- ~~1) The event must be conducted during pre-game only, no more than three-hours in duration, ending at kick-off.~~
- ~~2) Only patrons who hold tickets to the football game shall be allowed into the event.~~
- ~~3) The event must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area. There must be no more than two entry points manned by security personnel where ID's are checked and special colored wrist bands issued (or similar identification system).~~
- ~~4) A color-coded wrist band (or similar identification) system must identify attendees and invited guests, as well as those of drinking age. No one under the legal drinking age shall be admitted into the alcohol service and consumption area of an event. The area shall be clearly marked and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area.~~

~~iii. In-Suites/Club Rooms~~

- ~~1) Attendance is limited to ticketed patrons and guests,~~
- ~~2) Adult patrons may be accompanied by minors for whom they are responsible, but only if such minors are, at all times, under the supervision and control of such adult patrons.~~
- ~~2) The sale of alcohol must begin no sooner than three hours prior to the start of the athletic contest and must end seventy-five (75) percent of the way into the contest to allow for an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the game prior to the end of the game.~~

~~iv. All events, pre-game and in-suite, must meet the following requirements:~~

- ~~1) All ticket holders to the event must be sent a communication outlining the location and Board alcohol policy. The communication must state the minimum drinking age in Idaho is 21 and that at no time is underage drinking and/or serving of alcohol to visibly intoxicated persons allowed.~~
- ~~2) Alcohol-making or distributing companies are not allowed to sponsor the event. In no event shall the institution supply or sell alcoholic beverages directly. In no event shall invitees or participants in such event be allowed to bring alcoholic beverages into the area, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.~~
- ~~3) The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcoholic beverages to those of drinking age. Any required local catering permit, and applicable state or local alcoholic beverage permits, shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.~~
- ~~4) Food must be available at the event. Non-alcoholic beverages must be as readily available as alcoholic beverages.~~
- ~~5) Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.~~
- ~~6) Event sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the institution for a minimum of \$2,000,000, and must obtain all proper permits and licenses as required by local and state ordinances. All applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale and consumption of alcoholic beverages, must be complied with. Event sponsors/food providers supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or~~

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~~allowed to consume any alcoholic beverage at the event. Further, event sponsors/food providers must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage and coverage limits sufficient to meet the needs of the institution, but in no case less than \$1,000,000 minimum coverage per occurrence. Such insurance must list the event sponsor/food provider, the institution, the State Board of Education and the State of Idaho as additional insureds, and the proof of insurance must be in the form of a formal endorsement to the policy evidencing the coverage and the required additional insureds.~~

~~7) A report must be submitted to the Board annually with details on alcohol service in conjunction with athletic events including any alcohol related incidents reported at a time and in a format set by the Executive Director.~~

~~c. d. In addition to the Institution sponsored game-day events described in c. above, the CEO of each institution may designate (subject to annual board approval) specific~~The CEO of each institution has the authority to authorize tailgating that meets or exceed the following requirements.

~~1) Specific parking lots or limited areas of university campus grounds with controlled access as tailgate may be designated as tailgating areas for home NCAA football games or NCAA bowl games hosted by the institution. Only game patrons authorized by the institution will be allowed to park and tailgate in the designated tailgate areas with their private guests. Locations, times and dates will be submitted to the Board for approval.~~

~~2) Within tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication.~~

~~3) Alcohol consumption in tailgating areas shall be limited to the times approved by the Board and at no time shall extend beyond 10:00am through 10:00pm of the same day of each NCAA football game an event hosted by the institution. Alcohol~~

~~2)4) Alcoholic beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area.~~

~~3)5) The institutions shall not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area, unless approved as a Permitted Event. Only private individuals authorized to be in the tailgate area may bring alcohol into the tailgate area for personal use by themselves and their guests. Each institution may place additional restrictions on activities in the tailgate area as seen fit to maintain order in the area.~~

~~Institution sponsored private game-day events at which alcohol may be served~~

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~~by the institution remain subject to the requirements set forth in c. above. Institutions will report to the Board regarding the tailgate area at the same time as they report to the Board regarding the private game-day events under Board Policy.~~

~~e. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA post season athletic competition shall be permitted under the same conditions ii. through iv., as described in subsection c. above, except that the minimum amount of insurance/indemnification shall be \$5,000,000.~~

f. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another ~~room-mate~~roommate or roommates) as their individual living space.

3. ~~Alcohol-making or distributing companies~~Institutions shall not ~~be allowed to~~ advertise ~~goods or services~~alcoholic beverages on campus grounds or in any institutional facilities. Provided, however, responsible drinking campaigns or advertising are not prohibited.

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SUBJECT

Coronavirus Pandemic (COVID-19) Public School Re-entry Criteria

REFERENCE

March 23, 2020	Board approved a soft closure of all public schools in Idaho through April 20, 2020.
April 6, 2020	Board extended the public school soft closure through the remainder of the academic school year with the option of an earlier entry under certain criteria. Additional action included recommendations to the Governor on statutory provision suspensions, and waiver of the number of hours of instruction that make up a semester credit.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-116, and 33-512, Idaho Code.

BACKGROUND/DISCUSSION

At the March 23, 2020 Special Board meeting, the Board set a soft closure for all public schools in Idaho until April 20, 2020. The soft closure restricts schools from holding in-person classes in the buildings in alignment with Centers for Disease Control and Prevention (CDC) social distancing guidelines. The soft closure and subsequent guidelines posted on the Board website (<https://boardofed.idaho.gov/coronavirus-covid-19-resources/>) clarify distance learning expectations for the schools and additional operational areas designed to provide the schools with needed flexibility as they continue to educate Idaho students through this crisis, do their best to help students through the remainder of the school year and set them up to be able to continue their education in fall. In addition to this information, the State Department of Education has a Frequently Asked Questions page that provides guidance in specific programmatic areas.

At the April 6, 2020 Special Board meeting, the Board extended the soft closure through the end of the school. This action included a provision that would allow school districts and charter schools who can meet criteria set by the Board in consultation with our state public health officials to return to normal operation prior to the end of their local academic school year. The proposed guidance is provided in attachment 1. This guidance was developed with input from the K-12 Emergency Council, and state and district public health officials.

As the pandemic has progressed, additional models and guidance from state public health officials indicate the virus is likely to peak in Idaho in mid to late April if social distancing practices stay in place. Up to date projections can be viewed at the following link:

- <https://covid19.healthdata.org/projections> (select Idaho from the drop-down menu)

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IMPACT

Board action will provide school districts and charter schools with an option for returning to classroom instruction prior to the end of the school year if their school and community meet certain criteria.

ATTACHMENTS

Attachment 1 – State Board of Education Re-entry Criteria

Attachment 2 – Southwest and Central District Health School Guidance

STAFF COMMENTS AND RECOMMENDATIONS

The proposed criteria would allow school districts and charter schools to return to in-person instruction prior to the end of their school year based on their local conditions, should they so choose. An example of a school district that might want to take advantage of this flexibility would be a school district located in a county that has had no community spread or no confirmed cases of COVID-19. In order to be provided this flexibility, the school district would need to meet the minimum criteria approved by their local school board, including approval by the local public health district. These minimum criteria are based on the removal of any state and local social distancing restrictions, the schools being able to meet any social distancing criteria that may be in place at the time, the peak of the state infection curve having passed, approval by the local public health district, and having proper cleaning and sanitation protocol in place. Provided in attachment 2 is the combined Southwest District Health and Central District Health's School Guidance document, which is an example of what a school district or charter school would need to work through with their local district health officials.

Staff recommends adoption of the re-entry criteria.

BOARD ACTION

I move to approve the student re-entry minimum criteria has provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



School District and Charter School Re-entry Criteria (Return from Soft-Closure)

This document is the Idaho State Board of Education minimum re-entry criteria for school districts and charter schools to return to normal operations. In order to move from soft closure operations to normal operations for staff and students, school districts and charter schools shall consider relevant local factors to their situation in addition to meeting the minimum re-entry criteria established by the Idaho State Board of Education. This minimum re-entry criteria document was completed in consultation with state and local public health officials. Social distancing criteria are based on the Centers for Disease Control and Prevention (CDC) and state health authority guidelines.

Idaho State Board of Education Minimum Re-entry Criteria:

1. No statewide or local social distancing restrictions, including stay-home orders or extensive closures of businesses are in place.
 - a. Exceptions to the soft closure should continue to be considered for staff and student needs, on a case by case basis, as determined at the local level (e.g. small groups of students that can be distanced in a way that meets the social distancing criteria for the purpose of proctoring exams or working one-on-one with special education students, as long as the school district or charter school has sufficient capacity to maintain hygiene and sanitation).
2. The peak of the state infection curve has passed, as determined by the State Department of Health and Welfare, and a minimum of 14 days have passed from the identified peak. In those instances where local community spread has occurred, the local infection curve will be evaluated for determining the 14 consecutive days. School districts and charter schools located in counties that have experienced no community spread at the time state restrictions are lifted may have the 14 consecutive days criteria waived with approval by the local public health district.
3. Approval by the local public health district, after review of school district and charter school cleaning and disinfection protocols.
4. Re-entry plan approved by the local board of trustees identifying minimum school protocols (see list below).

Required Minimum School Protocols

- a. Cleaning and disinfection protocols.
- b. Identify and plan for vulnerable staff and students with a special emphasis on people over age 60 and those who are medically vulnerable.

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- c. Identify and plan for staff duties which require close contact.
- d. Absenteeism plan for staff and students whose parents do not feel comfortable returning their student to school and for students who show symptoms of the coronavirus.
- e. Communications plan for informing parents and staff of the school district and charter school response plans, protocols, and policies to manage the impact of the coronavirus.
- f. Verify point of contact for each school district and charter school for effective communication and collaboration with the local public health officials.
- g. Reopening plans are reviewed in consultation with local public health officials.

These re-entry criteria are subject to change in order to adapt to changing circumstances. Additional criteria will be developed for a fall start of the school year, based on conditions at the time.



2019 Novel Coronavirus [COVID-19]

cdc.gov/coronavirus/2019-ncov/index.html

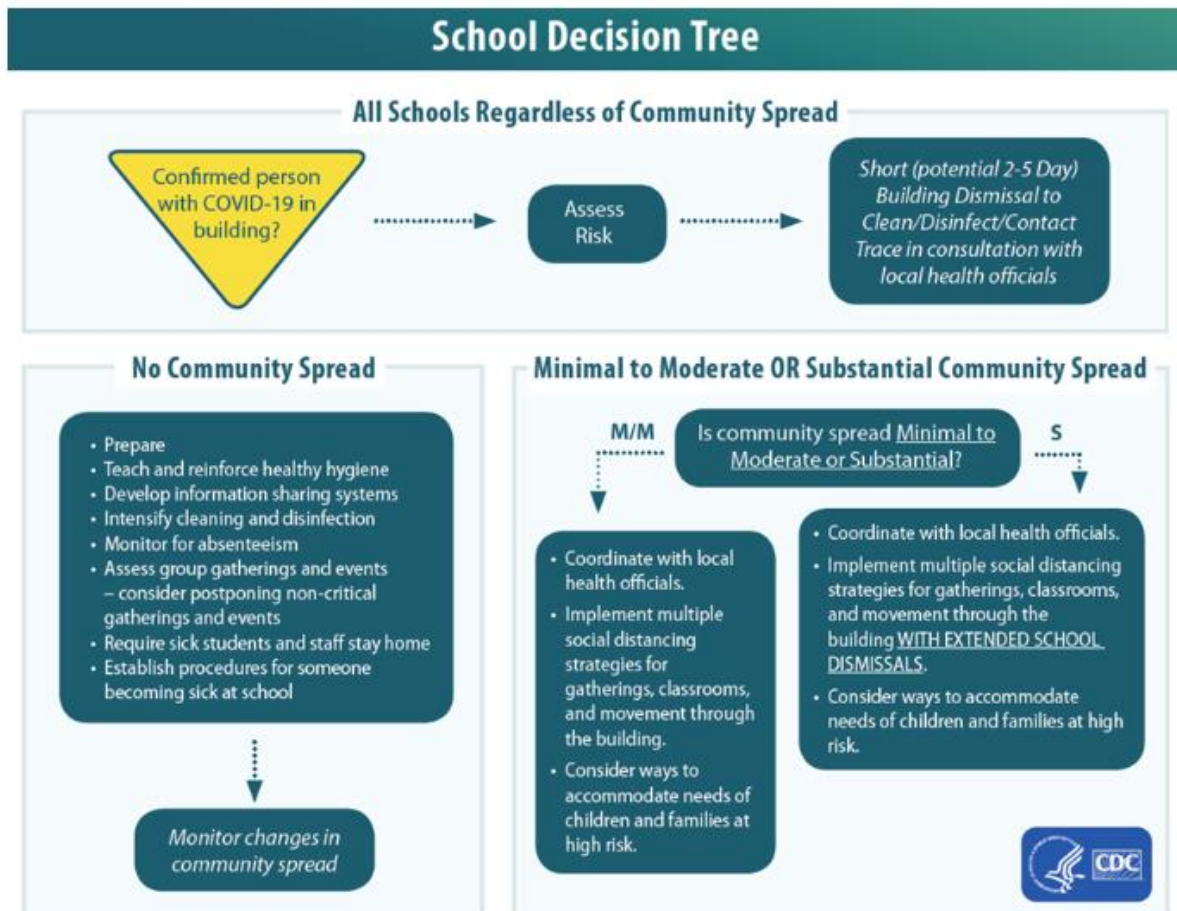
School Guidance

This guidance uses the most up-to-date information available from the CDC and emerging best practices, thus subject to change.

Schools, working together with local public health districts, have an important role in slowing the spread of diseases to help ensure students have safe and healthy learning environments. Schools serve students, staff, and visitors from throughout the community. All of these people may have close contact in the school setting, often sharing spaces, equipment, and supplies.

Guidance for schools is organized into five sections:

- Confirmed Case in School, Regardless of Community Transmission
- Category 1: No community transmission (preparedness phase)
- Category 2: When there is minimal to moderate community transmission
- Category 3: When there is substantial community transmission
- Communication and Guidance for School Staff and Parents



School Guidance (COVID-19) v1.0 • April 13, 2020

Adapted from the Centers for Disease Control

Confirmed Case in School, Regardless of Community Transmission

Any school in any community may need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. The CDC recommends the following procedures:

- **First experience: Coordinate with Central District Health or Southwest District Health.**
 - Contact your local public health agency and we will work with administrators to determine a course of action
 - Central District Health: Gina Pannell, gpannell@cdh.idaho.gov, 208-327-8524
 - Southwest District Health: Kim Beckley, Kimberly.Beckley@phd3.idaho.gov, 208-455-5432
- **Dismiss students and most staff for 2-5 days.**
 - Initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
 - Local health officials' recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19.
 - During school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, field trips, and sporting events).
 - Encourage and practice social distancing measures.
- **Communicate with staff, parents, and students regarding dismissal decisions and possible COVID-19 exposure.**
 - Include messages to counter potential stigma and discrimination
 - Maintain confidentiality
 - Outline intended response efforts
- **Clean and disinfect thoroughly.**
 - Close off areas used by the individual with COVID-19 and wait as long as possible, up to 24 hours, before beginning cleaning and disinfecting. Open doors and windows if possible.
 - Clean all other areas, especially highly touched surfaces, such as doorknobs, lights, desks, phones, keyboards, faucets, sinks. Resource: [Cleaning and Disinfecting Your Facility](#)
- **Determine whether an extended school dismissal is needed after cleaning and disinfecting.**
 - Work with local health officials on whether staying open for staff while students stay home is advised, or re-instate telecommuting or other alternative work opportunities.
 - Administrators are not expected to make extended school dismissal decisions or determine when students and staff should return to schools on their own and should work in close collaboration and coordination with local health officials.
 - Students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

- Reinstate strategies to continue education and related supports to students as needed

Category 1 No Community Spread

Evidence of isolated cases or limited community transmission, case investigations underway, no evidence of exposure in large communal setting, e.g., healthcare facility, school, mass gathering.

Review, update, and implement emergency operations plan and reinforce healthy hygiene practices.

- Include strategies (Non-pharmaceutical interventions, or NPI) to reduce the spread of a wide variety of infectious diseases, including social distancing and school dismissals that can be used to stop the spread.
- Emphasize everyday preventive actions for students and staff
 - [CDC Staying Home When Sick Flyer](#) / [What To Do If You're Sick](#)
 - [CDC Avoid Spreading Germs At Work Flyer](#) / [Stop the Spread of Germs](#)
 - [CDC Handwashing Posters for Children and Teens](#)
 - [CDC Cover Your Cough Flyer](#)

Intensify cleaning and disinfection efforts

- Enhance cleaning of high touch surfaces like door knobs, toilet handles, light switches, classroom and bathroom sink handles, countertops.
- Ensure that hand sanitizer, soap/paper towels and tissues are widely available in school facilities.

Monitor and plan for absenteeism

- Day-to-day reporting (absenteeism) and review for patterns for large increases.
- Encourage students and staff to stay home when sick, even without documentation from doctors. Use flexibility, when possible, to allow staff to stay home to care for sick family members, especially for those with common cold and flu symptoms, which are similar to COVID-19.

Assess group gatherings and events

- Review any planned events (e.g. assemblies, field days, athletic events) and determine if social distancing strategies can be put place. If not, consider cancelling or rescheduling.

Create and test communication plans for use within the school community.

- Strategies for communicating with staff, students, and their families, including sharing steps being taken to prepare, how information will be shared in the future.

Require sick students and staff to stay home. Establish procedures for students and staff sick at school.

- Sick staff and students should be sent home as soon as possible, and keep them separate and isolated from well students and staff until they can leave.
- **Schools are not expected to screen students or staff to identify cases of COVID-19.** If a school has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps. Resource: Flyer - [Steps to help prevent the spread of COVID-19 if you are sick](#)

Plan for when community spread occurs (non-pharmaceutical interventions or NPIs)

- [Personal NPIs](#) (e.g. stay home when sick, cover coughs, wash hands, etc.)
- [Community NPIs](#) (e.g. social distancing)
- [Environmental NPIs](#) (e.g. routine cleaning practices)

Category 2 Minimal to Moderate Community Transmission

Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.

If local health officials report there are multiple cases of COVID-19 in the community, schools may need to implement additional strategies in response to prevent spread in the school, but they should continue using the strategies they implemented when there was no community transmission. These additional strategies include:

Coordinate with local health officials.

- This should be a first step in making decisions about responses to the presence of COVID-19 in the community. Health officials can help a school determine which set of strategies might be most appropriate for their specific community's situation.

Implement multiple social distancing strategies. Select strategies based on feasibility given the unique space and needs of the school:

- **Cancel field trips, assemblies, and other large gatherings.**
- **Cancel or modify classes where students are likely to be in very close contact.** In physical education or other close contact classes, consider having teachers come to classrooms to prevent classes mixing with others in the gymnasium or music room.
- **Increase the space between desks.** Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- **Avoid mixing students in common areas.**
 - Allow students to eat lunch and breakfast in their classrooms or stagger lunch.
 - Stagger recess times and/or separate recess areas by class.
 - Send a few students into the library to pick out books rather than going as a class.
 - Restrict hallway use through homeroom stays or staggered release of classes.
 - Try to avoid taking multiple classes to bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess).
- **Stagger arrival and/or dismissal times.** These approaches can limit the amount of close contact between students in high-traffic situations and times.
- **Reduce congestion in the health office.** Use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
- **Limit nonessential visitors.** Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
- **Limit cross-school transfer for special programs.** If students are brought from multiple schools for special programs (e.g., music, robotics, academic clubs), consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.
- **Teach staff, students, and their families to maintain distance from each other in the school.** Educate staff, students, and their families at the same time and explain why this is important.
- **Consider alternative class size and structure.**
 - Create hybrid classrooms where students can attend virtually and in-person, reducing social contacts
 - Hold physical education and music classes outside and encourage students to spread out
 - Turn desks to face same direction and space at least 6 feet apart
 - Stagger days or instructional blocks of time (morning/afternoon)

School Guidance (COVID-19) v1.0 • April 2020
Adapted from the Centers for Disease Control

- **Provide and/or ensure students have cloth face coverings while at school**
- **Communicate with local public health districts to determine if screening employees and students daily for COVID-19 symptoms upon entry to the facility, including check for low-grade fever with no-touch thermometer**

Consider ways to accommodate the needs of children and families at [risk](#) for serious illness from COVID-19.

- Honor requests of parents who may have concerns about their children attending school due to underlying medical conditions of those in their home.
- Staff who cannot be at school due to their own high-risk conditions can provide distance learning instruction to those students who are also unable to attend.
- The CDC lists underlying medical conditions that may increase the risk of serious COVID19 for people of any age:
 - **Blood disorders** (e.g., sickle cell disease or on blood thinners)
 - **Chronic kidney disease as defined by your doctor.** Patient has been told to avoid or reduce the dose of medications because kidney disease, or is under treatment for kidney disease, including receiving dialysis
 - **Chronic liver disease** as defined by your doctor. (e.g., cirrhosis, chronic hepatitis) Patient has been told to avoid or reduce the dose of medications because liver disease or is under treatment for liver disease.
 - **Compromised immune system** (immunosuppression) (e.g., seeing a doctor for cancer and treatment such as chemotherapy or radiation, received an organ or bone marrow transplant, taking high doses of corticosteroids or other immunosuppressant medications, HIV or AIDS) • Current or recent pregnancy in the last two weeks
 - **Endocrine disorders** (e.g., diabetes mellitus)
 - **Metabolic disorders** (such as inherited metabolic disorders and mitochondrial disorders)
 - **Heart disease** (such as congenital heart disease, congestive heart failure and coronary artery disease)
 - **Lung disease** including asthma or chronic obstructive pulmonary disease (chronic bronchitis or emphysema) or other chronic conditions associated with impaired lung function or that require home oxygen
 - **Neurological and neurologic and neurodevelopment conditions** [including disorders of the brain, spinal cord, peripheral nerve, and muscle such as cerebral palsy, epilepsy (seizure disorders), stroke, intellectual disability, moderate to severe developmental delay, muscular dystrophy, or spinal cord injury]
 - Resource: [CDC Mitigation Strategies - Appendix A](#)

Category 3 Substantial Community Transmission

Large scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.

Additional strategies should be considered when there is substantial transmission in the local community in addition to those implemented when there is no, minimal, or moderate transmission. These strategies include:

Continue to coordinate with local health officials.

- If local health officials have determined there is substantial transmission of COVID-19 within the community, they will provide guidance to administrators on the best course of action for schools. These strategies are expected to extend across multiple programs, schools, or school districts within the community, as they are not necessarily tied to cases within schools.

Consider extended school dismissals.

- In collaboration with local health officials, implement extended school dismissals (e.g., dismissals for longer than two weeks). This longer-term, and likely broader-reaching, dismissal strategy is intended to slow transmission rates of COVID-19 in the community.
- During extended school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events).
- Remember to implement strategies to ensure the continuity of education (e.g., distance learning) as well as meal programs and other essential services for students.

Communication and Guidance for Parents and Staff

My child attends a school where a COVID-19 case has been confirmed. What should I do?

- **Guidance from local public health districts may be given on a case-by-case basis.** Transmission takes place with close contact (shared a classroom, was seated next to the person for at least 10 minutes), and there is a chance your student was not exposed (in another wing of the school). Some examples of guidance may include:
 - Monitor for signs and symptoms – [Symptom Self Checker](#) or the [COVID-19 Screen Tool](#)
- If a student or staff is medium or high-risk reference:
 - [Who should self-quarantine after potential COVID-19 exposure.](#)
 - Encourage good hygiene – stop handshaking, clean hands at the door and at regular intervals, avoid touching your face and cover coughs and sneezes.
 - Stay home if you are sick or have a sick family member in your home.
 - If recommended by the CDC, wear a face covering, but keep in mind this may cause an increase in touching the eyes, nose, and mouth.
- The CDC does not recommend testing for people who do not have symptoms

What is considered a “close contact”?

- The CDC defines it as *a person that has been within 6 feet of the infected person for a prolonged period of time (about 10 minutes).*

When can a student or staff member discontinue home isolation?

- Persons who have tested positive for COVID-19 or who have not been tested and were directed to care for themselves at home may discontinue home isolation under the following conditions:
 - At least 3 days (72 hours) have passed *since recovery* defined as resolution of fever without the use of fever-reducing medications **and**
 - improvement in respiratory symptoms (e.g., cough, shortness of breath); **and,**
 - At least 7 days have passed *since symptoms first appeared.*

What should I include in my message to our school community of a confirmed case that has been in our school?*

*Public Health Districts will work to identify, notify, and monitor close contacts of confirmed COVID-19 cases in school settings in accordance with CDC guidance. **This is not an expectation of the school or the district.**

- Possible dates of exposure
- Remind employees that there is current community spread of COVID-19. Advise them to watch for signs and symptoms which develop within 2 – 14 days of exposure.
- Remind employees how to best protect themselves from COVID-19 and the importance of staying home if they are sick.
- Let your employees know what your establishment is doing as a result of exposure (e.g. closing, cleaning)
- Remind your employees of the establishment’s illness policy.
- Where to find reputable sources and information for COVID-19
 - [Centers for Disease Control and Prevention](#)
 - [Central District Health](#) or [Southwest District Health](#)
 - [Governor’s Coronavirus Website](#)

Resource: [CDC FAQs](#)

BUSINESS AFFAIRS AND HUMAN RESOURCES
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TAB	DESCRIPTION	ACTION
	UNIVERSITY OF IDAHO	
1	Planning and Design Authorization – Meat Science and Innovation Center	Motion to approve
	UNIVERSITY OF IDAHO	
2	P3 Transaction	Information item
	INTERCOLLEGIATE ATHLETICS	
3	FY2019 Revenue and Expenses Reports	Information Item
	INTERCOLLEGIATE ATHLETICS	
4	FY2019 and FY2020 Compensation Reports	Information Item
	FY2022 BUDGET GUIDELINES	
5		Motion to approve

UNIVERSITY OF IDAHO

SUBJECT

Request for Planning and Design authorization; proposed Meat Science and Innovation Center.

REFERENCE:

August 2019 Idaho State Board of Education (Board) approved the University of Idaho (UI) Six-Year Capital Improvement Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1, and Sections V.K.3.

BACKGROUND/DISCUSSION

This is a request to authorize planning and design of a new Meat Science and Innovation Center Facility. The new facility will support the on-going needs of faculty in the College of Agricultural and Life Sciences (CALS) and of the meat science and livestock management industries in the state of Idaho. The proposed facility will be on the UI's main campus in Moscow, Idaho.

The new facility will replace an aging and inadequate facility now on the Moscow campus. It will be state-of-the-art, and USDA inspected and certified. It will support teaching, research and outreach across all aspects of the meat science industry, from harvest to packaging. The facility will provide students with experiential learning opportunities, and it will support research opportunities spanning multiple disciplines, including materials and system science, genetics, microbiology, biochemistry and livestock management. It will also be the new home to Vandal Brand Meats.

The project is consistent with the strategic goals and objectives of UI and is fully consistent with UI's strategic plan, specifically:

- **Goal One, Innovate:**
This project supports the growth of scholarly research activity in the Agricultural Sciences. It provides support for creative research into solutions to the issues and concerns of the meat science and livestock management industries within the State of Idaho.
- **Goal 2, Engage:**
This project enhances and supports collaboration with the meat science and livestock management industries within the State of Idaho. The project is supported by leaders and stakeholders within the State of Idaho such as Agri Beef and the Idaho Cattle Association.

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In addition, the project is fully consistent with the principles, goals, and objectives of UI's Long Range Campus Development Plan (LRCDP).

IMPACT

The anticipated full project cost is \$7,650,000, based upon a feasibility study, program, and cost estimate prepared by DGStamp Architects, Carmen, Idaho in 2018. Funding will come from \$6,650,000 in gifts and donations and \$1,000,000 from CALS. Fundraising efforts are currently underway, donations and pledges totaling \$3,800,000 are secured to date.

This request is for authorization to plan and design the proposed Meat Science and Innovation Center Facility. The University seeks authority to spend \$850,000, based upon estimated costs for A/E fees, other planning necessities such as site survey and geotechnical investigation, and design phase contingency allowances.

The immediate fiscal impact of this effort is to fund Planning and Design costs of approximately \$850,000.

Overall Project

Funding

State	
Federal (Grant):	
Other (UI)	
University (CALS)	\$ 1,000,000
Gifted Funds	<u>6,650,000</u>

Total	\$ 7,650,000
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Estimate Budget

A/E & Consultant Fees	\$ 693,100
Construction	5,251,100
Construction Cont.	525,100
Owner Cost & FFE	485,200
Project Cont.	<u>695,500</u>

Total	\$ 7,650,000
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ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

STAFF COMMENTS AND RECOMMENDATIONS

This project does contain major expense but the University of Idaho has thought through those expenses and developed a solid plan for funding. \$1,000,000 has been committed from the College of Agricultural and Life Sciences and the initial Planning and Design phase would cost approximately \$850,000. Should the project prove to be on budget, there is cause for optimism in fundraising. To date, \$3,800,000 has been raised, leaving an estimated balance of \$2,850,000 in fundraising to be procured by the fall of 2023. However, if the project costs are higher than anticipated, the University of Idaho can reposition its plan to meet those new economic realities. Staff recommends approval of this first phase of the project.

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BOARD ACTION

I move to approve the request by the University of Idaho to implement the Planning and Design phases of the proposed Meat Science and Innovation Center Facility, with a projected total cost of \$7,650,000, as described in the materials submitted to the Board. Planning and Design authorization is provided at \$850,000, including the authority to execute all necessary and requisite consulting and vendor contracts to fully implement the Planning and Design phases of the project.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of April, 2020

History Narrative

- 1 **Institution/Agency:** University of Idaho **Project:** Capital Project Authorization Request, Planning, Programming and Design Phases, Proposed Meat Science and Innovation Center Facility, University of Idaho, Moscow, Idaho.
- 2 **Project Description:** A Capital Project to provide for the planning, programming and design of project to design and construct a proposed Meat Science and Innovation Center Facility on the Moscow campus of the University of Idaho.
- 3 **Project Use:** The new Meat Science and Innovation Center Facility will replace an aging and inadequate facility now on the Moscow campus. It will be state-of-the-art, and USDA inspected and certified. It will support teaching, research and outreach across all aspects of the meat science industry, from harvest to packaging. The facility will provide students with experiential learning opportunities, and it will support research opportunities spanning multiple disciplines, including materials and system science, genetics, microbiology, biochemistry and livestock management. It will also be the new home to Vandal Brand Meats.
- 4 **Project Size:** Approx. 11,000 gsf

Project Cost History:	Sources of Funds				Use of Funds*			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const	Other**	Total Uses
Initial Cost of Project. Planning, Programming and Design Phase Authorization Request. April 2020	\$ -	\$ -	\$ 7,650,000	\$ 7,650,000	\$ 693,100	\$ 5,776,200	\$ 1,180,700	\$ 7,650,000
History of Revisions:								
Total Project Costs	\$ -	\$ -	\$ 7,650,000	\$ 7,650,000	\$ 693,100	\$ 5,776,200	\$ 1,180,700	\$ 7,650,000

15 * Figures quoted are for the Total Project Cost. The University intent is that any unused funding is carried forward to a future construction phase at the time such future construction phase may be approved by the Board of Regents.

16 ** Owner's Costs, FFE, & Project Contingency, Any carry forward amounts are to be used in future phases which may be approved by the Board of Regents.

History of Funding:	PBF	ISBA	Other Sources of Funds			Total Other	Total Funding
			Institutional Funds (Gifts/Grants)	Student Revenue	Other***		
Initial Cost of Project. Planning, Programming and Design Phase Authorization Request. April 2020	\$ -	\$ -	\$ 6,650,000	\$ -	\$ 1,000,000	\$ 7,650,000	\$ 7,650,000
Total	\$ -	\$ -	\$ 6,650,000	\$ -	\$ 1,000,000	\$ 7,650,000	\$ 7,650,000

25 *** UI College of Agricultural and Life Sciences

UNIVERSITY OF IDAHO

SUBJECT

Potential Public-Private Partnership Transaction for Utility Systems & Infrastructure.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3
Acquisition of Personal Property and Services

BACKGROUND/DISCUSSION

The UI is considering entering into a public-private partnership (“P3”) to accomplish the sustainable operation and management of its utility systems, including daily operations, regular system maintenance and repairs, and replacement, upgrade, and expansion of system components as determined by a private provider and UI. UI is pursuing this transaction to obtain the services of experienced system operators and private sector partners, to address deferred maintenance needs within the utility system, and to generate funds to invest in the strategic priorities of the institution. As a result of this partnership, UI will receive upfront consideration that will be invested, the earnings from which will provide additional on-going resources. These resources will be used to execute and build upon the three key initiatives of the administration:

1. Increase student success and outcomes
2. Improve and advance the research enterprise
3. Tell the University of Idaho story

UI is contemplating a lease and concession structure, which involves engaging a qualified provider who will operate, maintain, and improve the utility system. UI has assembled an advisory team (the “Advisors”) consisting of financial, legal, and P3 experts who are advising University leadership on the selection of the most qualified and financially advantageous provider, typically a consortium of companies with utility expertise and financial resources. UI and its team of Advisors will develop a concession agreement, which will include performance standards and key performance indicators to establish a base level of operations for the provider to deliver. The performance standards and key performance indicators will meet or exceed current standards, and will ensure that service levels meet the needs of the institution.

As part of the P3 agreement, UI will pay an annual utility fee to the selected provider. The utility fee will consist of several components, including 1) a fixed fee; 2) an operation and maintenance fee, which will be based, in part, on the rolling 3-year average of prior operations and maintenance cost, subject to a ceiling, and; and 3) provider’s cost recovery and return on utility-related capital expenditures. The provider will develop and propose an annual capital expenditure plan (subject

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to University review and approval) before any capital improvement funds are expended. UI will have broad discretion to approve or reject any capital expenditures.

Utility system components being considered for this transaction include electricity, steam and condensate, domestic water, chilled water, sanitary sewer, treated effluent (reclaimed water), compressed air, and stormwater.

Other higher education institutions have completed or are in the process of completing similar arrangements, including Dartmouth College, Duquesne University, and Fresno State University. The Ohio State University and University of Iowa completed similar utility P3 projects.

IMPACT

The provider will make a one-time upfront payment to UI as consideration for access to, and possession of, the operational assets of the system for a period of 50 years. This includes the right to operate, maintain, and improve UI's utility system, along with the right to utilize those assets to deliver the utility services required by UI in conjunction with the institution's agreement to make payments under the fixed and variable payment schedules. A portion of the upfront consideration will be used to defease University bonds that financed components of the utility system.

The student experience will not be negatively impacted by this transaction. In fact, funds generated by the transaction will improve the overall student experience through the administration's three key initiatives. UI will work with the private provider to establish various elements of risk and control that will be transferred to the provider. Key performance indicators and performance standards will be memorialized to ensure transparent roles, responsibilities, and goals of the P3, including continuing and improved utility system operation and service. UI and the Advisors will continue to be diligent and mindful of impacted University employees, and will ensure fair treatment of all individuals affected by this transaction.

STAFF COMMENTS AND RECOMMENDATIONS

The agenda item is informational only as the University of Idaho seeks to assess the board's perspective on developing this public-private partnership ("P3"). University of Idaho administration would need to come back before the State Board of Education for approval of the proposed concession agreement. Staff recommends a comprehensive discussion of the impact of a 50-year P3 agreement to include the short-term and long-term implications of that agreement.

BOARD ACTION

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

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SUBJECT

Intercollegiate Athletics Reports of Revenues and Expenses

REFERENCE

June 2016 Board directed that the universities' National Collegiate Athletics Association (NCAA) "Agreed Upon Procedures Reports" would be provided to the Board and would also serve as the revenues/expenses reporting template for Lewis-Clark State College.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section V.X.5.

BACKGROUND/DISCUSSION

Responsibility, management, control, and reporting requirements for athletics are detailed in Board Policy V.X. The college and universities are required to submit regular financial reports as specified by the Board office. For the universities, the revenue and expenses reported must reconcile to the NCAA "Agreed Upon Procedures Reports" that are prepared annually and reviewed by the Board's external auditor.

IMPACT

The reports of Revenues and Expenses are presented for each institution for fiscal year 2019 in Attachments 1 through 4. Below is a summary of the four institutions' reported excess or deficiency of revenues over expenses, from the bottom line, right side totals from the attached reports.

	Excess (Deficiency) <u>[includes State Support]</u>
Boise State University	\$136,422
Idaho State University	(\$776,367)
University of Idaho	(\$1,528,322)
Lewis-Clark State College	\$34,135

ATTACHMENTS

Attachment 1 Boise State University
Attachment 2 Idaho State University
Attachment 3 University of Idaho
Attachment 4 Lewis-Clark State College

STAFF COMMENTS AND RECOMMENDATIONS

The Athletics Reports show results for fiscal year 2019. It should be noted that state funds are critical to support the student athletes and athletic programs at the four institutions. ~~(i.e., t~~ Ticket sales, contributions, and program revenues are

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insufficient to enable the athletic programs to be fully self-supporting). If (hypothetically) state funds were to be removed from the reported revenue side, all four institutions would be in “deficiency” status (-\$3.0M for BSU, -\$4.8M for ISU, -\$6.0M for UI, and -\$1.176M for LCSC). Representatives from the institutions will be available to respond questions from Board members, if applicable.

BOARD ACTION

This item is for informational purposes only.

Boise State University
Intercollegiate Athletics Department
Schedule of Revenues and Expenses
For the Year Ended June 30, 2019 (unaudited)

	Football	Men's Basketball	Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Non-Program Specific	Totals
OPERATING REVENUES								
Ticket Sales	\$ 5,662,146	\$ 1,255,498	\$ 2,240	\$ 45,094	\$ 15,336	\$ 36,613	\$ -	\$ 7,016,927
Student Fees	-	-	-	-	-	-	\$ 3,601,978	\$ 3,601,978
Direct State or Other Governmental Support	-	221,707	154,812	562,949	150,310	1,104,825	944,998	\$ 3,139,601
Direct Institutional Support	1,146,973	192,984	281,435	241,230	201,025	782,986	2,025,997	\$ 4,872,630
Indirect Facilities and Administrative Support	-	-	-	-	-	-	3,409,699	\$ 3,409,699
Guarantees	700,000	90,000	-	-	-	1,000	-	\$ 791,000
Contributions	5,840,126	1,063,532	107,278	52,233	25,186	322,481	4,834,337	\$ 12,245,173
In Kind	338,162	79,056	-	-	-	-	-	\$ 417,218
Media Rights	2,363,389	523,994	879	19,038	5,272	16,402	-	\$ 2,928,974
NCAA Distributions	652,051	597,641	154,433	102,955	85,796	634,891	-	\$ 2,227,767
Conference Distributions	1,737,281	73,487	-	-	-	-	-	\$ 1,810,768
Program, Novelty, Parking, and Concession	295,655	65,550	110	2,382	660	2,052	7,157	\$ 373,566
Royalties, Licensing, Advertisement, and Sponsorship	4,359,501	952,468	1,597	34,606	9,583	29,815	-	\$ 5,387,570
Sport Camp Revenues	363,488	29,359	11,983	14,531	43,716	229,403	-	\$ 692,480
Other Operating Revenue	365,429	885	83,580	885	-	197,981	176,532	\$ 825,292
Bowl Revenues	858,840	-	-	-	-	-	-	\$ 858,840
Total operating revenues	\$ 24,683,041	\$ 5,146,161	\$ 798,347	\$ 1,075,903	\$ 536,884	\$ 3,358,449	\$ 15,000,698	\$ 50,599,483
OPERATING EXPENSES								
Athletic Student Aid	\$ 3,077,947	\$ 531,201	\$ 861,361	\$ 588,485	\$ 497,967	\$ 2,758,293	\$ 328,841	\$ 8,644,095
Guarantees	475,000	246,842	-	47,508	8,000	3,000	-	\$ 780,350
Coaching Salaries, Benefits, and Bonuses	4,856,968	1,371,537	709,835	773,232	338,126	1,677,506	66,735	\$ 9,793,939
Support Staff/Admin Compensation Benefits and Bonuses	1,273,789	122,972	52,178	84,483	6,279	95,003	6,463,164	\$ 8,097,868
Recruiting	464,228	142,799	79,752	95,415	41,704	145,327	-	\$ 969,225
Team Travel	1,230,166	562,758	314,205	282,002	101,360	947,296	23,707	\$ 3,461,494
Equipment Uniforms, and Supplies	624,692	21,861	69,222	2,059	5,921	133,270	33,600	\$ 890,625
Game Expenses	697,875	223,860	18,277	118,353	41,580	88,947	58,532	\$ 1,247,424
Fund Raising, Marketing, and Promotion	6,706	-	1,951	452	-	26	473,510	\$ 482,645
Sport Camp Expenses	243,747	7,399	1,103	1,934	17,230	30,079	-	\$ 301,492
Spirit Groups	-	-	-	-	-	-	203,759	\$ 203,759
Athletic Facilities Debt Service, Leases, and Rental Fees	3,727,179	334,757	49,993	334,757	-	132,819	248,479	\$ 4,827,984
Direct Overhead and Admin Expenses	1,197,224	71,806	88,333	31,050	19,522	193,523	1,287,843	\$ 2,889,301
Indirect Facilities and Administrative Support	-	-	-	-	-	-	3,409,699	\$ 3,409,699
Medical Expenses and Insurance	7,520	65	1,289	-	-	2,334	872,923	\$ 884,131
Memberships and Dues	740	2,240	2,007	-	720	5,992	584,295	\$ 595,994
Student-Athlete Meals (Non-Travel)	510,528	39,601	6,203	19,621	11,123	52,068	23,732	\$ 662,876
Other Operating Expenses and Transfers to Institutions	315,936	70,248	18,640	33,696	18,730	113,681	229,536	\$ 800,467
Bowl Expenses	673,397	-	-	-	-	-	-	\$ 673,397
Bowl Expenses Coaching Comp and Bonus	141,707	-	-	-	-	-	-	\$ 141,707
Capital Expenditures	674,149	-	-	-	7,081	-	23,359	\$ 704,589
Total operating expenses	\$ 20,199,498	\$ 3,749,946	\$ 2,274,349	\$ 2,413,047	\$ 1,115,343	\$ 6,379,164	\$ 14,331,714	\$ 50,463,061
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSE	\$ 4,483,543	\$ 1,396,215	\$ (1,476,002)	\$ (1,337,144)	\$ (578,459)	\$ (3,020,715)	\$ 668,984	\$ 136,422
OTHER REPORTING ITEMS								
Total Athletics Related Debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 60,725,986	\$ 60,725,986
Total Institutional Debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 221,818,000	\$ 221,818,000

IDAHO STATE UNIVERSITY
ATHLETICS DEPARTMENT
SCHEDULE OF REVENUES AND EXPENSES
FOR THE YEAR ENDED JUNE 30, 2019 (UNAUDITED)

	Men's Basketball	Football	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Non-Program Specific	Totals
OPERATING REVENUES:								
Ticket Sales	52,569	275,570	1,975	27,389	10,373	4,608	4,480	376,962
Student Fees	-	-	-	-	-	-	1,748,524	1,748,524
Guarantees	415,000	975,000	1,250	58,000	800	12,750	-	1,462,800
Contributions	126,152	73,557	2,980	4,751	1,093	12,542	506,327	727,400
In-Kind Donation Revenue	49,801	66,498	10,076	25,928	16,092	9,412	140,816	318,621
Direct State or Other Government Support	399,607	800,481	184,405	305,673	139,936	1,004,855	1,221,242	4,056,201
Direct Institutional Support	-	-	-	-	-	-	686,400	686,400
Indirect Institutional Support	20,172	52,935	3,839	-	-	3,839	154,253	235,038
NCAA Distributions	121,718	-	-	-	-	-	565,038	686,756
Conference Distributions	(224)	(924)	(10)	3,148	1,017	(1,515)	60,384	61,877
Media Rights	232	18,019	-	232	-	46	-	18,529
Program Sales, Concessions, Novelty Sales and Parking	5,409	30,241	9,257	42,845	3,015	25,345	7,024	123,134
Royalties, Licensing, Advertisements, and Sponsorships	-	-	-	-	-	-	463,863	463,863
Sport Camp Revenues	31,264	149,922	1,642	11,523	60,472	44,238	-	299,059
Athletics Restricted Endowment and Investment Income	-	-	-	-	-	-	-	-
Other Revenues	-	-	3,215	-	-	250	2,346	5,811
Bowl Revenues	-	-	-	-	-	-	-	-
Subtotal Cash Revenue	1,221,698	2,441,299	218,627	479,489	232,796	1,116,366	5,560,699	11,270,974
Third Party Support	-	-	-	-	-	-	-	-
OST Revenue	-	-	-	-	-	-	-	-
Subtotal non-cash Revenue	-	-	-	-	-	-	-	-
Total operating revenues	1,221,698	2,441,299	218,627	479,489	232,796	1,116,366	5,560,699	11,270,974
OPERATING EXPENSES								
Athletic Student Aid	228,357	997,513	182,524	268,540	161,467	789,136	215,633	2,843,169
Guarantees	10,100	57,000	-	10,000	2,580	-	-	79,680
Coaching Salaries, Benefits, and Bonuses	457,630	652,037	165,985	337,255	141,117	510,545	3,963	2,268,532
Support Staff/Administrative Salaries, Benefits, and Bonuses	-	180,245	18,421	-	1,584	23,482	1,560,413	1,784,145
Severance Payments	-	-	-	-	-	-	-	-
Recruiting	70,793	83,354	12,170	28,129	9,955	35,959	33,214	273,574
Team Travel	232,243	644,207	100,441	194,279	90,042	395,714	54,336	1,711,262
Equipment, Uniforms and Supplies	49,147	253,874	35,511	26,107	10,885	76,683	93,160	545,367
Game Expenses	95,600	59,663	3,787	81,296	27,163	39,283	92,510	399,302
Fundraising, Marketing, Promotion	25,760	18,550	(1,250)	12,106	3,320	395	109,351	168,231
Sports Camp Expenses	31,212	153,351	716	5,629	63,725	22,301	-	276,933
Direct Facilities/Maint/Rentals	-	-	-	-	-	-	-	-
Spirit Group	-	-	-	-	-	-	-	-
Direct Overhead and Administrative Expenses	18,869	92,104	8,521	16,339	12,285	17,925	298,928	464,968
Indirect Institutional Support	20,172	52,935	3,839	-	-	-	154,253	231,199
Medical Expenses & Insurance	-	280	-	-	-	-	358,955	359,235
Memberships & Dues	5,780	120	550	-	699	1,087	57,474	65,710
Other Operating Expenses	36,704	73,967	10,528	30,013	19,186	27,787	272,388	470,575
Student Athlete Meals (Non-Travel)	30,317	33,303	3,580	7,096	5,071	12,538	13,554	105,460
Bowl Expenses	-	-	-	-	-	-	-	-
Subtotal Cash Expenses	1,312,686	3,352,502	545,319	1,016,792	549,078	1,952,832	3,318,132	12,047,340
Gift-in-Kind Expense	-	-	-	-	-	-	-	-
OST Expense	-	-	-	-	-	-	-	-
Subtotal non-cash Expense	-	-	-	-	-	-	-	-
Total operating expenses	1,312,686	3,352,502	545,319	1,016,792	549,078	1,952,832	3,318,132	12,047,340
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSE	(90,987)	(911,203)	(326,692)	(537,303)	(316,282)	(836,467)	2,242,567	(776,367)
OTHER REPORTING ITEMS								
Total Institutional Debt	-	-	-	-	-	-	-	31,424,335

University of Idaho
Intercollegiate Athletics
Schedule of Revenue and Expenses
For the Year Ended June 30, 2019 (unaudited)

ATTACHMENT 3

	Football	Men's Basketball	Other Men's Sports	Women's Volleyball	Women's Basketball	Other Women's Sports	Non-Program Specific	Grand Total
Operating Revenues								
Ticket Sales	\$ 306,954	\$ 35,897	\$ -	\$ 7,728	\$ 14,456	\$ -	\$ -	\$ 365,035
Student Fees	-	-	-	-	-	-	2,114,438	2,114,438
Direct Institutional Support								
General Education Funds	872,931	339,647	140,285	129,136	213,864	297,570	1,146,167	3,139,600
Gender Equity Funds	-	-	-	199,447	218,892	918,661	-	1,337,000
Institutional Support Funds	272,701	106,104	43,824	40,342	66,810	92,960	358,059	980,800
Other Institutional Support (includes OST Waivers)	823,376	196,642	348,597	166,662	166,662	797,850	886,931	3,386,720
Indirect Institutional Support	-	-	-	-	-	-	420,408	420,408
Indirect Institutional Support - Athletic Facilities Debt Service, Lease & Rental Fees	-	-	-	-	-	-	1,068,386	1,068,386
Guarantees	1,375,000	100,051	-	7,112	55,000	6,000	-	1,543,163
Contributions	580,614	149,543	152,117	74,910	97,694	363,087	106,869	1,524,834
In-Kind	12,600	12,600	-	-	4,200	-	8,400	37,800
Compensation & Benefits Provided by 3rd Party	260,272	99,500	4,000	25,000	23,000	22,000	15,000	448,772
Media Rights	18,019	232	-	-	232	46	75,000	93,529
NCAA Distributions	209,476	36,549	88,228	37,040	40,132	180,114	484,628	1,076,167
Program, Novelty, Parking & Concessions	22,415	2,552	41	627	1,699	476	-	27,810
Royalties, Licensing, Advertising & Sponsorships	43,000	10,200	-	-	5,000	-	630,555	688,755
Sports Camp Revenues	123,335	3,200	-	-	2,687	-	-	129,222
Athletics Restricted Endowment & Investment Income	152,694	15,974	48,673	29,201	60,432	117,992	59,234	484,200
Other Operating Revenues	253	1,800	9,188	-	-	10,007	312,146	333,394
Total Operating Revenues	\$ 5,073,640	\$ 1,110,491	\$ 834,953	\$ 717,205	\$ 970,760	\$ 2,806,763	\$ 7,686,221	\$ 19,200,033
Operating Expenses								
Athletic Student Aid	2,283,106	460,557	693,692	389,504	411,230	1,824,268	130,734	6,193,091
Guarantees	144,368	20,388	-	8,370	7,500	8,825	-	189,451
Coaching Salaries, Benefits & Bonuses	1,366,683	503,195	222,891	222,260	401,740	500,933	-	3,217,702
Coaching Salaries, Benefits & Bonuses Paid by 3rd Party	260,272	99,500	4,000	25,000	23,000	22,000	-	433,772
Support Staff/Admin Compensation Benefits & Bonuses	85,662	66,396	-	677	984	204	2,608,229	2,762,152
Support Staff/Admin Compensation Benefits & Bonuses Paid by 3rd Party	-	-	-	-	-	-	15,000	15,000
Recruiting	130,100	120,327	20,920	22,920	75,011	65,707	-	434,985
Team Travel	859,701	219,147	227,076	169,426	289,228	493,052	-	2,257,630
Sports Equipment, Uniforms & Supplies	194,976	46,281	62,771	13,615	38,506	98,720	85,904	540,773
Game Expenses	254,306	210,888	11,641	58,363	150,200	55,155	-	740,553
Fund Raising, Marketing & Promotion	-	-	-	-	-	-	374,917	374,917
Sports Camp Expenses	99,481	3,200	-	-	1,192	-	-	103,873
Spirit Groups	-	-	-	-	-	-	2,500	2,500
Athletic Facilities, Debt Service, Leases & Rental Fees	-	-	-	-	-	-	1,184,034	1,184,034
Direct Overhead & Administrative Expenses	918	1,166	-	936	1,641	1,904	39,834	46,399
Indirect Institutional Support	-	-	-	-	-	-	420,408	420,408
Medical Expenses & Insurance	-	1,322	-	-	-	-	305,563	306,885
Memberships & Dues	-	140	2,120	365	540	5,768	169,390	178,323
Student-Athlete Meals (non-travel)	22,044	10,180	4,044	1,723	4,202	8,126	12,328	62,647
Other Operating Expenses	74,431	65,815	45,063	9,973	32,088	59,394	976,496	1,263,260
Total Operating Expenses	\$ 5,776,048	\$ 1,828,502	\$ 1,294,218	\$ 923,132	\$ 1,437,062	\$ 3,144,056	\$ 6,325,337	\$ 20,728,355
Excess (Deficiency) of Revenues Over (Under) Expenses	\$ (702,408)	\$ (718,011)	\$ (459,265)	\$ (205,927)	\$ (466,302)	\$ (337,293)	\$ 1,360,884	\$ (1,528,322)
Other Reporting Items								
Total Athletics Related Debt							\$ 23,295,000	\$ 23,295,000
Total Institutional Debt							\$ 168,040,000	\$ 168,040,000

See accompanying notes to schedule of revenues and expenses.

Lewis-Clark State College Intercollegiate Athletics Department
Statement of Revenues and Expenses
For the Year Ended June 30, 2019 (Unaudited)

	Baseball	Men's Basketball	Men's Golf	Men's Tennis	Men's XC	Men's Track	Women's Volleyball	Women's Basketball	Women's Golf	Women's Tennis	Women's XC	Women's Track	Non-Program Specific	Grand Total
Operating Revenues														
01 Ticket Sales	16,900	7,435					2,028	7,435						33,797
02 Student Fees													417,550	417,550
03 Direct State/Govt Support	221,973	81,782	12,755	11,721	36,521	35,224	71,126	82,844	12,755	11,721	35,227	35,187	560,956	1,209,792
04 Direct Institutional Support (excludes Out of State Waivers)													196,000	196,000
05 Direct Institutional Support (Out of State Waivers)	320,697	116,872	33,510	96,630	28,605	31,854	164,034	151,416	75,708	66,260	75,708	126,120	75,708	1,363,122
06 Indirect Institutional Support													197,057	197,057
07 Guarantees														0
08 Contributions													559,795	559,795
09 In-Kind	9,250	9,250					7,250	9,250						35,000
10 Compensation & Benefits Provided by 3rd Party														0
11 Media Rights													3,100	3,100
12 NCAA Distributions													729,287	729,287
13 Conference Distributions (Non-Media or Bowl)														0
14 Program, Novelty, Parking & Concessions														0
15 Royalties, Licensing, Advertising & Sponsorships														0
16 Sports Camp Revenues	0	45,341			2,088		0	9,730			2,088		1,585	60,831
17 Athletics Restricted Endowment & Investment Income														0
18 Other Operating Revenues														0
Total Operating Revenues	568,818	260,681	46,265	108,351	67,214	67,078	244,437	260,675	88,463	77,981	113,023	161,307	2,741,039	4,805,332
Operating Expenditures														
19 Athletic Student Aid	495,697	215,987	50,710	105,050	43,130	37,904	251,649	246,653	95,008	76,760	98,738	139,470	76,257	1,933,014
20 Guarantees	6,010	10,749	0	0	0	0	0	7,000	0	0	0	0	0	23,760
21 Coaching Salaries, Benefits & Bonuses	222,515	103,537	22,381	15,928	37,997	37,941	77,647	105,721	22,381	11,726	40,937	37,905		736,616
22 Coaching Salaries, Benefits & Bonuses Paid by 3rd Party														0
23 Support Staff/Admin Compensation Benefits & Bonuses	5,863	11,972											376,918	394,753
24 Support Staff/Admin Compensation Benefits & Bonuses Paid by 3rd Party														0
25 Recruiting	6,204	6,845	0	379	577	434	5,754	3,301	0	379	2,346	1,702	4,383	32,302
26 Team Travel	73,652	40,151	21,890	21,151	16,415	20,934	37,606	56,799	25,067	17,819	16,415	20,368		368,267
27 Sports Equipment, Uniforms & Supplies	36,551	16,739	11,083	2,648	18,297	11,310	12,880	19,110	11,406	3,458	29,795	17,064	16,511	206,854
28 Game Expenses	13,301	16,542	4,683	40	1,216	0	6,252	12,921	4,715	102	2,315	1,337	40,382	103,805
29 Fund Raising, Marketing & Promotion														0
30 Sports Camp Expenses	0	18,854			5,611		0	8,289			5,611		509	38,875
31 Spirit Groups														0
32 Athletic Facilities, Debt Service, Leases & Rental Fees														0
33 Direct Overhead & Administrative Expenses														0
34 Indirect Institutional Support	9,250	9,250	0	0	0	0	7,250	9,250	0	0	0	0	197,057	232,057
35 Medical Expenses & Insurance													14,970	14,970
36 Memberships & Dues														0
37 Other Operating Expenses	6,843	7,584	1,117	656	3,320	871	3,441	5,114	1,278	884	4,744	955	649,119	685,923
Total Operating Expenditures	875,886	458,210	111,864	145,852	126,563	493,673	402,481	474,158	159,855	111,128	200,901	690,683	1,376,107	4,771,198
Excess (Deficiency) of Revenues Over (Under) Expenses	(307,068)	(197,529)	(65,599)	(37,501)	(59,349)	(204,765)	(158,044)	(213,482)	(71,392)	(33,147)	(87,878)	(249,910)	1,364,932	34,135
Other Reporting Items														
38 Conference Realignment Expenses													0	0
39 Total Athletics Related Debt													0	0
40 Total Institutional Debt													0	0
41 Value of Athletics Dedicated Endowments													512,319	512,319
42 Value of Institutional Endowments													8,599,896	8,599,896

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2020

SUBJECT

Intercollegiate Athletics Employee Compensation Report

REFERENCE

April 2019 Board received FY 2018 athletics compensation reports

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section II.H.

BACKGROUND/ DISCUSSION

The attached reports show actual compensation figures for FY2019 and estimated compensation figures for FY2020. The sources of funding for athletic department positions vary widely. A number of the most highly paid coaching positions are funded entirely from program revenues.

IMPACT

The reports detail the contracted salary received by athletics administrators and coaches, including bonuses, supplemental compensation and perquisites, if applicable.

ATTACHMENTS

Attachment 1 – Boise State University	FY19 Actual
Attachment 2 – Boise State University	FY20 Estimate
Attachment 3 – Idaho State University	FY19 Actual
Attachment 4 – Idaho State University	FY20 Estimate
Attachment 5 – University of Idaho	FY19 Actual
Attachment 6 – University of Idaho	FY20 Estimate
Attachment 7 – Lewis-Clark State College	FY19 Actual
Attachment 8 – Lewis-Clark State College	FY20 Estimate

STAFF COMMENTS AND RECOMMENDATIONS

The Board has delegated, through Board Policy II.B., personnel management authority to the Chief Executive Officer of each institution, except for those responsibilities specifically retained by the Board. Board policy II.H. authorizes the Chief Executive Officer of an institution to enter into a contract for the services of a coach or athletic director with that institution for a term of up to three (3) years. A contract with a term (whether fixed or rolling) of more than three (3) years, or with a total annual compensation amount of \$350,000 or higher, is subject to approval by the Board.

BOARD ACTION

This item is for informational purposes only.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16, 2020

Intercollegiate Athletics Compensation Report
Boise State University
FY2019 Actual Compensation

PCN	Depart/Name/Title		Athletic FTE	Compensation			Academic Perform.	Contract Bonus		Post Seasn Other	Perks		Multi-Yr Contract	State Approp.	Funding Program Revenue	All Other
				Base Salary	Camps/ Clinics	Equip Co & Other		Winning Perform.			Club Mbership	Car				
1179	Gregory Patton	Assistant Director Development	1.00	38,480	-	1,000	3,000	0		0	No	No	No		41,480	1,000
1454	* Jacob Thompson	Director Development Athletics	0.60	28,341	-	500	0	0		0	No	No	No		28,341	500
1523	* Kathryn Chase	NCAA Compliance (Financial Aid)	0.28	8,270	-	0	0	0		0	No	No	No	8,270	0	-
1700	Heather Berry	Assistant AD, Personnel	1.00	69,761	-	1,000	0	0		0	No	No	No		69,761	1,000
1701	Curt Apsey	Executive Director, Athletics	1.00	359,661	-	2,000	35,000	12,500		20,000	Yes	Yes	Yes		427,161	2,000
1702	Robert Carney	Assoc AD, Facilities and Operations	1.00	100,460	-	2,500	500	7,000		0	No	No	No		107,960	2,500
1711	Marc Paul	Assoc. AD/Athletic Trainer	1.00	87,869	-	2,500	0	0		2,000	No	No	No		89,869	2,500
1715	Tyler Smith	Assoc Athletic Trainer	1.00	61,458	-	1,000	0	0		1,000	No	No	No	61,458	1,000	1,000
1717	Christina Van Tol	Sr. Assoc AD /Internal/SWA	1.00	128,270	-	2,000	8,000	0		0	No	Yes	No	128,270	8,000	2,000
1724	Kassondra Landry/Messer,Ki	Head Cheer/Dance Coach	1.00	45,308	-	500	0	0		0	No	No	No		45,308	500
1725	Brandon Voigt	Asst Athletic Trainer	1.00	43,548	-	500	0	0		0	No	No	No	43,548	-	500
1726	Connor Bennett	Assoc. Athletic Trainer	1.00	55,016	-	1,000	0	0		1,000	No	No	No	55,016	1,000	1,000
1727	Doug Link	Associate Sports Info Director	1.00	47,885	-	500	0	0		0	No	No	No		47,885	500
1735	Seth Rede	Asst Athletic Trainer	1.00	48,354	-	500	0	0		1,000	No	No	No		49,354	500
1736	Cameron Howard	Asst Director, Marketing & Promotions	1.00	40,531	-	500	0	0		0	No	No	No		40,531	500
1739	David (DJ) Giumento	Asst AD, Facility Operations	1.00	57,982	-	1,000	0	0		0	No	No	No		57,982	1,000
1740	Peter Clark/vacant	Asst Sports Info Director & Web Coor	1.00	36,069	-	500	0	0		0	No	No	No	-	36,069	500
1741	Christopher Nichol	Academic Advisor, Director of Tutor Prox	1.00	46,270	-	500	1,500	0		0	No	No	No	43,078	4,691	500
1742	Julie Rising	Manager, Athletic Game Operations	1.00	48,209	-	500	0	0		0	No	No	No		48,209	500
1743	Robin Debuhr	Assistant Business Manager	1.00	39,841	-	0	0	0		0	No	No	No	26,779	13,062	-
1751	Jolenne Dimeo	Facility Operations Supervisor	1.00	60,495	-	500	0	0		0	No	No	No		60,495	500
1752	Dale Holste	Assoc Dir, Athletic Equipment Operation	1.00	60,629	6,000.00	2,000	0	0		1,000	No	No	No		61,629	8,000
1753	Raul Ibarra	Assistant Director, Athletic Equipment O	1.00	45,167	-	500	0	0		0	No	No	No		45,167	500
1755	Dominic Shelden	Assistant Director Creative Services	1.00	41,354	-	500	0	0		0	No	No	No	-	41,354	500
1757	Dustin Kelley	Asst Director Athletic Equipment Operati	1.00	37,900	-	500	0	0		0	No	No	No		37,900	500
1758	Matthew Lemanowicz	Associate Director, Sports Performance	1.00	39,330	-	500	0	0		1,000	No	No	No		40,330	500
1759	Brenda Robinson	Asst Athletic Director CFO	1.00	53,645	-	500	0	0		0	No	No	No	42,505	11,140	500
1760	Lauren Rodgers	Asst Athletic Trainer	1.00	40,700	-	500	0	0		1,000	No	No	No		41,700	500
1761	Tyler Whitmer	Associate Director, Sports Performance	1.00	54,932	-	500	0	0		1,000	No	No	No		55,932	500
1763	Craig Lawson	Associate Sports Info Director	1.00	38,247	-	0	0	0		0	No	No	No	-	38,247	-
1764	Justin LaChapelle	Athletic Technical Support Specialist	1.00	48,576	-	500	0	0		0	No	No	No		48,576	500
1766	Tyler Wilson	Asst Director of Compliance	1.00	39,354	-	500	0	0		0	No	No	No		39,354	500
1767	Kyle Moeller	Asst Director, Athletic Equipment Operat	1.00	39,354	-	500	0	0		0	No	No	No		39,354	500
1768	Grady Titus	Coordinator, Video Services	1.00	31,863	-	0	0	0		0	No	No	No		31,863	-
1769	Mackenzie Cabot	Ticket Service Coordinator	1.00	16,931	-	500	0	0		0	No	No	No		16,931	500
1770	* Bryan McMartin	Sr. Director, Development	0.19	9,196	-	500	0	0		0	No	No	No		9,196	500
1773	Rowe, Allison	Asst Athletic Trainer	1.00	35,171	-	500	0	0		0	No	No	No	-	35,171	500
1774	Joseph Nickell	Associate Athletic Director, Media Relati	1.00	77,162	-	2,500	0	0		0	No	No	No		77,162	2,500
1776	Jeannette Knerr/Cabot	Business Office Analyst	1.00	46,031	500.00	0	0	0		0	No	No	No		46,031	500
1834	Saline, Daniel	Asst Director Multimedia Services	1.00	1,674	-	0	0	0		0	No	No	No		1,674	-
1941	Benham-Marin,Nicoya	Asst Director Sports Performance	1.00	12,820	-	500	0	0		0	No	No	No		12,820	500
2403	Stephanie Donaldson	Dir Ath Performance Psychologh	1.00	75,088	-	500	0	0		0	No	No	No		75,088	500
3005	* Guerricabeitia, Anita	Assistant Athletic Director, Development	0.48	30,089	-	1,000	0	0		0	No	No	No		30,089	1,000
3023	Cody Smith	Asst Athletic Director, Event Operations	1.00	64,296	-	1,000	0	0		0	No	No	No		64,296	1,000
3030	Brad Larrondo	Senior Associate Athletic Director, Extern	1.00	106,262	3,000.00	2,500	5,000	5,000		3,000	No	Yes	No		119,262	5,500
3064	Taylor Little	Coordinator, Video Services	1.00	50,804	-	500	0	0		0	No	No	No		50,804	500
3072	Benjamin Price	Director of Development	1.00	47,908	-	500	0	0		0	No	No	No		47,908	500
3110	Taryn Schutte	Academic Advisor	1.00	40,926	-	500	1,500	0		0	No	No	No	40,926	1,500	500
3125	Matthew Thomas	Asst AD, Mkting & Promotions	1.00	66,628	-	1,000	0	0		0	No	No	No		66,628	1,000

ATTACHMENT 1															
			4072011-2012				4072013		4072001		Funding				
PCN	Depart/Name/Title		Compensation					Contract Bonus		Perks		Multi-Yr Contract	State Approp.	Program Revenue	All Other
			Athletic FTE	Base Salary	Camps/ Clinics	Equip Co & Other	Academic Perform.	Winning Perform.	Post Seasn Other	Club Mbership	Car				
3132	Jennifer Bellomy	Assistant Athletic Director, Compliance	1.00	67,509	-	1,000	0	0	0	No	No	No		67,509	1,000
3145	Gabe Rosenvall	Assoc AD, Student Athlete Development	1.00	87,102	-	2,500	5,500	0	0	No	No	No	87,102	5,500	2,500
3149	Shaela Priaulx-Soho	Asst AD - Tkt Operations	1.00	66,527	-	1,000	0	0	0	No	No	No		66,527	1,000
3150	Aaron Juarez	Associate Sports Info Director	1.00	47,885	-	500	0	0	0	No	No	No	47,885	-	500
3154	Peter Clark/Jahn	Director, Marketing & Promotions	1.00	28,778	-	500	0	0	0	No	No	No		28,778	500
3167	Sara Swanson	Assistant Athletic Director, Student-Athle	1.00	61,014	-	1,000	1,500	0	0	No	No	No		62,514	1,000
3188	Elgin, Leslie	Assistant Director Donor Relations & ev	1.00	22,932	-	500	0	0	0	No	No	No		22,932	500
3194	Nicole Gamez	Associate Athletic Director, Business Aff	1.00	101,702	-	1,500	0	0	0	Yes	No	No		101,702	1,500
3410	Danielle Charters	Director Business Operations	1.00	58,320	-	1,000	0	0	0	No	No	No		58,320	1,000
3502	Andy Atkinson	Director, Ath Info & Digital Tech	1.00	74,766	-	1,000	0	0	0	No	No	No		74,766	1,000
3529	Justine Callen	Asst Director of Compliance	1.00	39,354	-	500	0	0	0	No	No	No		39,354	500
3530	Adam Herman	Director, Sports Performance Coach	1.00	82,006	-	2,000	0	0	7,000	No	No	No		89,006	2,000
3545	Christopher Hansen	Ticket Manager	1.00	46,543	-	500	0	0	0	No	No	No		46,543	500
3549	Matt Brewer	Associate Athletic Director, Complina	1.00	90,559	-	2,500	0	0	0	No	No	No		90,559	2,500
3563	Eric Kile	Director, Student Athlete Learning Cente	1.00	49,568	-	500	1,500	0	0	No	No	No	49,568	1,500	500
3584	Christina Webster	Director, Annual Giving	1.00	44,042	-	500	0	0	0	No	No	No		44,042	500
3592	* Bart Hendricks	Director, Development/Athletics	0.28	10,390	-	500	0	0	0	No	No	No		10,390	500
3805	Keita Shimada	Assoc. Athletic Trainer	1.00	54,616	-	1,000	0	0	1,000	No	No	No		55,616	1,000
3806	Nicole Denno	Assistant Athletic Trainer	1.00	43,410	-	500	0	0	5,000	No	No	No		48,410	500
3950	Barraza, Rene	Asst Manager, Athletic Events and Facili	1.00	40,531	-	500	0	0	0	No	No	No		40,531	500
3970	Syringa Stark	Athletic Insurance Coordinator	1.00	46,726	-	500	0	0	0	No	No	No		46,726	500
4925	Katherine Tuller	Human Resources Specialist	1.00	48,508	-	500	0	0	0	No	No	No		48,508	500
4903	Matthew Mayer	Business Manager	1.00	44,214	500.00	500	0	0	0	No	No	No	44,214	-	1,000
4931	Vacant	Associate AD Development	1.00	-	-	0	0	0	0	No	No	No		-	-
Men's Sports															
Football															
1704	Bryan Harsin	Head Coach	1.00	1,492,705	-	Nike 3,000	APR 50,000	Winning 85,000	Bowl/Other 35,000	Yes	Yes	Yes		1,662,705	3,000
1705	Jalil Brown/Popovich	Assistant Coach	1.00	183,050	1,900.00	2,000	2,500	0	0	No	Yes	No		185,550	3,900
1706	Eric Kiesau	Assistant Coach	1.00	228,660	1,500.00	2,000	5,000	10,000	5,000	No	Yes	No		248,660	3,500
1707	Bradley Bedell	Assistant Coach	1.00	250,016	1,900.00	2,000	5,000	10,000	5,000	No	Yes	No		270,016	3,900
1708	Schmedding/Avalos	Defensive Coordinator	1.00	330,854	1,500.00	2,000	5,000	10,000	5,000	No	Yes	No		350,854	3,500
1728	Tyson Gale	Assistant Coach, FB Strength & Conditic	1.00	50,003	1,500.00	500	0	0	2,000	No	No	No		52,003	2,000
1730	Joel Schneider	Director, Football Operations/Ext Relatio	1.00	48,642	5,000.00	2,000	0	2,000	3,000	No	No	No		53,642	7,000
1732	Kevin Riley	Dir. FB Video/Technology	1.00	51,691	-	500	0	2,000	3,000	No	No	No		56,691	500
1762	Darren Uscher	Director of Recruiting	1.00	67,633	3,000.00	1,000	5,000	2,000	3,000	No	No	No		77,633	4,000
1772	Brandon Pringle	Assistant Coach, Strength & Conditionin	1.00	50,587	1,500.00	500	0	0	2,000	No	No	No		52,587	2,000
1775	Taylor Tharp	Director, Program Development	1.00	71,011	9,000.00	2,000	5,000	2,000	3,000	No	No	No		81,011	11,000
3103	Zak Hill	Offensive Coordinator	1.00	300,019	1,500.00	2,000	5,000	10,000	5,000	No	Yes	Yes		320,019	3,500
3109	Spencer Danielson	Assistant Coach	1.00	116,092	1,900.00	2,000	2,500	10,000	5,000	No	Yes	No		133,592	3,900
3134	Lee Marks	Assistant Coach	1.00	180,550	1,900.00	2,000	5,000	10,000	5,000	No	Yes	No		200,550	3,900
3153	Jeff Pitman	Head Coach, Strength-Football	1.00	158,018	2,000.00	2,000	5,000	10,000	5,000	No	No	No		178,018	4,000
3160	Alley, Zach,Kauhaahaa, Schi	Assistant Coach	1.00	184,099	1,900.00	2,000	2,500	0	0	No	Yes	No		186,599	3,900
3162	Gabe Franklin	Assistant Coach	1.00	210,018	1,900.00	2,000	5,000	10,000	5,000	No	Yes	Yes		230,018	3,900
3186	Kent Riddle	Assistant Coach	1.00	289,477	1,500.00	2,000	5,000	10,000	5,000	No	Yes	Yes		309,477	3,500
4932	Winston Venable	Asst Director Football Performance	1.00	11,488	3,000.00	0	0	0	0	No	No	No		11,488	3,000
Basketball															
1710	Leon Rice	Head Coach	1.00	705,292	-	10,000	20,000	18,000	3,000	Yes	Yes	Yes		746,292	10,000
1712	Michael Burns	Assistant Coach, Men's Basketball	1.00	140,937	-	2,500	5,000	2,000	1,000	No	Yes	No		148,937	2,500
1714	Timothy Duryea	Assistant Coach, Men's Basketball	1.00	76,940	-	2,500	0	0	0	No	Yes	No		76,940	2,500
1745	David Moats	Director, Men's BB Operations	1.00	46,991	6,370.00	2,500	2,500	1,000	4,000	No	No	No	46,991	7,500	8,870
3133	Chris Acker	Assistant Coach, Men's Basketball	1.00	165,836	-	2,500	5,000	2,000	26,000	No	Yes	No		198,836	2,500
Golf															
3566	Dan Potter	Head Coach	1.00	64,324	-	2,000	3,000	0	0	Yes	Yes	No		67,324	2,000
Tennis															
BAHR - SECTION II															

Intercollegiate Athletics Compensation Report
Boise State University
FY2020 Estimated Compensation

PCN	Depart/Name/Title		Athletic FTE	Compensation			Contract Bonus		Post Season Other	Perks		Multi-Yr Contract	State Approp.	Funding Program Revenue	All Other	Base Salary Annualized Change
				Base Salary	Camps/ Clinics	Equip Co & Other	Academic Perform.	Winning Perform.		Club Mbership	Car					
1179	Gregory Patton	Assistant Director Development	0.00	6,157	-	0	0	0	0	No	No	No		6,157	-	0%
1454	* Jacob Thompson	Director Development Athletics	1.00	49,546	-	500	0	0	0	No	No	No		49,546	500	5%
1523	* Kathryn Chase	NCAA Compliance (Financial Aid)	0.35	18,400	-	0	0	0	0	No	No	No	18,400	-	-	80%
1700	Heather Berry	Assistant AD, Personnel	1.00	76,710	-	2,500	0	0	0	No	No	No		76,710	2,500	10%
1701	Curt Apsey	Executive Director, Athletics	1.00	369,512	-	2,000	35,000	22,500	45,000	Yes	Yes	Yes		472,012	2,000	3%
1702	Robert Carney	Assoc AD, Facilities and Operations	1.00	109,678	-	2,500	2,400	10,000	4,000	No	No	No		126,078	2,500	9%
1711	Marc Paul	Assoc. AD/Athletic Trainer	1.00	90,522	-	2,500	0	0	3,000	No	No	No		93,522	2,500	3%
1715	Tyler Smith	Assoc Athletic Trainer	1.00	68,481	-	1,000	0	0	1,000	No	No	No	68,481	1,000	1,000	11%
1717	Christina Van Tol	Sr. Assoc AD /Internal/SWA	1.00	132,142	-	2,500	8,000	0	5,000	No	Yes	No	132,142	13,000	2,500	3%
1724	Messer, Kelsey	Head Cheer/Dance Coach	1.00	42,141	-	500	0	0	0	No	No	No		42,141	500	-7%
1725	Brandon Voigt	Asst Athletic Trainer	1.00	50,000	437.50	500	0	0	0	No	No	No	50,000	-	938	15%
1726	Connor Bennett	Assoc. Athletic Trainer	1.00	56,826	-	500	0	0	1,000	No	No	No	56,826	1,000	500	3%
1727	Doug Link	Associate Sports Info Director	1.00	49,587	-	500	0	0	0	No	No	No		49,587	500	4%
1735	Yetter/Seth Rede	Asst Athletic Trainer	1.00	40,019	-	500	0	0	0	No	No	No		40,019	500	-17%
1736	Cameron Howard	Asst Director, Marketing & Promotions	1.00	41,579	-	500	0	0	0	No	No	No		41,579	500	3%
1739	David (DJ) Giumento	Asst AD, Facility Operations	1.00	59,925	-	1,000	0	0	0	No	No	No		59,925	1,000	3%
1740	Walsh, Michael	Assistant Director, Communications	1.00	62,005	-	1,000	0	0	1,000	No	No	No	-	63,005	1,000	72%
1741	Christopher Nichol	Academic Advisor, Director of Tutor Pro	1.00	47,923	-	500	1,500	0	0	No	No	No	44,618	4,805	500	4%
1742	Julie Rising	Manager, Athletic Game Operations	1.00	49,920	-	500	0	0	0	No	No	No		49,920	500	4%
1743	Robin Debuhr	Assistant Business Manager	1.00	44,491	600.00	500	0	0	0	No	No	No	44,491	-	1,100	12%
1749	Shane Nelson	Assistant Athletic Trainer	1.00	39,666			0	0	0	No	No	No		39,666	-	New
1751	Jolenne Dimeo	Facility Operations Supervisor	1.00	62,504	-	500	0	0	0	No	No	No		62,504	500	3%
1752	Dale Holste	Assoc Dir, Athletic Equipment Operatior	1.00	62,442	6,000.00	2,000	0	0	1,000	No	No	No		63,442	8,000	3%
1753	Raul Ibarra	Assistant Director, Athletic Equipment C	1.00	46,779	-	500	0	0	0	No	No	No		46,779	500	4%
1755	Dominic Shelden	Assistant Director Creative Services	1.00	44,554	-	500	0	0	0	No	No	No	-	44,554	500	8%
1757	Dustin Kelley	Asst Director Athletic Equipment Opera	1.00	40,955	4,000.00	500	0	0	0	No	No	No		40,955	4,500	8%
1758	Matthew Lemanowicz	Associate Director, Sports Performance	1.00	43,000	667.00	500	0	0	1,000	No	No	No		44,000	1,167	9%
1759	Brenda Robinson	Asst Athletic Director CFO	1.00	86,507	-	2,500	0	0	0	No	No	No	86,507	-	2,500	61%
1760	Krista Kim	Asst Athletic Trainer	1.00	40,914	-	500	0	0	0	No	No	No		40,914	500	1%
1761	Rayan Hawili/Whitmer	Associate Director, Sports Performance	1.00	40,000	-	1,500	0	0	2,000	No	No	No		42,000	1,500	-27%
1763	Craig Lawson	Associate Sports Info Director	1.00	49,587	-	500	0	0	0	No	No	No	-	49,587	500	30%
1764	Justin LaChapelle	Athletic Technical Support Specialist	1.00	50,294	-	500	0	0	0	No	No	No		50,294	500	4%
1766	Tyler Wilson	Asst Director of Compliance	1.00	40,934	-	500	0	0	0	No	No	No		40,934	500	4%
1767	Kyle Moeller	Asst Director, Athletic Equipment Opera	1.00	40,934	-	500	0	0	0	No	No	No		40,934	500	4%
1768	Vacant	Coordinator, Video Services	1.00	41,413	-	250	0	0	0	No	No	No		41,413	250	30%
1769	Mackenzie Cabot	Ticket Service Coordinator	1.00	41,018	-	500	0	0	0	No	No	No		41,018	500	142%
1770	* Bryan McMartin	Sr. Director, Development	1.00	49,462	-	500	0	0	0	No	No	No		49,462	500	3%
1773	Rowe, Allison	Asst Athletic Trainer	1.00	40,955	1,500.00	500	0	0	1,000	No	No	No	-	41,955	2,000	16%
1774	Joseph Nickell	Associate Athletic Director, Media Relat	1.00	87,318	-	2,500	0	0	0	No	No	No		87,318	2,500	13%
1776	Jeannette Knerr/Cabot	Business Office Analyst	1.00	44,491	-	500	0	0	0	No	No	No		44,491	500	-3%
1834	Daniel Saline	Asst Director Multimedia Services	1.00	43,514	-	500	0	0	0	No	No	No		43,514	500	2500%
1941	Jarred Nelson	Asst Director Sports Performance	1.00	33,509	-	500	0	0	0	No	No	No		33,509	500	161%
2403	Stephanie Donaldson	Dir Ath Performance Psychologh	1.00	100,381	-	1,000	0	0	0	No	No	No		100,381	1,000	34%
3005	** Guericabeitia, Anita	Assistant Athletic Director, Developmen	0.63	50,514	-	1,000	0	0	0	No	No	No		50,514	1,000	27%
3023	Cody Smith	Senior Asst Athletic Director, Event Ope	1.00	68,931	-	1,000	0	0	0	No	No	No		68,931	1,000	7%
3030	Brad Larondo	Senior Associate Athletic Director, Exter	1.00	109,346	8,000.00	2,500	5,000	7,500	3,000	No	Yes	No		124,846	10,500	3%
3064	Taylor Little	Coordinator, Video Services	1.00	53,726	-	500	0	0	0	No	No	No		53,726	500	6%
3072	Benjamin Price	Director of Development	1.00	49,026	-	500	0	0	0	No	No	No		49,026	500	2%
3110	Taryn Schutte	Academic Advisor	1.00	42,453	-	500	1,500	0	0	No	No	No	42,453	1,500	500	4%
3125	Matthew Thomas	Asst AD, Mkting & Promotions	1.00	69,077	-	1,000	0	0	0	No	No	No		69,077	1,000	4%
3132	Jennifer Bellomy	Assistant Athletic Director, Compliance	1.00	69,638	-	1,000	0	0	0	No	No	No		69,638	1,000	3%
3145	Gabe Rosenvall	Assoc AD, Student Athlete Developmer	1.00	90,168	-	2,500	5,500	0	0	No	No	No	90,168	5,500	2,500	4%
3149	Shaela Prialux-Soho	Asst AD - Tkt Operations	1.00	65,811	-	1,000	0	0	0	No	No	No		65,811	1,000	-1%
3150	Aaron Juarez	Associate Sports Info Director	1.00	49,587	-	500	0	0	0	No	No	No	49,587	-	500	4%

															ATTACHMENT 2		Base Salary
PCN	Depart/Name/Title		Athletic FTE	Compensation		Equip Co & Other	Contract Bonus			Perks		Multi-Yr Contract	State Approp.	Funding	All Other	Annualized Change	
				Base Salary	Camps/ Clinics		Academic Perform.	Winning Perform.	Post Season Other	Club Mbership	Car			Program Revenue			
3154	Peter Clark/Jahn	Director, Marketing & Promotions	1.00	48,339	-	500	0	0	0	No	No	No		48,339	500	68%	
3167	Sara Swanson	Assistant Athletic Director, Student-Athl	1.00	63,336	-	1,000	1,500	0	0	No	No	No		64,836	1,000	4%	
3188	Jessica Morse	Assistant Director Donor Relations & ev	1.00	39,666	-	500	0	0	0	No	No	No		39,666	500	73%	
3194	Nicole Gamez	Associate Athletic Director, Business Af	1.00	87,600	-	1,500	0	0	0	Yes	No	No		87,600	1,500	-14%	
3410	Taryn Schutte/Charters	Director Business Operations	1.00	43,701	-	1,000	0	0	0	No	No	No		43,701	1,000	-25%	
3502	Andy Atkinson	Director, Ath Info & Digital Tech	1.00	76,877	-	1,000	0	0	0	No	No	No		76,877	1,000	3%	
3529	Justine Callen	Asst Director of Compliance	1.00	40,934	-	500	0	0	0	No	No	No		40,934	500	4%	
3530	Tyler Whitmer/Herman	Director, Sports Performance Coach	1.00	83,406	-	2,500	0	0	0	No	No	No		83,406	2,500	2%	
3545	Christopher Hansen	Ticket Manager	1.00	46,592	-	500	0	0	0	No	No	No		46,592	500	0%	
3549	Matt Brewer	Associate Athletic Director, Complinance	1.00	93,226	-	2,500	0	0	3,000	No	No	No		96,226	2,500	3%	
3563	Eric Kile	Director, Student Athlete Learning Cent	1.00	51,314	-	500	1,500	0	0	No	No	No	51,314	1,500	500	4%	
3584	Christina Webster	Director, Annual Giving	1.00	45,115	-	500	0	0	0	No	No	No		45,115	500	2%	
3805	Keita Shimada	Assoc. Athletic Trainer	1.00	60,861	-	1,000	0	0	1,000	No	No	No		61,861	1,000	11%	
3806	Nicole Denno	Assistant Athletic Trainer	1.00	45,115	-	500	0	0	1,000	No	No	No		46,115	500	4%	
3950	Barraza, Rene	Asst Manager, Athletic Events and Faci	1.00	42,058	-	500	0	0	0	No	No	No		42,058	500	4%	
3970	Syringa Stark	Athletic Insurance Coordinator	1.00	42,048	-	500	0	0	0	No	No	No		42,048	500	-10%	
4023	Andrew Bondi	Ticket Service Coordinator	1.00	39,666	-		0	0	0	No	No	No		39,666	-	New	
4925	Katherine Tuller	Human Resources Specialist	1.00	50,232	-	500	0	0	0	No	No	No		50,232	500	4%	
4903	Matthew Mayer	Business Manager	1.00	54,725	600.00	500	0	0	0	No	No	No	54,725	(0)	1,100	24%	
4931	** Mike Keller	Associate AD Development	0.00	-	-	2,500	0	0	0	No	No	No		-	2,500	0%	
4935	Laine Brown	Assistant Athletic Trainer (Softball)	1.00	39,686	-	500	0	0	0	No	No	No		39,686	500	New	
Men's Sports																	
Football																	
1704	Bryan Harsin	Head Coach	1.00	1,596,154	-	Nike	APR	Winning	Bowl/Other	Yes	Yes	Yes		2,001,154	3,000	7%	
1705	Jalil Brown	Assistant Coach	1.00	140,000	2,000.00	2,000	2,500	15,000	5,000	No	Yes	No		162,500	4,000	-24%	
1706	Eric Kiesau	Assistant Coach	1.00	250,000	2,000.00	2,000	5,000	15,000	5,000	No	Yes	No		275,000	4,000	9%	
1707	Bradley Bedell	Assistant Coach	1.00	250,000	2,000.00	2,000	5,000	15,000	5,000	No	Yes	No		275,000	4,000	0%	
1708	Jeff Schmedding	Defensive Coordinator	1.00	250,000	2,000.00	2,000	2,500	15,000	5,000	No	Yes	No		272,500	4,000	-24%	
1728	Tyson Gale	Assistant Coach, FB Strength & Condi	1.00	51,563	4,000.00	500	0	0	2,000	No	No	No		53,563	4,500	3%	
1730	Joel Schneider	Director, Football Operations/Ext Relati	1.00	55,016	8,000.00	2,000	5,000	2,000	3,000	No	No	No		65,016	10,000	13%	
1732	Kevin Riley	Dir. FB Video/Technology	1.00	53,331	-	500	0	2,000	3,000	No	No	No		58,331	500	3%	
1762	Darren Uscher	Director of Recruiting	1.00	74,000	3,000.00	1,000	5,000	2,000	3,000	No	No	No		84,000	4,000	9%	
1772	Brandon Pringle	Assistant Coach, Strength & Conditionir	1.00	53,602	4,000.00	500	0	0	2,000	No	No	No		55,602	4,500	6%	
1775	Taylor Tharp	Director, Program Development	1.00	72,363	13,000.00	2,000	5,000	2,000	3,000	No	No	No		82,363	15,000	2%	
3103	Vacant/Zak Hill	Offensive Coordinator	1.00	300,000	2,000.00	2,000	5,000	0	0	No	Yes	Yes		305,000	4,000	0%	
3109	Spencer Danielson	Assistant Coach	1.00	215,000	2,000.00	2,000	5,000	15,000	5,000	No	Yes	No		240,000	4,000	85%	
3134	Vacant/Lee Marks	Assistant Coach	1.00	185,000	2,000.00	2,000	5,000	0	0	No	Yes	No		190,000	4,000	2%	
3153	Jeff Pitman	Head Coach, Strength-Football	1.00	161,741	4,000.00	2,000	5,000	15,000	5,000	No	No	No		186,741	6,000	2%	
3160	Alley, Zach	Assistant Coach	1.00	140,000	2,000.00	2,000	0	15,000	5,000	No	Yes	No		160,000	4,000	-24%	
3162	Gabe Franklin	Assistant Coach	1.00	210,000	2,000.00	2,000	5,000	15,000	5,000	No	Yes	Yes		235,000	4,000	0%	
3186	Kent Riddle	Assistant Coach	1.00	250,000	2,000.00	2,000	5,000	15,000	5,000	No	Yes	Yes		275,000	4,000	-14%	
4932	Winston Venable	Asst Director Football Performance	1.00	42,400	5,000.00	500	0	0	2,000	No	No	No		44,400	5,500	269%	
Basketball																	
1710	Leon Rice	Head Coach	1.00	730,288	-	10,000	0	17,000	0	Yes	Yes	Yes		747,288	10,000	4%	
1712	Michael Burns	Assistant Coach, Men's Basketball	1.00	154,538	-	2,500	0	3,000	0	No	Yes	No		157,538	2,500	10%	
1714	Timothy Duryea	Assistant Coach, Men's Basketball	1.00	97,308	-	2,500	0	2,000	0	No	Yes	No		99,308	2,500	26%	
1745	David Moats	Director, Men's BB Operations	1.00	48,041	10,764.33	2,000	0	1,000	0	No	No	No		49,041	12,764	2%	
3133	BarshII, Roy/Akers	Assistant Coach, Men's Basketball	1.00	130,000	-	2,500	0	1,000	0	No	Yes	No		131,000	2,500	-22%	
Golf																	
3566	Dan Potter	Head Coach	1.00	66,248	-	2,000	0	0	0	Yes	Yes	No		66,248	2,000	3%	
Tennis																	
3151	Kristian Widen/Patton	Head Coach	1.00	63,190	730.00	2,000	3,000	0	0	No	Yes	No		66,190	2,730	-3%	
3178	Ali Borhani/Tafelski	Assistant Coach	1.00	39,333	874.34	500	1,200	0	0	No	No	No	39,333	1,200	1,374	13%	
Men/Women's Track & Field																	
1400	Benjamin Wetli	Asst Coach track & field & CC	1.00	49,774	-	500	2,400	3,500	5,000	No	No	No		60,674	500	24%	
1719	Cody Sohn/McCurry	Asst Coach track & field & CC	1.00	41,579	-	500	2,400	3,500	5,000	No	No	No	41,579	10,900	500	-6%	
1721	Travis Hartke	Assoc Head CC & Asst Track and Field	1.00	61,256	-	1,000	2,400	3,500	5,000	No	No	No	61,256	10,900	1,000	5%	
2223	Corey Ihmels	Head Coach	1.00	132,000	-	4,000	6,600	6,400	26,750	No	No	Yes		171,750	4,000	18%	

															ATTACHMENT 2		
															Base Salary		
PCN	Depart/Name/Title		Athletic FTE	Compensation		Equip Co & Other	Academic Perform.	Contract Bonus		Post Season Other	Perks		Multi-Yr Contract	State Approp.	Funding	All Other	Annualized Change
				Base Salary	Camps/ Clinics			Winning Perform.			Club Mbership	Car			Program Revenue		
3177	Gavin O'Neal	Assistant Coach, Track & Field	1.00	51,813	-	500	1,100	500		500	No	No	No	51,813	2,100	500	4%
4041	Green, Andrew	Assistant Coach, Track & Field	1.00	32,011	-	500	0	0		0	No	No	No		32,011	500	New
Baseball															-	-	
3105	Michiel van Kampen	Assistant Coach	1.00	46,030	-	500	0	0		0	No	No	No		46,030	500	6%
3107	Brock Huntzinger	Assistant Coach	1.00	56,118	-	500	0	0		0	No	No	No		56,118	500	121%
3191	Gary Van Tol	Head Coach	1.00	83,678	-	2,000	0	0		0	Yes	Yes	Yes		83,678	2,000	3%
Women's Sports															-	-	
Basketball															-	-	
1720	Heather Sower	Assistant Coach	1.00	94,307	1,500.00	1,000	5,000	12,000		0	No	Yes	No	94,307	17,000	2,500	8%
1744	Julia Fishman	Dir, Women's BB Operations	1.00	46,738	1,000.00	0	2,500	6,000		0	No	No	No	46,738	8,500	1,000	15%
2226	Gordon Presnell	Head Coach	1.00	300,000	1,000.00	7,500	18,000	55,000		5,000	No	No	Yes		378,000	8,500	24%
3129	Cody Butler	Assistant Coach	1.00	104,749	1,000.00	1,000	5,000	12,000		0	No	Yes	No	104,749	17,000	2,000	8%
3181	Cariann Ramirez	Assistant Coach	1.00	83,866	2,800.00	1,000	5,000	12,000		0	No	No	No	83,866	17,000	3,800	9%
Soccer															-	-	
1722	James Thomas	Head Coach	1.00	94,411	24,500.00	2,000	3,000	5,500		0	No	No	Yes	94,411	8,500	26,500	3%
1723	Edward Moore	Assistant Coach	1.00	39,978	29,200.00	500	1,500	750		0	No	No	No	39,978	2,250	29,700	4%
1748	Weber/Zabala	Assistant Coach	1.00	33,717	29,200.00	500	1,500	750		0	No	No	No		35,967	29,700	4%
Volleyball															-	-	
1716	Shawn Garus	Head Coach Volleyball	1.00	130,000	11,337.48	3,500	5,000	0		0	Yes	Yes	Yes		135,000	14,837	5%
1817	Allison Buck	Head Coach Beach Volleyball	1.00	43,638	1,945.53	1,000	2,000	1,000		0	No	No	No		46,638	2,946	13%
3130	Candy Murphy	Head Coach Volleyball	1.00	70,574	8,337.47	500	1,200	750		0	No	No	No	70,574	1,950	8,837	3%
3176	Hayley Peterson	Head Coach Volleyball	1.00	38,771	2,950.00	500	1,200	1,000		0	No	No	No	38,771	2,200	3,450	5%
4040	Alex Venardos	Assistant Coach Beach Volleyball	1.00	32,011	-		0	0		0	No	No	No	-	32,011	-	New
Gymnastics															-	-	
1718	Neil Resnick	Co-Head Coach	1.00	33,158	-	1,990	0	4,000		0	No	No	Retired	33,158	4,000	1,990	-62%
3164	Patti Murphy	Assistant Coach Gymnastics	1.00	42,016	2,000.00	500	1,200	2,000		0	No	No	No	42,016	3,200	2,500	3%
3174	Tina Bird	Head Coach	1.00	89,378	8,700.00	2,000	2,000	4,000		0	No	Yes	Yes		95,378	10,700	16%
4047	Ivan Alexcov	Assistant Coach Gymnastics	1.00	75,005	-	500	0	0		0	No	No	No		75,005	500	New
Tennis															-	-	
3163	Sherman Roghaar	Head Coach Womens Director	1.00	87,277	763.00	2,000	3,000	0		0	No	Yes	Yes	85,850	4,427	2,763	1%
3179	Maria Lopez	Assistant Coach	1.00	48,506	1,888.00	500	0	0		0	No	No	No	-	48,506	2,388	8%
Golf															-	-	
3127	Nicole Bird	Head Coach	1.00	49,670	-	2,000	3,000	0		0	Yes	Yes	No	49,670	3,000	2,000	2%
Softball															-	-	
1737	Maggie Huffaker	Head Coach	1.00	82,181	3,500.00	1,000	0	5,000		2,000	No	No	No	82,181	7,000	4,500	-3%
1738	Andrew Rich	Assistant Coach	1.00	40,352	4,100.00	1,000	0	0		1,500	No	No	No	40,352	1,500	5,100	-7%
1747	Matison Snow	Assistant Coach	1.00	40,352	5,300.00	1,000	0	0		1,500	No	No	No	40,352	1,500	6,300	14%
Swimming															-	-	
1731	Christine Mabile	Head Coach	1.00	86,424	1,000.00	2,000	3,000	0		1,000	No	Yes	Yes	86,424	4,000	3,000	5%
1733	Lieberman, Jordan	Assistant Coach	1.00	44,013	1,070.00	500	1,500	0		1,000	No	No	No	30,749	15,764	1,570	23%
1746	Brandon Blaisdell	Diving Coach	1.00	48,318	1,443.00	500	1,500	0		1,000	No	No	No	48,318	2,500	1,943	16%
Grand Totals			133.98	12,562,255	239,708	169,240	277,100	646,150	226,250					2,096,157	11,615,598	408,948	

* Partiall funded from sources other than athletics
**BAA employee 100% funded by University Foundation

Intercollegiate Athletics Compensation Report

Idaho State University

FY 2019 Actual Compensation

		Compensation				Contract Bonuses			Perks			Funding				
Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration:																
Jeff Tingey	(A) Former Athletic Director	0.84	130,216			7,500				Yes	Yes		Yes	130,216	7,500	
Pauline Thiros	(A) Interim Athletic Director	0.04	6,405										Yes	6,405		
Pauline Thiros	(B) Athletic Director	0.29	50,484							Yes			Yes	50,484		
Jim Kramer	(A) Asst Athl Dir/ UBO	0.73	65,474										No	65,474		
Phillip Pleasant	Dir Academic Services/FB	1.00	48,651										No	48,651		
Nancy Graziano	Assoc Athl Dir/Compliance	1.00	83,117										No	83,117		
Graysen Ludiker	(A) Asst Director for Media Relations	0.80	32,581										No	32,581		
Steven Schaack	Asst AD for Media Relations	1.00	60,694										No	60,694		
Jodi Wotowey	(A) Head Athletic Trainer	0.52	36,316										No	36,316		
Brandon Payne	(A) Interim Head Athletic Trainer	0.37	18,736										No	18,736		
Dustin Enslinger	(B) Head Athletic Trainer	0.06	3,491										No	3,491		
Brandon Payne	Athletic Sport Trainer	0.63	27,067										No	27,067		
Danielle Burningham	Asst Sport Trainer	0.87	34,050										No	34,050		
Elizabeth Reinstein	Athletic Sport Trainer	1.00	39,270										No	39,270		
Daniel Ryan	Dir of Strength & Conditioning	1.00	53,294										No	46,371		6,924
Alexis Malhado	(A) Director of Marketing & Promos	0.98	40,368										No		40,368	
Joe Borich	Asst AD for Development	0.89	76,818							Yes	Yes		No		76,818	
Robert Crompton	(A) Athletic Equipment Manager	0.20	7,936										No	7,936		
Quintin Kohorst	(B) Athletic Equipment Manager	0.88	34,684										No	34,684		
Bengal Foundation																
Donna Hays	Exec Dir Bengal Foundation	1.00	53,560										No		53,560	
Men's Sports																
Football																
Robert Phenicie	Hd Coach	0.91	150,156						6,000		Yes		Yes	150,156	6,000	
Roman Sapolu	(A) Asst Coach/Offensive Line	0.58	23,242										No	23,242		
Michael Philipp	(B) Asst Coach/Offensive Line	0.37	14,776	8,300									No	14,776		8,300
James Staggs	(A) Asst Coach	0.58	23,088										No	23,088		
Joe Hall	(B) Asst Coach	0.31	12,314	8,400									No	12,314		8,400
Roger Cooper	Defensive Coordinator	1.00	66,930	17,000					1,625		Yes		No	60,006	1,625	23,924
Tyson Munns	Dir of Football Operations/Video Coord.	1.00	50,398	8,400									No	50,398		8,400
Steven Fifita	Asst Coach/Def Line/NFL Coord	1.00	45,011	8,300					1,625				No	45,011	1,625	8,300
Aaron Prier	Asst Coach / Academic Liaison	1.00	30,014	8,400					1,625				No	30,014	1,625	8,400
Michael Ferriter	Asst Coach - Offensive Coord.	1.00	60,008	8,400					1,625				No	60,008	1,625	8,400
Charles Yancy	Asst Coach	1.00	41,621	7,400					1,625				No	41,621	1,625	7,400
Tevita Fiefia	Asst Coach/Special Teams Coord.	1.00	60,008	8,400					1,625				No	60,008	1,625	8,400
Basketball																
William Evans	(A) Hd Coach	0.82	91,506	2,115	20,000						Yes		Yes	91,506	20,000	2,115
Ryan Looney	(B) Hd Coach	0.17	19,035								Yes		Yes	19,035		
Kyle Taylor	(A) Asst Coach	1.00	63,003	2,115							Yes		No	63,003		2,115
Jared Phay	(B) Asst Coach	0.13	10,772								Yes		No	10,772		
Christopher Killin	(A) Asst Coach	1.00	42,016	2,115									No	42,016		2,115
Christopher McMillian	(B) Asst Coach	0.13	4,847										No	4,847		
Tim Walsh	(A) Asst Coach	1.00	50,003	2,115									No	50,003		2,115
Jose White	(B) Asst Coach	0.13	4,847										No	4,847		
Tennis																
Mark Rodel	Hd Coach	0.77	36,048										No	36,048		

Intercollegiate Athletics Compensation Report

Idaho State University

FY 2019 Actual Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonuses			Perks			Multi-Yr Contract	Funding		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other
(A) = indicates previous coach / employee (B) = indicates current coach / employee															
Track & Field															
Hillary L. Merkley		Hd Coach	0.46	30,001								No	30,001		
Yuriy Litvinski	(A)	Asst Coach	0.02	825								No	825		
Joseph Silvers	(B)	Asst Coach	0.46	17,990								No	17,990		
Cross Country															
Nathan Houle		Hd Coach	0.50	25,480								No	25,480		
Women's Sports															
Basketball															
Seton Sobolewski		Hd Coach	0.96	104,736				19,240		Yes		Yes	104,736	19,240	
Ryan Johnson		Asst Coach	1.00	48,714	810					Yes		No	48,714		810
D'Shara Strange	(A)	Asst Coach	0.91	24,913								No	24,913		0
Katelin Richey	(B)	Asst Coach	0.04	1,077								No	1,077		0
Bryanna Mueller	(A)	Asst Coach	0.89	29,476	1,420							No	29,476		1,420
Jasmine Stohr	(B)	Asst Coach	0.00	128								No	128		0
Volleyball															
Fredrick Reynolds	(A)	Hd Coach	0.65	45,589	5,750					Yes		Yes	45,589		5,750
April Sanchez	(A)	Interim Hd Coach	0.13	7,761						Yes		No	7,761		
Samantha Stuart	(B)	Hd Coach	0.14	9,872						Yes		Yes	9,872		
April Sanchez	(A)	Asst Coach	0.79	24,633	2,825							No	24,633		2,825
Robert Berrett	(B)	Asst Coach	0.08	3,270								No	3,270		
Tennis															
Gretchen Maloney		Hd Coach	0.85	43,771								No	43,771		
Track & Field															
Hillary L. Merkley		Hd Coach	0.46	30,001								Yes	30,001		
Yuriy Litvinski	(A)	Asst Coach	0.02	825								No	825		
Joseph Silvers	(B)	Asst Coach	0.46	17,990								No	17,990		
Golf															
Dallen Atkins		Hd Coach	0.37	18,672								No	18,672		
Greta Carlson		Asst Coach	0.12	4,216								No		4,216	
Cross Country															
Nathan Houle		Hd Coach	0.50	25,480								No	25,480		
Soccer															
Allison Gibson	(A)	Hd Coach	0.56	36,749	4,710	2,500				Yes		Yes	39,249		4,710
Deborah Brereton	(B)	Hd Coach	0.45	29,232									29,232		
Stephanie Beall	(A)	Asst Coach	0.54	23,699	1,500							No	23,699		1,500
Kevin Holguin	(B)	Asst Coach	0.37	14,400	250							No	14,400		250
Softball															
Candi Letts		Hd Coach	1.00	59,758	600					Yes		Yes	59,758		600
Alex Schultz		Asst Coach	1.00	37,170	2,700							No	37,170		2,700
Totals			42.71	2,519,282	112,025	27,500	0	2,500	0	34,990			2,332,973	237,452	125,872

**Intercollegiate Athletics Compensation Report
Idaho State University
FY 2019 Actual Compensation**

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonuses			Perks			Multi-Yr Contract	Funding		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other

(A) = indicates previous coach / employee

(B) = indicates current coach / employee

Game Guarantee Payments

No Game Guarantee Payments will be issued this fiscal year.

(*) These coaches receive pay for their participation in off-campus clinics or events.

These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

Intercollegiate Athletics Compensation Report

Idaho State University

FY 2020 Estimated Compensation

Depart/Name/Title		Athletic FTE	Compensation			Contract Bonus			Perks			Multi-Yr Contract	Funding			Base Salary Annualized Change	
			Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car		Other	State Approp.	Program Revenue		All Other
Athletic Administration:																	
	Pauline Thiros		1.00	175,011								Yes	175,011				0%
	Nancy Graziano	(A)	0.15	13,130								No	13,130				3%
	Veronica O'Brien	(B)	0.85	75,733								No	75,733				New
	Vacant		1.00	78,811								No	78,811				New
	Phillip Pleasant	(A)	0.27	13,452								No	13,452				4%
	Laureen Orozco	(B)	0.77	38,992								No	38,992				New
	Steven Schaack		1.00	63,086								No	63,086				4%
	Haley Harrison		0.98	38,474								No	38,474				New
	Dustin Enslinger		1.00	61,069								No	61,069				1%
	Danielle Burningham	(A)	0.35	14,011								No	14,011				3%
	Hailie Cowdell	(A)	0.27	10,713								No	10,713				New
	Vacant	(B)	0.38	15,629								No	15,629				New
	Brandon Payne		1.00	44,325								No	44,325				3%
	Elizabeth Reinstein		1.00	40,622								No	40,622				3%
	Daniel Ryan		1.00	63,190								No	47,747	15,444			19%
	Jarius Fields		0.96	37,720								No		37,720			New
	Quintin Kohorst	(B)	1.00	40,560								No	40,560				3%
	Bengal Foundation																
	Donna Hays		1.00	55,203								No		55,203			3%
Men's Sports																	
Football																	
	Robert Phenicie		0.91	153,676							Yes	Yes	153,676				2%
	Charles Yancy		1.00	43,035	500							No	43,035		500		3%
	Michael Philipp		1.00	40,997	500							No	40,997		500		2%
	Joe Hall		1.00	40,997	500							No	40,997		500		2%
	Roger Cooper		1.00	77,085	500						Yes	No	61,672	15,413	500		15%
	Tyson Munns		1.00	51,979	500							No	51,979		500		3%
	Steven Fifita	(A)	0.22	10,013								No	10,013				3%
	Agalelei Talamai'vao	(B)	0.86	36,447								No	36,447				New
	Michael Ferriter		1.00	61,776	500							No	61,776		500		3%
	Aaron Prier		1.00	31,179	500							No	31,179		500		4%
	Tevita Fiefa		1.00	62,379	500							No	62,379		500		4%
Basketball																	
	Ryan Looney		0.96	110,515	1,500						Yes	Yes	110,515			1,500	0%
	Jared Phay		1.00	80,579	1,500						Yes	No	80,579			1,500	1%
	Christopher McMillian		1.00	36,566	1,500							No	36,566			1,500	2%
	Jose White		1.00	36,566	1,500							No	36,566			1,500	2%
Tennis																	
	Mark Rodel	(A)	0.20	9,523								No	9,523				4%
	York Strother	(B)	0.57	25,292								No	25,292				New

(A) = indicates previous coach / employee

(B) = indicates current coach / employee

Intercollegiate Athletics Compensation Report

Idaho State University

FY 2020 Estimated Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding			Base Salary Annualized Change
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other	
Track & Field																
Hillary L. Merkley												No	30,862			3%
Joseph Silvers												No	20,363			4%
Cross Country																
Nathan Houle												No	26,530			4%
Women's Sports																
Basketball																
Seton Sobolewski										Yes		Yes	114,119			9%
Ryan Johnson										Yes		No	50,253			3%
Jasmine Stohr												No	33,176			0%
Katelin Richey												No	27,997			0%
Volleyball																
Samantha Stuart										Yes		Yes	64,677		6,500	1%
Robert Berrett												No	43,077		6,500	1%
Tennis																
Gretchen Maloney												No	45,214			3%
Track & Field																
Hillary L. Merkley												Yes	30,862			3%
Joseph Silvers												No	20,363			4%
Golf																
Dallen Atkins												No	19,032			0%
Cross Country																
Nathan Houle												No	26,530			4%
Soccer																
Deborah Brereton										Yes		Yes	66,747		5,000	2%
Kevin Holguin												No	39,957		3,500	2%
Softball																
Candi Letts	(A)									Yes		Yes	2,603			3%
Cristal Brown	(B)									Yes		Yes	55,610			New
Alex Schultz	(A)											No	2,516			4%
Sabrina Boyd	(B)											No	36,346			New
Grand Total		42.51	2,545,171	31,500	0	0	0	0	0				2,421,392	123,780	31,500	

(A) = indicates previous coach / employee

(B) = indicates current coach / employee

Game Guarantee Payments

No Game Guarantee Payments will be issued this fiscal year.

(*) These coaches receive pay for their participation in off-campus clinics or events.

These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent

**Intercollegiate Athletics Compensation Report
Idaho State University
FY 2020 Estimated Compensation**

Depart/Name/Title of time employed.	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding			Base Salary Annualized Change
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other	

Intercollegiate Athletics Compensation Report

University of Idaho

FY2019 Actual Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Other			Multi-Yr Contract	Funding		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Memb.	Car	Other		State Approp.	Program Revenue	All Other
Athletic Administration:															
Rob Spear		Athletic Director (admin leave)	1.00	172,283		7,500		10,000				yes	182,283	7,500	
Pete Isakson		Interim Athletic Director	1.00	105,583		7,500							105,583	7,500	
Thomas Zimmer		Business Manager, Athletics	1.00	85,410									85,410	-	
Ugis Svazs		Compliance Coordinator	1.00	52,366									52,366	-	
Margaret Henderson		Asst Business Manager, Athletics	1.00	45,828									17,620	28,208	
Sean McIlraith		Administrative Coordinator	1.00	36,865									16,045	20,820	
Alyssa Wilson		Administrative Coordinator	1.00	31,531									12,165	19,366	
Anthony Castro		Dir. Equip Rm	1.00	52,002										52,002	
Gary Monteer		Asst Equip Rm	1.00	2,676			3,300 ^^							5,976	
Tim Jackson		Video Coor.	1.00	57,606	750									57,606	750
Tony Spencer		Asst. Video Svcs (to Asst Coach FB)	1.00	2,579										2,579	
Mike Walsh		Dir. Med. Rel	1.00	66,419										66,419	
Joe St. Pierre		Asst. Med Rel	1.00	39,863										39,863	
Kiaira Cooper		Asst. Med Rel	1.00	27,158			1,569 ^^							28,727	
Seth Pringle		Asst. Med Rel (resigned)	1.00	7,664										7,664	
Chelsea Richardson		Asst Trainer	1.00	44,934	225									44,934	225
Christopher Walsh		Asst Trainer/Hd Trainer	1.00	55,049	1,000								55,049	-	1,000
Justin Pomar		Asst Trainer	1.00	48,864									48,864	-	
Barrie Steele		Hd Trainer (retired)	1.00	52,614	800								52,614	-	800
Stacy Bowman		Student Insurance Coord	1.00	34,911									34,911	-	
Jake Scharnhorst		Strength Coach	1.00	64,244										64,244	
Miles Gemberling		Asst Strength	1.00	42,566										42,566	
Isaac Wendt		Asst Strength	1.00	26,500										26,500	
Tim Mooney		Assoc AD/External Ops	0.50	59,114 ^							yes			59,114	
Pete Isakson		Assoc AD/Revenue Gen (to Interim AD)	0.50	11,717 ^										11,717	
Samantha Parrott		Devl. Coor. (resigned)	0.50	4,444 ^										4,444	
Shelly Robson		Devl. Coor.	0.50	25,686 ^							yes			25,686	
Abigail Oliver		Devl. Coor.	1.00	30,906										30,906	
Andrew Clausen		Dir Marketing/Promotions	1.00	38,080										38,080	
Christin Fort		Learning Spec (Acad Support)	0.06	548										548	
Vacant		Director of Ticket Ops (outsourced)	1.00	0										-	
Men's Sports															
Football															
Paul Petrino		Hd Coach	1.00	194,894		255,000		20,000			yes+	yes	214,894	255,000	
Kris Cinkovich		Assistant	1.00	158,730	2,000						yes+		158,730	-	2,000
Michael Breske		Assistant	1.00	137,882	2,000								137,882	-	2,000
Brian Reader		Assistant	1.00	58,011	2,000						yes*		58,011	-	2,000
Charles Molnar		Assistant	1.00	77,982	2,000	5,272					yes+		77,982	5,272	2,000
Vernon Smith		Assistant	1.00	66,260	2,000						yes+		66,260	-	2,000
Luther Elliss		Assistant	1.00	71,997	2,000						yes		71,997	-	2,000
Troy Purcell		Assistant (resigned)	1.00	35,150	6,000						yes+		35,150	-	6,000
Adam Breske		Assistant	1.00	65,000	2,000		6,500 ^^				yes+		71,500	-	2,000
Bobby Daly		Assistant (resigned)	1.00	34,299	8,500						yes*		34,299	-	8,500
Jamie Schultz		Assistant (new hire)	1.00	13,732			1,705 ^^						15,436	-	
Brandon Mitchell		Assistant (resigned)	1.00	6,650	4,000								6,650	-	4,000
Anthony Spencer		Assistant (new hire)	1.00	29,887									29,887	-	
Steve Oliver		Dir. of FB Ops (to Asst Coach position)	1.00	47,123	2,000								47,123	-	2,000
James (JD) Johnson		Dir. of FB Ops (new hire)	1.00	11,886			1,065 ^^						12,951	-	
Basketball															
Don Verlin		Hd Coach	1.00	189,012		60,000		15,000	4,911 &		yes	yes	208,923	60,000	
Tim Murphy		Assistant	1.00	72,433		15,000					yes		72,433	15,000	
Zachary Claus		Assistant	1.00	47,305		12,000							47,305	12,000	
Kirk Earlywine		Assistant	1.00	45,497		12,500					yes+		45,497	12,500	

Intercollegiate Athletics Compensation Report

University of Idaho

FY2019 Actual Compensation

			Compensation				Contract Bonus			Other				Funding			
Depart/Name/Title			Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Brooks Malm	Dir Player Development		1.00	38,531								yes			38,531	-	
Men's Track & XC																	
Tim Cawley	Dir. of T&F		0.50	34,232		4,000		2,000							36,232	4,000	
Cathleen Cawley	Assistant		0.50	18,955											18,955	-	
Travis Floeck	Assistant		0.50	24,370											24,370	-	
Jason Fearheiley	Assistant (resigned)		0.50	2,183											2,183	-	
Brett Olsen	Assistant (new hire)		0.50	9,569											9,569	-	
Golf																	
David Nuhn	Hd Coach		1.00	42,857				750							43,607	-	
Tennis																	
Abid Akbar	Hd Coach (resigned)		1.00	3,165											3,165	-	
Daniel Hangstefer	Hd Coach (new hire)		1.00	26,898			3,700 ^^								30,598	-	
Women's Sports																	
Basketball																	
Jon Newlee	Hd Coach		1.00	112,402		18,000		1,500	9,500	40,185 &		yes		yes	163,587	18,000	
Christa Sanford	Assistant		1.00	64,950											64,950	-	
Jeri Jacobson	Assistant		1.00	34,959	350										34,959	-	350
Drew Muscatell	Assistant (new hire)		1.00	35,006	350	5,000	3,500 ^^								38,506	5,000	350
Women's Track & XC																	
Tim Cawley	Dir. of T&F		0.50	34,232		4,000		2,000							36,232	4,000	
Cathleen Cawley	Assistant		0.50	18,955											18,955	-	
Travis Floeck	Assistant		0.50	24,370											24,370	-	
Jason Fearheiley	Assistant (resigned)		0.50	2,183											2,183	-	
Brett Olsen	Assistant (new hire)		0.50	9,569											9,569	-	
Volleyball																	
Debbie Buchanan	Hd Coach		1.00	93,487		15,000		1,500				yes+		yes	94,987	15,000	
Brian Lamppa	Associate		1.00	44,602		10,000									44,602	10,000	
Kara Newlee	Assistant (resigned)		1.00	736											736	-	
David Gannon	Assistant (new hire)		1.00	10,511			2,999 ^^								13,510	-	
Women's Soccer																	
Jeremy Clevenger	Hd Coach		1.00	47,200			5,200 ^^							yes	52,400	-	
Joshua Davis	Assistant (non-renewal)		1.00	1,258											1,258	-	
Sean Mapson	Assistant (new hire)		1.00	28,439			2,962 ^^								31,401	-	
Women's Golf																	
Lisa Johnson	Hd Coach		1.00	48,698				1,000	3,675						53,373	-	
Tennis																	
Babar Akbar	Hd Coach		1.00	40,695											40,695	-	
Women's Swimming																	
Mark Sowa	Hd Coach		1.00	57,988		18,000		750						yes	58,738	18,000	
James Southerland	Assistant		1.00	30,532											26,792	3,740	
Grand Totals			71.06	3,631,276	37,975	448,772	32,499	39,500	28,175	45,096					3,094,836	1,130,482	37,975

^ other portion of full FTE paid by Advancement

^^ employee moving reimbursement (now runs through payroll)

& share of game guarantee and/or gate per contract

yes+ receive a car stipend between \$200-\$400/month rather than a car; this amount not included in base salary

Intercollegiate Athletics Compensation Report

University of Idaho

FY2020 Estimated Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Other			Multi-Yr Contract	Funding			Base Salary Annualized Change	Comments	
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other		State Approp.	Program Revenue	All Other			
Athletic Administration:																		
Terry Gawlik	Athletic Director	1.00	200,013		15,000	20,000	^^		yes+		yes		220,013	15,000		New		
Rob Spear	Athletic Director (retirement)	1.00	65,664										65,664	-		-61.9%	term Feb 2020	
Pete Isakson	Interim AD (to Advancement)	1.00	27,624		7,500								27,624	7,500		-73.8%	term Sep 2019	
Thomas Zimmer	Business Manager, Athletics	1.00	88,525										88,525	-		3.6%		
Ugis Svazs	Compliance Coord (resigned)	1.00	8,234										8,234	-		-84.3%	moved to OGC	
Margaret Henderson	Asst Business Manager	1.00	46,509											46,509		1.5%		
Sean McIlraith	Administrative Coordinator	1.00	43,118											43,118		17.0%	new hire in FY19	
Abigail Oliver	Administrative Coordinator	1.00	36,275											36,275		17.4%	new hire in FY19	
Anthony Castro	Dir. Equip Rm	1.00	52,603											52,603		1.2%		
Gary Monteer	Asst Equip Rm	1.00	33,384											33,384		1147.4%	new hire in FY19	
Matt Weinberg	Director Video Svcs	1.00	40,165											40,165		New		
Michael Garner	Director Creative Content	1.00	34,091											34,091		New		
Brittney Burt	Multimedia Content Coord	1.00	34,507											34,507		New		
Joe St. Pierre	Dir. Med. Rel	1.00	52,520											52,520		31.8%	promotion	
Paige McFeeley	Asst. Med Rel	1.00	39,208											39,208		New		
Wyatt Hall	Asst. Med Rel	1.00	39,208											39,208		New		
Christopher Walsh	Hd Trainer	1.00	68,578	800									68,578	-	800	24.6%	promotion	
Justin Pomar	Asst Trainer	1.00	49,442										49,442	-		1.2%		
Clayton Malinich	Asst Trainer	1.00	45,011	350									45,011	-	350	New		
Kassandra Johnson	Asst Trainer	1.00	45,594	165										45,594	165	New		
Stacy Bowman	Student Insurance Coord	1.00	35,630										35,630	-		2.1%		
Jake Scharnhorst	Strength Coach	1.00	64,854											64,854		1.0%		
Miles Gemberling	Asst Strength	1.00	43,160											43,160		1.4%		
Isaac Wendt	Asst Strength	1.00	29,536											29,536		11.5%	retention incr	
Tim Mooney	Assoc AD/External Ops	1.00	120,869						yes					120,869		1.5%		
Shelly Robson	Devl. Coord. (Advancement)		-						yes					-		#DIV/0!	moved to Adv	
Eric Anderson	Devl. Coord.	1.00	36,005											36,005		New		
Martin Northcroft	Dir Marketing/Promotions	1.00	55,619											55,619		New		
Michael Jackson	Director of Ticket Ops	1.00	50,003											50,003		New		
Christin Fort	Learing Spec (Acad Support)	0.06	2,897											2,897		428.6%	new hire in FY19	
Men's Sports																		
Football																		
Paul Petrino	Hd Coach	1.00	195,603		255,000		10,000		yes+		yes		205,603	255,000		0.4%		
Kris Cinkovich	Assistant	1.00	159,411	1,400					yes+				159,411	-	1,400	0.4%		
Michael Breske	Assistant	1.00	138,549	1,400									138,549	-	1,400	0.5%		
Charles Molnar	Assistant	1.00	78,603	1,400	5,272				yes+				78,603	5,272	1,400	0.8%		
Luther Elliss	Assistant	1.00	72,613	1,400									72,613	-	1,400	0.9%		
Vernon Smith	Assistant	1.00	66,872	1,400					yes+				66,872	-	1,400	0.9%		
Adam Breske	Assistant	1.00	65,562	4,900					yes+				65,562	-	4,900	0.9%		
Brian Reader	Assistant	1.00	58,573	4,900									58,573	-	4,900	1.0%		
Steve Oliver	Assistant	1.00	50,565	4,900									50,565	-	4,900	7.3%		
Jamie Schultz	Assistant	1.00	43,576	1,400					yes				43,576	-	1,400	217.3%	new hire in FY19	
Anthony Spencer	Assistant	1.00	37,565	1,400									37,565	-	1,400	25.7%	new hire in FY19	
James (JD) Johnson	Dir. of FB Ops	1.00	44,179	1,400					yes				44,179	-	1,400	271.7%	new hire in FY19	
Basketball																		
Zachary Claus	Interim Hd Coach	1.00	106,309		20,000				yes+				106,309	20,000		124.7%	interim appt	
Tim Murphy	Assitant	1.00	73,050		15,000				yes				73,050	15,000		0.9%		

Intercollegiate Athletics Compensation Report

University of Idaho

FY2020 Estimated Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Other			Multi-Yr Contract	Funding			Base Salary Annualized	Comments
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other		State Approp.	Program Revenue	All Other	Change	
Doug Novsek Assistant (temporary)	1.00	45,011		6,000									45,011	6,000		New	
Kirk Earlywine Assistant (non-renewal)	1.00	46,093		12,500						yes+			46,093	12,500		1.3%	
Vacant Dir Player Development	1.00	0											-	-		#DIV/0!	not refilled
Men's Track & XC																	
Tim Cawley Dir. of T&F	0.50	34,538		4,000		1,000							35,538	4,000		0.9%	
Travis Floeck Assistant	0.50	24,669											24,669	-		1.2%	
Cathleen Cawley Assistant	0.50	19,250											19,250	-		1.6%	
Brett Olsen Assistant	0.50	13,239											13,239	-		38.4%	new hire in FY19
Golf																	
David Nuhn Hd Coach	1.00	43,451				750							44,201	-		1.4%	
Tennis																	
Daniel Hangstefer Hd Coach	1.00	37,565											37,565	-		39.7%	new hire in FY19
Women's Sports																	
Basketball																	
Jon Newlee Hd Coach	1.00	117,083		18,000		1,500	19,659	36,000 &		yes		yes	174,242	18,000		4.2%	contractual incr
Christa Sanford Associate	1.00	65,562											65,562	-		0.9%	
Drew Muscatell Assistant	1.00	35,568	600	5,000									35,568	5,000	600	1.6%	
Jordan Kelley Assistant	1.00	35,006											35,006	-		New	
Women's Track & XC																	
Tim Cawley Dir. of T&F	0.50	34,538		4,000		1,750							36,288	4,000		0.9%	
Travis Floeck Assistant	0.50	24,669											24,669	-		1.2%	
Cathleen Cawley Assistant	0.50	19,250											19,250	-		1.6%	
Brett Olsen Assistant	0.50	13,239											13,239	-		38.4%	new hire in FY19
Volleyball																	
Debbie Buchanan Hd Coach	1.00	94,120		15,000		1,500				yes+		yes	95,620	15,000		0.7%	
David Gannon Assistant	1.00	39,603											39,603	-		276.8%	new hire in FY19
Meika Wagner Assistant (new hire)	1.00	39,603		2,000									39,603	2,000		New	
Women's Soccer																	
Jeremy Clevenger Hd Coach	1.00	52,562				1,500						yes	54,062	-		11.4%	new hire in FY19
Sean Mapson Assistant	1.00	33,571											33,571	-		18.0%	new hire in FY19
Women's Golf																	
Lisa Ferrero Hd Coach	1.00	47,008											47,008	-		New	
Tennis																	
Babar Akbar Hd Coach	1.00	41,288											41,288	-		1.5%	
Women's Swimming																	
Mark Sowa Hd Coach	1.00	58,594		18,000		1,500						yes	60,094	18,000		1.0%	
James Southerland Assistant	1.00	31,117											27,305	3,812		1.9%	
Grand Totals	64.06	3,726,073	27,815	402,272	20,000	19,500	19,659	36,000					2,917,295	1,306,209	27,815		

^ other portion of full FTE paid by Advancement

^^ employee moving reimbursement (now runs through payroll)

& share of game guarantee/gate per contract

yes+ receive a car stipend between \$200-\$400/month rather than a car; this amount not included in base salary

yes* had a car for part of year only

**Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2019 Actual Compensation**

Depart/Name/Title	FTE	Compensation				Contract Bonus			Other		Multi-Yr Contract	All Compensation		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car		State Approp.	Program Revenue	All Other
Athletic Administration														
Brooke Henze	Director, Athletics	1.00	82,387					2,000	No	No	No	75,104		9,283
Scott McClure	Assoc. Director	1.00	58,995						No	No	No	24,188		34,807
Tracy Collins	Trainer	1.00	50,858	1,600					No	No	No	50,858	1,600	
Taryn Cadez-Schmidt	Asst. Athletic Trainer	1.00	39,996						No	No	No	29,997		9,999
Allison Beck	Athletic Operations Manager	1.00	40,454						No	No	No	40,454		
Kristina Keener	Business Manager	1.00	43,469						No	No	No	14,779		28,690
Melissa Strerath	Admin. Asst. 2	1.00	34,570						No	No	No	11,754		22,816
Men's Sports														
Basketball														
Brandon Rinta (Old)	Head Coach							1,000	No	No	No	1,000		
Austin Johnson (New)	Head Coach	1.00	56,980						No	Yes	No	56,980		
Leif Karlberg (New)	Assoc. Head Coach	0.32	12,217	6,567					No	No	No		18,784	
Gray Reid (New)	Asst. Coach	0.26	10,000	500					No	No	No		10,500	
Baseball														
Jeremiah Robbins (Old)	Head Coach							500 1,000	No	No	No	1,500		
Jake Taylor (New)	Asst. Coach	1.00	70,000						No	Yes	No	70,000		
William Silvestri	Asst. Coach	1.00	39,803						No	No	No	39,803		
Allen Balmer	Asst. Coach	1.00	50,653						No	No	No	50,653		
Cross-Country														
Mike Collins	Head Coach	0.25	14,291					500 1,000	No	No	No	15,791		
Cyrus Hall	Asst. Coach	0.25	10,031						No	No	No	10,031		
Sam Atkin	Asst. Coach	0.04	1,350						No	No	No		1,350	
Track														
Mike Collins	Head Coach	0.25	14,291	1,500				750	No	No	No	15,041	1,500	
Cyrus Hall	Asst. Coach	0.25	10,031	500					No	No	No	10,031	500	
Lawrence Sandahl (Old)	Asst. Coach	0.04	450						No	No	No		450	
Jacob Whittaker (New)	Asst. Coach	0.04	700						No	No	No		700	
Matthew Kelley	Pole Vault Asst.	0.04	1,350						No	No	No		1,350	
Tennis														
Kai Fong	Head Coach	0.50	29,173					250	No	No	No	8,418		21,005
Golf														
Kyla (Clancy) Lien	Head Coach	0.25	10,000						No	No	No	7,600		2,400
Chris Lien	Asst. Coach	0.12	4,500						No	No	No		4,500	

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Lewis-Clark State College
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Depart/Name/Title	FTE	Compensation				Contract Bonus			Perks		Multi-Yr Contract	All Compensation		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Mbership	Car		State Approp.	Program Revenue	All Other
Women's Sports														
Basketball														
Brian Orr		Head Coach	1.00	59,498	9,000			500	No	Yes	No	59,998	9,000	
Caelyn Orlandi		Asst. Coach	0.28	9,762					No	No	No		9,762	
Cross-Country														
Mike Collins		Head Coach	0.25	14,291				500	No	No	No	14,791		
Cyrus Hall		Asst. Coach	0.25	10,031					No	No	No	10,031		
Sam Atkin		Asst. Coach	0.04	1,350					No	No	No		1,350	
Track														
Mike Collins		Head Coach	0.25	14,291	1,500			250	No	No	No	14,541	1,500	
Cyrus Hall		Asst. Coach	0.25	10,031	500				No	No	No	10,031	500	
Lawrence Sandahl (Old)		Asst. Coach	0.04	450					No	No	No		450	
Jacob Whittaker (New)		Asst. Coach	0.04	700					No	No	No		700	
Matthew Kelley		Pole Vault Asst.	0.04	1,350					No	No	No		1,350	
Volleyball														
Shaun Pohlman		Head Coach	1.00	50,000					No	Yes	No	50,000		
George Laughlin (New)		Asst. Coach	0.18	7,000					No	No	No		7,000	
Tennis														
Kai Fong		Head Coach	0.50	29,173				250	No	No	No	8,418		21,005
Golf														
Kyla (Clancy) Lien		Head Coach	0.25	10,000					No	No	No	7,600		2,400
Chris Lien		Asst. Coach	0.12	4,500					No	No	No		4,500	
GRAND TOTAL			18.10	908,975	21,667	0	0	0	1,000	7,500		709,392	77,346	152,405

**Intercollegiate Athletics Compensation Report
Lewis-Clark State College
FY2020 Estimated Compensation**

Depart/Name/Title	FTE	Compensation				Contract Bonus			Other		Multi-Yr Contract	All Compensation			Base Salary Annualized Change
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car		State Approp.	Program Revenue	All Other	
Athletic Administration															
Brooke Henze	Director, Athletics	1.00	84,379					2,000	No	No	No	76,877		9,502	2.42%
Alex Slocum (New)	Director, Facilities & Operations	1.00	36,549						No	No	No	36,549			New
Melissa Weitz (New)	Athletic Operations	1.00	37,999						No	No	No	26,219		11,780	New
Tracy Collins	Trainer	1.00	52,426						No	No	No	52,426			3.08%
Taryn Cadez-Schmidt	Asst. Athletic Trainer	1.00	41,346						No	No	No	31,010		10,336	3.38%
Allison Beck	Athletic Operations Manager	1.00	41,814						No	No	No	41,814			3.36%
Kristina Keener	Business Manager	1.00	44,889						No	No	No	30,076		14,813	3.27%
Melissa Strerath	Admin. Asst. 2	1.00	35,734						No	No	No	23,942		11,792	3.34%
Men's Sports															
Basketball															
Austin Johnson	Head Coach	1.00	58,385	5,000				1,500	No	Yes	No	59,885	5,000		2.47%
Leif Karlberg	Assoc. Head Coach	0.32	12,712						No	No	No		12,712		4.0%
Caleb Johnson (New)	Asst. Coach	0.18	7,000	400					No	No	No		7,400		New
Baseball															
Jake Taylor	Head Coach	1.00	71,600					1,000	500	No	Yes	No	73,100		2.29%
William Silvestri	Asst. Coach	1.00	40,951							No	No	No	40,951		2.88%
Allen Balmer	Asst. Coach	1.00	51,963							No	No	No	51,963		2.59%
Cross-Country															
Mike Collins	Head Coach	0.25	14,715					750	250	No	No	No	15,715		2.96%
Cyrus Hall	Asst. Coach	0.25	10,370							No	No	No	10,370		3.37%
Sam Atkin	Asst. Coach	0.04	1,800							No	No	No		1,800	33.34%
Track															
Mike Collins	Head Coach	0.25	14,715					250	250	No	No	No	15,215		2.96%
Cyrus Hall	Asst. Coach	0.25	10,370							No	No	No	10,370		3.37%
Jacob Whittaker	Asst. Coach	0.04	1,800	138						No	No	No	1,800	138	28.58%
Matthew Kelley	Pole Vault Asst.	0.04	1,800							No	No	No		1,800	33.34%
Tennis															
Kai Fong	Head Coach	0.50	30,032					500	250	No	No	No	9,159	21,623	2.94%
Golf															
Kyla (Clancy) Lien	Head Coach	0.50	20,000							No	No	No	20,000		4.25%
Chris Lien	Asst. Coach	0.12	2,250							No	No	No		2,250	-44.5%
Marissa Louder	Asst. Coach	0.12	2,250							No	No	No		2,250	New

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Depart/Name/Title	FTE	Compensation				Contract Bonus			Perks		Multi-Yr Contract	All Compensation			Base Salary Annualized Change
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Mbership	Car		State Approp.	Program Revenue	All Other	
Women's Sports															
Basketball															
Brian Orr		Head Coach	1.00	61,238	3,500		1,000	500	No	Yes	No	62,738	3,500		2.92%
Caelyn Orlandi		Asst. Coach	1.00	40,000					No	No	No	40,000			New
Cross-Country															
Mike Collins		Head Coach	0.25	14,715			750	250	No	No	No	15,715			2.96%
Cyrus Hall		Asst. Coach	0.25	10,369					No	No	No	10,369			3.37%
Sam Atkin		Asst. Coach	0.04	1,800					No	No	No		1,800		33.34%
Track															
Mike Collins		Head Coach	0.25	14,714			750	250	No	No	No	15,714			2.96%
Cyrus Hall		Asst. Coach	0.25	10,369					No	No	No	10,369			3.37%
Jacob Whittaker (New)		Asst. Coach	0.04	1,800	138				No	No	No	1,800	138		28.58%
Matthew Kelley		Pole Vault Asst.	0.04	1,800					No	No	No		1,800		33.34%
Volleyball															
Shaun Pohlman		Head Coach	1.00	51,300	750				No	Yes	No	51,300	750		2.6%
George Laughlin		Asst. Coach	1.00	40,000					No	No	No	40,000			New
Tennis															
Kai Fong		Head Coach	0.50	30,031				250	No	No	No	8,659		21,622	2.94%
Golf															
Kyla (Clancy) Lien		Head Coach	0.50	20,000			1,000	500	No	No	No	21,500			4.25%
Chris Lien		Asst. Coach	0.12	2,250					No	No	No		2,250		-44.5%
Marissa Louder		Asst. Coach	0.12	2,250					No	No	No		2,250		New
GRAND TOTAL		21.22	1,030,485	9,925	0	0	0	7,500	5,000			905,605	45,837	101,468	

BUSINESS AFFAIRS AND HUMAN RESOURCES
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SUBJECT

FY 2022 Budget Development Process (Line Items)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Policy, Section V.B.1.

BACKGROUND/ DISCUSSION

Idaho State Board of Education (Board)-approved budget requests for FY 2022 must be submitted to the executive and legislative branches [Division of Financial Management (DFM) and Legislative Services Office (LSO)] on September 1, 2020. To meet the annual September submission deadline, the Board has established a process for developing institutional budget line item requests. The first step is the approval of line item request guidelines at the April Board meeting. The institutions then use these guidelines to develop line item requests which are evaluated by the Board at its June meeting. The final budget request, which includes line items and maintenance of current operations (MCO) items (described below), is approved at the August meeting.

MCO requests are calculated using state budget guidelines and Board policy. MCO requests include funding for Change in Employee Compensation (CEC), health insurance cost increases, inflationary increases for operating expenses (including utilities), and state agency cost reimbursements (Treasurer, Controller, Risk Management, etc.). These items are calculated using rates established by DFM. Other MCO items include enrollment workload adjustment (EWA), replacement capital (i.e. equipment), and external non-discretionary adjustments such as health education program contract adjustments. Replacement capital requests take into account equipment depreciation schedules, and institutions may request one-time replacement capital in General Funds. An MCO budget is considered the minimum to maintain the current level of operations, while line items are requests for new or expanded programs, occupancy costs, and other initiatives deemed important by the Board, institution/agency, Legislature, or Governor.

The capital building budget request is a parallel process which flows through the Division of Public Works (DPW) and the Permanent Building Fund Advisory Council (PBFAC), with funding provided from the Permanent Building Fund (PBF). Agencies and institutions seek funding for major capital projects and major Alteration and Repair (A&R) maintenance projects through that process.

FY2022 Line Item request guidelines. The following guidelines are proposed for the four-year college/university line item requests for FY2022. These guidelines are elective in nature for the community colleges and the Division of Career Technical Education (CTE). The Board will consider how, in its submission to DFM, each institution will prepare budget requests for FY2022, whether it be through line items request or additional requests based on the unpriced changes

BUSINESS AFFAIRS AND HUMAN RESOURCES
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to operations initiated by the response to COVID-19 (Novel Coronavirus). Budget requests should focus on specific strategies or expanding proven and successful programs.

The purpose of this agenda item is to allow Board discussion for a strategic prioritization of budget requests in a year when the economic impact of the response to a pandemic creates need beyond the traditional line item and MCO requests. Further guidance may also be forthcoming at the completion of the Higher Education Funding Model Work Group.

When the guidelines for budget submissions are formalized, all requests should be clearly defined and follow the instructions and formats provided in the Budget Development Manual. If any proposed line item contains multiple elements, those elements should be prioritized to make them “scalable” in the event only partial funding is made available for the line item. Draft budget requests from institutions/agencies should be submitted along with the other agenda item materials for the June 2020 Board meeting. Final review and approval of line items is expected to take place at the August 2020 Board meeting.

IMPACT

The proposed guidelines for FY2022 may include line item requests based on the template used for the past several years. The model is flexible and can facilitate fine-tuning of individual requests to accommodate the fiscal situation that evolves over the course of the planning cycle and the upcoming legislative session. The line item request process will complement the parallel budget planning activities related to facilities/infrastructure, endowment funds, student tuition/fees, and the MCO process as well as any activities specific to this current funding year.

STAFF COMMENTS AND RECOMMENDATIONS

During the review period of the FY2021 line item budget requests, the Governor considered the Board’s request for an Outcomes-Based Funding (OBF) model for higher education. The Governor did not include the OBF request in his budget recommendations for FY2021. In subsequent discussions with the Governor’s office, the Governor expressed his desire to continue to review the higher education funding formula and work with the Board to develop a new mechanism to fund higher education.

Until the State’s budget strategy for higher education funding in FY2022 is clear, it is important that the institutions use due diligence in developing line item requests to meet their strategic needs and align with the strategic priorities of the Board.

BOARD ACTION

Moved by_____ Seconded by_____ Carried Yes____ No____