

STATE BOARD OF EDUCATION MEETING June 16, 2021

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

Public Participation: YouTube Live Streaming https://www.youtube.com/channel/UC7j4VGGyNzPa6g6a-zVTHnA Audio Only: (877) 820-7831 Public Participant Code: 7483005 (listen only)

Wednesday, June 16, 2021, 9:00am (Mountain Time)

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

CONSENT

BAHR

- 1. University of Idaho Release of Easement Rights at North Idaho College Action Item
- Idaho State University Cardinal Health Pharmaceutical Purchases Agreement Action Item

IRSA

- Boise State University Discontinue Master of Teaching P-8 Special Education Action Item
- 4. General Education Matriculation Committee Appointments Action Item **PPGA**
- 5. Accountability Oversight Committee Appointment Action Item
- 6. State Rehabilitation Council Appointments Action Item
- 7. Idaho Indian Education Committee Appointments Action Item

SDE

- 8. Safety Busing Approval Action Item
- 9. Funding Cap Waiver Action Item
- 10. Emergency Provisional Certification Approval Action Item

OPEN FORUM

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

- 1. Higher Education Research Council Report Information Item
- 2. Open Educational Resources Report Information Item
- 3. Board Policy III.G. Program Approval and Discontinuance and Board Policy III.H. Program Review First Reading Action Item
- 4. Board Policy III.G. Partial Waiver Extension Action Item
- 5. Board Policy III.Q. Admission Standards and Board Policy III.O. Course Placement – Second Reading – Action Item
- 6. Board Policy III.U. Instructional Material Access and Affordability Second Reading Action Item
- 7. University of Idaho Master of Science in Cybersecurity Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

- 1. 2022 Legislative Ideas Action Item
- 2. 2021-2022 Omnibus Rulemaking Temporary Rules, Dockets 08-0000-2100 and 55-0000-2100 – Action Item
- 3. IDAPA 08.02.03 Accountability System Participation Waiver Action Item
- 4. Accountability Oversight Committee FY 21 Annual Report Information Item
- 5. School Readiness Guidelines Information Item
- 6. K-20 Education Strategic Plan Amendment Action Item
- 7. K-20 Idaho Indian Education Strategic Plan Action Item
- 8. Institution and Agency Strategic Plans Action Item
- 9. ARP Act SEA ESSER State Plan Action Item

STATE DEPARTMENT OF EDUCATION

- 1. Developments in K-12 Education Information Item
- Pandemic Electronic Benefit Transfer (PEBT) Program For Idaho Schools Update – Information Item
- 3. Federal Coronavirus Relief K-12 Funding Update Information Item
- 4. Albion Elementary School Hardship Status Update Information Item
- ESSA State Consolidated Plan Accountability Waiver SY 2020-2021 Action Item
- 6. PRAXIS II Assessments Qualifying Scores Action Item
- 7. Approved Content Assessment Uniform Standard for Evaluating Content Competency – Amendment – Action Item

AUDIT

1. Idaho State University – Foundation Operative Agreements – Action Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

- 1. FY 2022 Operating Budgets Action Item
- 2. FY 2023 Line Items Action Item
- 3. Optional Fees Recommendations Information Item

- 4. System Optimization Update Information Item
- 5. Board Policy V.T. Fee Waivers Partial Waiver Extension First Reading Action Item
- Boise State University Professional Fees Construction Management Program – Action Item
- Boise State University Professional Fees Computer Science Program Action Item
- 8. Statewide Financial Aid Consortium Agreement Update Information 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 <u>two</u> 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.

1. <u>Agenda Approval</u>

Changes or additions to the agenda

BOARD ACTION

I move to approve the agenda as posted.

2. <u>Minutes Approval</u>

BOARD ACTION

I move to approve the minutes for the April 14, 2021, April 26, 2021, May 17, 2021, May 27, 2021, and June 4, 2021 Special Board Meetings, and the minutes for the April 21-22, 2021 and May 12-13, 2021 Regular Board Meetings.

3. <u>Rolling Calendar</u>

BOARD ACTION

I move to set April 20-21, 2022 as the date and the University of Idaho as the location for the April 2022 regularly scheduled Board meeting.

AND

I move to set May 11-12, 2022 as the date for the May 2022 regularly scheduled Board Retreat, with the location in Boise to be determined.

AND

I move to set June 15, 2022 as the date for the June 2022 regularly scheduled Board Meeting, to occur via a videoconference originating from the Office of the State Board of Education in Boise.

DRAFT MINUTES APRIL 14, 2021



STATE BOARD OF EDUCATION MEETING April 14, 2021

DRAFT

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 April 14, 2021. Board President Debbie Critchfield presided and called the meeting to order at 4:00pm (MT).

Present

Debbie Critchfield, President Andy Scoggin, Vice President Kurt Liebich, Secretary Dr. Linda Clark Dr. Dave Hill Shawn Keough Sherri Ybarra, State Superintendent

<u>Absent</u>

Emma Atchley

Wednesday, April 14, 2021, 4:00 p.m. (Mountain Time)

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. FY 2022 Student Tuition and Fee Rates (Academic Year 2021-2022)

BOARD ACTION

M/S (Hill/Clark): I move to direct the Executive Director of the Office of the State Board of Education to work with the college and university presidents to prepare tuition and fee requests to come before the Board, which include no increases in tuition for undergraduate, in-state students for FY2022, notwithstanding any future action of the Legislature. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Hill introduced the item. At the time of the meeting, the Legislature had not passed a Colleges and Universities budget for FY2022, and the Board needed to

allow the state's four-year institutions to set their internal budgets for the purpose of planning and recruiting. Board Member Hill also discussed that it is useful for the Board to be aware of what the institutions have received as part of the federal coronavirus relief funding, and asked Todd Kilburn, Chief Financial Officer, to provide an overview of the funding that has been received so far.

Mr. Kilburn discussed the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the Coronavirus Response and Relief Supplemental Appropriations (CRSSA) Act, and the American Rescue Plan (ARP), in addition to the Higher Education Emergency Relief Fund (HEERF) that was awarded in three parts as a component of the CARES Act. He discussed that institutions may distribute the portions of these funds that were allocated for students in the form of grants to cover any component of their cost of attendance and emergency costs due to the coronavirus such as tuition, food, housing, healthcare (including mental healthcare), and childcare.

The portion of funds allocated for institutional use was not previously designated to be utilized to compensate for lost revenue, but institutions are now able to utilize those funds to compensate for lost revenue, reimbursement for expenses that have already been incurred as a result of the pandemic, technology costs, professional development for faculty and staff, payroll, and additional financial aid grants for students. Mr. Kilburn discussed that institutions are required to utilize a portion of the funding to implement evidence-based practices to monitor and suppress the spread of the coronavirus in accordance with public health guidelines, and must also conduct direct outreach to financial aid recipients in regard to the opportunity to receive a financial aid adjustment in the case of the recent unemployment of a family member or independent student.

Mr. Kilburn elaborated that lost revenue includes tuition and fees, declines in enrollment, housing, supported research, cancelled events, and disruption of food service, and noted that institutions may not use the funds for capital outlay associated with facilities related to athletics, marketing, acquisition of property, or investment income. The estimated loss of revenue for the four, four-year institutions is approximately \$87.1M.

Board Member Hill inquired if the distribution of funds is based upon the US Department of Education, not the Board's jurisdiction, and Mr. Kilburn confirmed. Board Member Clark asked for clarification on whether the funds must be used for loss of revenue that has already occurred and may not be used for lost revenue in the future. Mr. Kilburn confirmed this, and noted that these are one-time funds that cannot be used to fund ongoing expenses.

Board Secretary Liebich inquired if there is data to show the context of the impact the institutions have experienced as a result of the pandemic. Mr. Kilburn discussed that this data is still being collected and calculated, but noted that the portion of funds that institutions may use to cover lost revenue is not enough for what is ultimately needed. Matt Freeman, Executive Director, added that the institutions have seen over \$87M in

lost revenue alone, not including any additional expenses for technology or personal protective equipment. Mark Heil, Vice President for Finance and Administration at Boise State University, shared that the additional expenses for technology, personal protective equipment, and student healthcare needs add up to over \$10M for BSU alone. Brian Foisy, Vice President for Finance and Administration at the University of Idaho, echoed these comments.

Board Member Hill discussed that the proposal outlined in the agenda materials would direct the institution presidents to work with the Board's executive director and bring proposals for tuition and fees before the Board once the Legislature has passed the College and Universities budget for FY2022, while committing to holding in-state, undergraduate tuition and fees at their current amount.

Board Member Keough stated that she was interested in the institutions' perspectives, noting that the four-year institutions, with the exception of Lewis-Clark State College, had pledged to hold in-state, undergraduate tuition flat at the beginning of the year. Board President Critchfield discussed that, with consideration for the financial information that was presented, it is valid for the Board to consider this action based on students' needs and what the Board needs to do to support the institution Presidents, and added that it is important to look at the full picture to ensure that students are able to continue their education in an accessible and affordable manner.

Dr. Cynthia Pemberton, Lewis-Clark State College President, discussed that LCSC has made considerable cuts as a result of the pandemic, including cuts to personnel. She stated that without a source of revenue aside from the legislative allocation, there is no way to fund a Change in Employee Compensation (CEC). Salaries at LCSC are lower than that of industry standard, and Dr. Pemberton emphasized that while LCSC will commit to holding tuition flat, LCSC will only be able to fund a CEC with an increase in tuition or an additional legislative appropriation.

Supt. Ybarra discussed that she is uncomfortable with the proposal to freeze tuition before the legislature has passed the College and Universities budget.

Mr. Foisy shared that Scott Green, University of Idaho President, is willing to commit that the UI will not raise tuition for in-state, undergraduate students.

Dr. Marlene Tromp, Boise State University President, discussed while it has been a difficult year for BSU, concern revolves around student success even if maintaining the current tuition rate means that BSU will not be able to fund its CEC. She added that the federal funds will not fully bridge the gap for lost revenue, but BSU stands in unity with the other institutions to not raise tuition.

Kevin Satterlee, Idaho State University President, discussed that ISU faced a structural budget deficit prior to the pandemic and cut more than \$12M from its permanent budget, with \$7M of this figure being salaries. He noted that ISU will break even at year-end

utilizing the federal funds, and is committed to holding tuition at its current rate to ensure that students can continue to pursue their education even if it may pose difficulties for the institution.

Board Secretary Liebich echoed Supt. Ybarra's comment and noted that the institutions are foundational to Idaho's economy. He added that if the institutions implement budget cuts, the cuts will be in the areas of personnel and programming, which will affect students. He noted that the proposal will maintain access and affordability for students but stated that he is uneasy about taking this action prior to the legislature passing the Colleges and Universities budget.

Supt. Ybarra noted that the institutions will need to get spending authority for their appropriation, and inquired as to what would happen if they do not get spending authority. Mr. Freeman discussed that the Standard Appropriations Act of 1945 provides that colleges and universities have continuous appropriation of federal funds. He noted that the colleges and universities do not have federal funds appropriated by the legislature, but rather they draw down from federal programs and grants throughout the year. Board Member Hill reiterated that the Standard Appropriations Act of 1945 covers state funding and ensures an unencumbered flow of state funds.

Supt. Ybarra stated that she is worried about the action but would support the motion because the institutions are supportive of it. Board Secretary Liebich noted that the University of Idaho, Boise State University, and Idaho State University support the proposal to hold in-state, undergraduate tuition flat, and inquired if Lewis-Clark State College supports the proposal as well. Dr. Pemberton stated that LCSC will support the proposal but it may pose difficulties. President Satterlee discussed that ISU could not, in good conscious, raise tuition after everything students have endured during the past year as a result of the pandemic. He added that there will be future discussions of increasing graduate and out-of-state tuition rates next year, but that ISU will hold instate, undergraduate tuition at its current rate.

Board Member Hill discussed that this is not an easy decision, and echoed President Satterlee's comment about future discussions of increasing tuition and fee rates to compensate for the in-state, undergraduate tuition freeze. Board President Critchfield discussed that the legislature still needs to pass the College and Universities budget, but that this action would give the institutions a degree of certainty moving forward. She added that the action will hopefully be a signal to the legislature that the Board is looking closely at the impact to Idahoans and students.

Board Member Clark discussed that it is important to recognize the institution presidents' efforts during the past year. She outlined that the presidents have revamped institution operations to ensure student safety, found ways to deliver remote and hybrid instruction, and are now preparing for commencement exercises. Board Member Clark stated that no Board Members will support the proposal lightly, but the Board is committed to maintaining student access and affordability.

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/Keough): I move to adjourn the meeting at 4:42pm (MT). The motion carried 7-0. Mrs. Atchley was absent from voting.

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STATE BOARD OF EDUCATION MEETING April 21-22, 2021

DRAFT

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

A regular meeting of the Idaho State Board of Education was held via Zoom teleconference April 21-22, 2021, with the call originating from the Office of the State Board of Education in Boise. Board President Debbie Critchfield presided and called the meeting to order at 1:00pm (MT).

Present

Debbie Critchfield*, President Andy Scoggin*, Vice President Kurt Liebich, Secretary Dr. Linda Clark Dr. Dave Hill Sherri Ybarra, State Superintendent

<u>Absent</u>

Emma Atchley Shawn Keough

*Except where noted

Wednesday, April 21, 2021, 1:00pm (MT)

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

M/S (Scoggin/Clark): I move to approve the agenda as posted. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

2. Minutes Review / Approval

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BOARD ACTION

M/S (Scoggin/Hill): I move to approve the minutes for the April 5, 2021 and April 12, 2021 Special Board Meetings, and the February 17-18, 2021 Regular Board Meeting minutes. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

Board Secretary Liebich asked that it be noted in the official record that the Board received benchmark data pertaining to football coaches' contracts following the April 12, 2021 Special Board Meeting.

3. Rolling Calendar

M/S (Scoggin/Clark): I move to set April 27-28, 2022 as the date and the University of Idaho as the location for the April 2022 regularly scheduled Board Meeting. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

Matt Freeman, Executive Director, noted that these dates are one week later than the normal scheduling for the regular April Board Meeting to accommodate Board Member availabilities.

4. K-20 Performance Measures This item was provided in the agenda materials as an information item.

Board President Critchfield introduced the item and Board Member Clark discussed that data for the previous year is not yet available, but will be updated prior to the Board's review of the performance measures during the August Board Meeting. She added that following the Board's review during the August Board Meeting, the Board will update the performance measures during the October Board Meeting, and noted that this item provides an opportunity to suggest any revisions.

Board Secretary Liebich discussed degree production targets and noted that this performance measure should not be left as 'to be determined'. Tracie Bent, Chief Planning and Policy Officer, discussed that she will gather data following the conclusion of the 2021 Legislative Session so that the Board may determine the production target during the October Board Meeting. Board Vice President Scoggin echoed Board Secretary Liebich's comments and added that it is important to set the production target so that the Board can effectively measure data moving forward.

Board President Critchfield noted that the Board has not recently discussed performance measures pertaining to scholarships, and stated that she would like the Board to discuss scholarship data. Ms. Bent stated that the annual scholarship report is normally presented to the Board in December, but was delayed last year due to the

pandemic. The report is included in the agenda materials for the Work Session during the April Board Meeting.

Board Secretary Liebich inquired if the Board should establish an objective metric pertaining to freedom of expression on the higher education campuses. Board Member Clark discussed that the Board could start with data from the Association of Governing Boards and determine if there is a metric that could be adopted. Board President Critchfield discussed that there have been previous conversations about how to quantify this metric, and added that the Board will need to determine what they want to understand and what data would best represent that information.

There were no additional questions or comments from the Board.

CONSENT

BAHR

1. FY 2022 Appropriations

BOARD ACTION

M/S (Scoggin/Liebich): I move to approve the allocation of the FY2022 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 1b, Attachment 1. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

AND

M/S (Scoggin/Liebich): I move to approve the request from the Idaho Division of Career Technical Education for the allocation of the FY2022 appropriation as detailed in Attachment 1. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

2. FY 2022 Opportunity Scholarship Educational Costs

BOARD ACTION

M/S (Scoggin/Liebich): I move to approve the Opportunity Scholarship maximum award amount for FY2022 to be set at \$3,500. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

AND

M/S (Scoggin/Liebich): I move to approve the FY2022 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. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

3. Idaho State University – Multi-Year Employment Agreement – Head Women's Basketball Coach

BOARD ACTION

M/S (Scoggin/Liebich): I move to approve the request by Idaho State University to enter into a five (5) year employment agreement with Seton Sobolewski, Head Women's Basketball Coach, commencing on July 1, 2021 and terminating on May 22, 2026, at a base salary of \$130,000 and supplemental compensation provisions, as submitted. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

4. University of Idaho - Private Sewer Easement Agreement

BOARD ACTION

M/S (Scoggin/Liebich): I move to approve the request by the University of Idaho for Board approval to grant the draft easement in substantial conformance with the draft presented, 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. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

5. University of Idaho – Dining Services Contract

BOARD ACTION

M/S (Scoggin/Liebich): I move to approve the proposed agreement between the University of Idaho and Compass Group USA, Inc,. in substantial conformance to the form submitted to the Board in Attachment 1, and to authorize the Vice President for Finance to execute the agreement and any necessary supporting documents. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

6. University of Idaho – Release of Easement – Canyon County Property

BOARD ACTION

M/S (Scoggin/Liebich): I move to approve the request by the University of Idaho for release of the easement encumbering certain Agricultural College endowment lands located in Canyon County, Idaho so as to facilitate the sale thereof by the Idaho Board of Land Commissioners for the benefit of the Agricultural College Endowment and the University of Idaho as the endowment beneficiary; and further to authorize the Vice President for Finance and Administration of the University of Idaho to execute the Release of Easement in substantial conformance to the form submitted as Attachment 2, as well as any other

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documents necessary to carry out the release as approved. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

IRSA

7. University of Idaho - Discontinue Master of Art Teaching

BOARD ACTION

M/S (Scoggin/Liebich): I move to approve the request by University of Idaho to discontinue the Master of Art Teaching degree program as presented in Attachment 1. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

8. Boise State University – Master of Population and Health Systems Management

BOARD ACTION

M/S (Scoggin/Liebich): I move to approve the request by Boise State University to create an online Master of Population and Health Systems Management program, as presented in Attachment 1. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

AND

M/S (Scoggin/Liebich): I move to approve the request by Boise State University to charge an online program fee of \$790 per credit for the Master of Population and Health Systems Management program, in conformance with the program budget submitted to the Board in Attachment 1. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

9. Graduate Medical Education Committee Appointments

BOARD ACTION

M/S (Scoggin/Liebich): I move to appoint Dr. Luisa Hiendimyer to serve on the Graduate Medical Education Committee as a Designated Institutional Official, with a term expiring in 2025. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

PPGA

10. Indian Education Committee Appointments

BOARD ACTION

M/S (Scoggin/Liebich): I move to reappoint Mr. Bob Sobotta, representing Lewis-Clark State College to the Indian Education Committee effective July 1, 2021 and expiring June 30, 2026. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

AND

M/S (Scoggin/Liebich): I move to reappointment Dr. Rex Force, representing Idaho State University to the Indian Education Committee effective July 1, 2021 and expiring June 30, 2026. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

AND

M/S (Scoggin/Liebich): I move to reappoint Ms. Jessica James, representing the Shoshone-Bannock Tribes to the Indian Education Committee effective July 1, 2021 and expiring June 30, 2026. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

AND

M/S (Scoggin/Liebich): I move to reappoint Dr. Chris Meyer, representing the Coeur d'Alene Tribe to the Indian Education Committee effective July 1, 2021 and expiring June 30, 2026. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

AND

M/S (Scoggin/Liebich): I move to reappoint Mr. Jesse LaSarte, representing the Couer d'Alene Tribe to the Indian Education Committee effective July 1, 2021 and expiring June 30, 2026. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

11. Accountability Oversight Committee Appointments

BOARD ACTION

M/S (Scoggin/Liebich): I move to approve the reappointment of Laurie Lee Copmann to the Accountability Oversight Committee, representing school level administration, for a term of 2 years commencing July 1, 2021 and ending on June 30, 2023. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

AND

M/S (Scoggin/Liebich): I move to approve the reappointment of Jodie Mills to the Accountability Oversight Committee, representing district level assessment and accountability, for a term of 2 years commencing July 1, 2021 and ending on

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June 30, 2023. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

12. Data Management Council Appointments

BOARD ACTION

M/S (Scoggin/Liebich): I move to approve the reappointment of Dr. Cathleen McHugh to the Data Management Council as a representative from the Office of the State Board of Education for a term commencing July 1, 2021 and ending June 30, 2023. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

AND

M/S (Scoggin/Liebich): I move to approve the reappointment of Dr. Grace Anderson to the Data Management Council as a representative of a public postsecondary institution for a term commencing July 1, 2021 and ending June 30, 2023. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

AND

M/S (Scoggin/Liebich): I move to approve the reappointment of Tami Haft to the Data Management Council as a representative of public postsecondary institution registrar for a term commencing July 1, 2021 and ending June 30, 2023. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

AND

M/S (Scoggin/Liebich): I move to approve the reappointment of Scott Thomson to the Data Management Council as a representative of a rural school district for a term commencing July 1, 2021 and ending June 30, 2023. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

AND

M/S (Scoggin/Liebich): I move to approve the reappointment of Heather Luchte to the Data Management Council as a representative from the Division of Career Technical Education for a term commencing July 1, 2021 and ending June 30, 2023. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

AND

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M/S (Scoggin/Liebich): I move to approve the reappointment of Dr. Spencer Barzee to the Data Management Council as a representative of a public school district for a term commencing immediately and ending June 30, 2023. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

SDE

13. Emergency Provisional Certificates

BOARD ACTION

M/S (Scoggin/Liebich): I move to accept the recommendation of the Professional Standards Commission and to issue one-year emergency provisional certificates for Juana Lozano-Angel, Lisa Wilmore, Kristi Gerratt, Colton Orrino, Stefani Alvarado, Maggie Mayernik, John Adams, Adrian Wilkins, Tyler Cooper, Tyler Petty, Katherine Troumbley, Christian Shafer and Tammi Smith to teach the content area and grade ranges at the specified school districts and charter schools as provided herein for the 2020-21 school year. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

14. Northwest Nazarene University – Educator Preparation Program – Master of Social Work

BOARD ACTION

M/S (Scoggin/Liebich): I move to accept the recommendation of the Department of Education to approve Northwest Nazarene University's Master in Social Work program as an approved educator preparation program leading to certification as a School Social Worker. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

Before beginning the Work Session, Supt. Ybarra asked for a moment of personal privilege to recognize that it was National Military Child Day, and thanked military families for their service.

WORK SESSION

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

A. Institution and Agency Strategic Plan

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

Board Member Clark introduced the item and discussed that each of the institution and agency strategic plans are included within the meeting agenda materials. She then asked the institutions and agencies to provide a brief overview of their plans, highlighting 2-3 points about what they feel is most important about their strategic plans moving forward. Board Member Clark also noted that the Board will approve strategic plans during the regular June Board Meeting, and that the Board should provide feedback to the institutions and agencies as soon as possible to allow time for revisions.

University of Idaho

Dr. Torrey Lawrence, Provost and Executive Vice President at the University of Idaho, highlighted three of the UI's four strategic plan goals. Before discussing the goals, Dr. Lawrence noted that the UI was named the Number One Best Value Public University in the West by a recent U.S. News ranking. Goal 1 (Innovate) will focus on furthering research initiatives, which position UI to engage with state, federal, and industry partners. The UI will utilize \$3M annually from the utility modernization project to fund an additional 28 post-doctoral research employees and 40 PhD candidates per year.

Goal 2 (Engage) will focus on increasing direct Extension contacts and investing the in the infrastructure of the 50+ Extension locations throughout the state, most of which are rural. Dr. Lawrence discussed that the Extension program has expanded academic program offerings at the county Extension sites, and has increased contacts over the last year with the use of Zoom and other virtual platforms. Goal 3 (Transform) will focus on recruitment and retention, and will utilize \$2.25M annually from the utility modernization project to fund scholarships in order to increase access to higher education. Dr. Lawrence discussed that the UI has continued to improve its 4-year graduation rate over the last several years, with the last four years rating above its 34% benchmark.

Boise State University

Dr. Marlene Tromp, Boise State University President, shared that BSU's strategic plan contains five goals, and discussed highlights of three of those goals. Goal 1 (Improve Educational Access and Student Success) will aim to enhance the comprehensive student experience with a focus on student success and post-graduate outcomes. BSU plans to create and enact a comprehensive, strategic enrollment and student success plan that will include components relating to supporting the whole student, recruitment, retention, graduation, and addressing equity gaps. Dr. Tromp also discussed that BSU plans to integrate career education and experiential learning opportunities into curriculum to improve career readiness and post-graduate outcomes.

Goal 2 (Innovation for Institutional Impact) will focus on expanding and implementing innovations to provide access to integrated high-quality teaching, service, research, and creative activities. Dr. Tromp discussed that BSU will focus on creating an enduring culture of innovation, building scalable university structure and aligning philanthropic and strategic investments that support innovation. Goal 5 (Trailblaze Programs and Partnerships) will focus on industry partnerships to enhance and foster pathbreaking interdisciplinary programs and activities that will transcend traditional fields of study and offer students new opportunities to grow, thrive, and contribute to the state. BSU will leverage existing partnerships while developing new opportunities with Idaho employers to address workforce, research, educational, and service needs.

Board Secretary Liebich inquired if it would be beneficial to have systemwide metrics in the institutions' strategic plans pertaining to Online Idaho. Board Member Hill discussed that that would be premature as Online Idaho is still under development, but noted that the institutions are commenting on what courses are currently being offered remotely. Board Member Clark inquired if this could be added as a measure next year, and Board Member Hill stated that it would be reasonable to add this measure next year as long as the correct data is being measured and reported for online courses across the state.

Idaho State University

Dr. Karen Appleby, Interim Provost and Vice President for Academic Affairs at Idaho State University, discussed that this is the last year that the current strategic plan will be executed, and that the new plan included within the agenda materials is currently being drafted for implementation in the summer of 2022. Dr. Appleby noted that there are five strategic goals as part of ISU's plan, and discussed progress toward three of those goals during her presentation.

In regard to Goal 1 (Grow Enrollment), Dr. Appleby discussed that undergraduate enrollment decreased by 20% in 2021, while graduate enrollment increased by 7%. ISU has implemented new recruiting and retention practices, emphasized dual enrollment, and fostered partnerships with community partners to meet regional workforce needs. Dr. Appleby then discussed Goal 2 (Strengthen Retention), and noted that ISU's current retention rate remained flat during the past year. ISU is implementing short- and longterm retention strategies, including changes to its math pathways initiative, encouragement for faculty to make meaningful connections with students within the first four weeks of class, and the reorganization of student advising. Lastly, Dr. Appleby discussed Goal 4 (Strengthen Communication, Transparency, and Inclusion), for which ISU has developed an Employee Engagement Taskforce to identify and improve upon areas of weakness in the areas of leadership, decision making, and communication.

Board Member Hill inquired about Dr. Appleby's comment about revisions to ISU's math pathways as a retention strategy, and asked if math is a barrier to graduation and retention. Dr. Appleby stated that she would gather this information and follow up with Board Member Hill in the future, and noted that students' math performance often correlates with student success and on-time graduation rates. Board Member Hill discussed that there is often emphasis placed on early literacy initiatives, and inquired if there should be emphasis on early math initiatives as well. Board Member Clark discussed the data that has stemmed from Complete College America, and agreed that there has been extensive effort in developing the math pathways but that perhaps there should be more focus on this data.

Lewis-Clark State College

Dr. Grace Anderson, Director of Institutional Research and Effectiveness at Lewis-Clark State College, discussed that LCSC's strategic plan contains four goals and provided background information for Goal 1 and Goal 2. In regard to Goal 1 (Strengthen and

Optimize Instructional and Co-Curricular Programming), LCSC has increased online, evening, and weekend course offerings and certificates to assist with workforce readiness and improvement, and has placed greater emphasis on students participating in some form of applied or experiential learning. Dr. Anderson noted that while the past year presented difficult challenges as a result of the COVID-19 pandemic, LCSC has still seen progress toward Goal 2 (Optimize Student Enrollment, Retention and Completion) in the form of increased online registration and the achievement of benchmark goals in the areas of remediation and credit accumulation.

College of Eastern Idaho

Lori Barber, Vice President of Academic and Student Affairs at the College of Eastern Idaho, discussed that CEI utilizes six strategic goals as it strives to serve student, employer, and community needs. The six goals are: a well-educated citizenry, innovation and economic development, data-informed decision making, effective and efficient educational systems, student-centered, and cyber awareness. Ms. Barber shared that CEI has made exceptional progress toward its benchmarks for each of these goals, which are outlined within the meeting agenda materials.

Ms. Barber then discussed that CEI is employing a "futuring" technique to further its strategic plan, elaborating that the technique allows for planning for a possible future, a probable future, and a preferred future. CEI utilizes this technique by identifying and examining possible factors that will influence goals, such as workforce needs, economic drivers, political shifts, and demographic changes, and then planning possible outcomes and responses accordingly.

Board Member Hill noted that between FY2019 and FY2020, CEI's certificates decreased but associate's degrees increased significantly, and inquired what may have caused this shift. Ms. Barber responded that this is likely due to CEI transitioning from a technical college to a community college, with more students enrolling in transferrable associate degree programs. She also noted that career technical education programs experienced a decrease in enrollment as a result of the pandemic.

Board Secretary Liebich shared his appreciation for the way CEI has drafted its continuous improvement process within its strategic plan.

College of Southern Idaho

Chris Bragg, Dean of Institutional Effectiveness and Communication at the College of Southern Idaho, discussed that CSI began drafting its revised strategic plan last year. Throughout that process, President Dean Fisher and other campus leadership determined four goals, and then sought feedback and input from the campus community in the form of "Solution Summits". Mr. Bragg then discussed two of CSI's four strategic goals. Goal 1 (Cultivate Community Engagement) strives to enhance and expand community involvement and engagement, collaborate with K-12 and workforce partners, and provide adaptive responses to community needs. Goal 3 (Drive Student Success)

aims to align quality and innovative education programs with student needs, workforce demands, and employment opportunities, as well as increase the rate of college completion by removing barrier, providing targeted support measures, creating multiple pathways to degree completion, and increasing flexible scheduling options.

Board Member Clark shared that she would like to learn more about the objectives and strategies CSI is utilizing to reach its goals. Mr. Bragg noted that he would follow up with her in the future.

College of Western Idaho

Bert Glandon, College of Western Idaho President, discussed that CWI began offering new course delivery modality options as a result of the COVID-19 pandemic, and that these initiatives will positively impact CWI's retention and completion rates. Based on the overwhelmingly positive response to the additional course modalities, CWI will continue to offer hy-flex, hybrid, and online synchronous options for students.

President Glandon also discussed that CWI has made significant investments in the area of math remediation, and noted that there has been a 17% increase between FY2017-FY2020 in students who take a math remediation course and complete a credit-bearing course with a 'C' or between within one year. These investments include the implementation of co-requisite courses, reviewing and modifying math curriculum, investing in career technical education math curriculum, and running a math remediation pilot program in conjunction with a local high school.

Board Member Clark shared that she is interested in CWI's math remediation pilot program in conjunction with high school students, and asked if CWI could present more thoroughly on this item at the next Planning, Policy and Governmental Affairs Committee meeting. Board Member Liebich noted that each of the institutions has goals that stem from Complete College America data, and inquired if these goals are comparable for Idaho when they are based on other regions. Board Member Clark stated that these goals are in line with Idaho's performance in terms of completion rates and subject matter focus.

North Idaho College

Steve Kurtz, Interim Director of Planning and Effectiveness at North Idaho College, discussed that NIC's most important strategic goals focus on enrollment (including Dual Credit programs), retention, and completion. He noted that NIC's strategic plan is comprised of 5 goals, 17 objectives, and 36 data points, and provided more detailed information for two of the objectives. Goal 1, Objective A (Student Success, provide innovative, progressive, and student-centered programs and services) focuses on completion and matriculation performance measures. Goal 1, Objective C (Student Success, promote programs and service to enhance access and successful student transitions) focuses on performance measures pertaining to persistence, retention, and completion rates.

Mr. Kurtz also discussed several strategic initiatives that NIC is focused on as it works to achieve the goals outlined above, including improving the first-year student experience, implementing its Strategic Enrollment Plan (post-pandemic), and continually reviewing and adjusting its Mission Fulfillment Measures.

Idaho Division of Career Technical Education

Dr. Clay Long, Administrator for the Idaho Division of Career Technical Education, discussed that ICTE has three primary goals as it strives to ensure that Idaho has a well-prepared workforce. Dr. Long provided further information pertaining to two of ICTE's objectives under Goal 1 (Educational System Alignment). In regard to Goal 1, Objective A (technical assistance and support for CTE programs), ICTE strives to provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels. Board Vice President Scoggin inquired about the data points listed within the agenda materials, and Dr. Long explained that the numbers listed are the results of a satisfaction survey that was collected from administrators and instructors, with the highest possible score being 5.

In regard to Goal 1, Objective B (data-informed improvement), Dr. Long discussed that ICTE data management system has a completely different purpose and need than the current system provides. He added that ICTE needs a system that provides administrators and instructors with an overview of what the Division is examining in order to drive performance while also examining regional workforce needs.

Idaho State Department of Education

Tim McMurtrey, Deputy Superintendent of Operations for the State Department of Education, discussed the SDE's three major goals that are aligned with the Board's strategic plan. Goal 1 provides that Idaho students are ready for college and careers by fully implementing the Idaho Content Standards, providing pathways to success post high school, and expanding participation in the Idaho Mastery Education Network (IMEN). Goal 2 strives to hold education stakeholders accountable for student progress by increasing support to low-performing schools. Goal 3 pertains to the recruitment and retention teachers, and aims to reduce the percentage of Idaho teachers leaving the profession within their first five years of service.

Board Member Clark acknowledged that Mr. McMurtrey is preparing to retire and thanked him for his service to education in Idaho. Supt. Ybarra echoed these comments.

Idaho Division of Vocational Rehabilitation

Teresa Pitt, Planning and Evaluation Manager for the Idaho Division of Vocational Rehabilitation, discussed that there are three programs under IDVR and that its mission is to assist disabled individuals with employment and career opportunities while meeting

employer needs. Ms. Pitt discussed two objectives from IDVR's strategic plan, beginning with Goal 1, Objective 1, which aims to expand, monitor, and improve preemployment transition services to students with disabilities and similar services to youth. IDVR classifies students as individuals with disabilities between the ages of 14-21 that are enrolled in an educational program. Ms. Pitt discussed that IDVR experienced challenges in progressing toward this goal as a result of the COVID-19 pandemic because it was difficult for counselors and providers to provide in-person services to students. She added that IDVR continues to offer programming in a virtual format in order to reach as many students as possible.

Ms. Pitt also discussed Goal 2 (Improve Vocational Rehabilitation program efficiency continuous quality improvement activities), which primarily drives progress to meet or exceed targets for the first five Primary Performance Indicators established by the US Department of Education, Rehabilitation Services Administration.

Idaho Public Television

Ron Pisaneschi, General Manager of Idaho Public Television, discussed that IPTV's strategic plan revolves around three key areas: enhancing local productions, increasing content and services, and enhancing educational partnerships and services. In regard to enhancing local productions, Mr. Pisaneschi discussed the addition of programs that are more time-intensive productions has decreased the number of programs produced, but noted that the number of awards IPTV productions have won has increased. He added that IPTV was nominated for 14 different Emmy awards this year.

In regard to increasing content and services, Mr. Pisaneschi discussed that IPTV strives to make programming available across the state wherever there is demand. He noted that viewers for traditional broadcasting have decreased, but viewers accessing IPTV programming through other modes such as Roku, online streaming, and smart phones has notably increased. Lastly, Mr. Pisaneschi discussed IPTV's goal to enhance educational partnerships and services, and noted that this area has grown substantially over the last year as a result of IPTV's efforts to provide educational programming opportunities during the COVID-19 pandemic.

Board Member Clark expressed her thanks to the institutions and agencies for providing succinct overviews of their strategic plans, and noted that there will be ten additional strategic plans for special programs that will be reviewed and approved by the Planning, Policy and Governmental Affairs Committee at its next meeting. Board President Critchfield echoed these comments and noted that strategic planning has been a focus for the Board for the last year.

At this time the Board recessed for 10 minutes, returning at 2:53pm (MT).

There were no additional questions or comments from the Board.

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BUSINESS AFFAIRS AND HUMAN RESOURCES

B. Student Fee Opt-Out This item was provided in the agenda materials as an information item.

Board President Critchfield introduced the item and shared that there has been discussion in the Legislature in regard to how student fees are determined at Idaho's public institutions of higher education, what student fees pay for, and whether or not students have input when fees are determined. She noted that the discussion would focus on the transparency of the fee structure at the institutions, as well as the possibility of a student fee opt-out when students are not accessing certain services and activities. Board President Critchfield also shared her hope that the institutions could help guide the discussion and provide more information to further inform decisions regarding student fees in the future.

Board Member Hill discussed that the Board needs to fully understand students' role and the role of student governments in the determination and usage of fees. Board Member Clark echoed these comments and noted that she is concerned about the ramifications of allowing students to opt out of certain fees, citing fees that fund scholarships as an example. Matt Freeman, Executive Director, discussed that the Board has the authority to approve tuition and fee requests, and added that students can make requests for fees but the Board still has the authority to deny those requests. Board President Critchfield noted that the majority of the discussions have centered around fees for clubs and activities.

Mr. Freeman noted that the Business Affairs and Human Resources committee has been collaborating to rewrite Board Policy V.R. – Establishment of Fees, even prior to the COVID-19 pandemic and the 2021 Legislative Session. Todd Kilburn, Chief Financial Officer, discussed that Board Policy V.R. has recently been rewritten to establish a consolidated mandatory fee that covers building maintenance, technology, and other essential campus operations.

Kevin Satterlee, Idaho State University President, echoed Mr. Kilburn's comments and discussed that many of the fees that are currently in place are necessary to support building maintenance and other campus operations necessities because state law does not allow institutions to utilize tuition revenue for these expenses. He suggested that the Board request that the institutions determine which fees should be mandatory and which fees could be made optional to address this discussion at the institutional level. Board President Critchfield agreed with this idea and asked the institutions to also create a plan to address the issue of transparency in regard to student fees.

Board Member Clark shared that there was discussion among the Business Affairs and Human Resources committee regarding items like marching band participation, and inquired if this is considered a course fee or an activity fee. Mark Heil, Vice President for Finance and Administration at Boise State University, discussed that a portion of the

student activity fee is distributed to the marching band at BSU, and added that the consolidated fee simplifies this but does not aid in remedying the transparency issue. He noted that it is difficult to balance transparency and simplicity when it comes to student fees. Mr. Heil also discussed that certain activities would not be financially feasible without a mandatory fee, citing the transportation fee as an example, and noted that if students opted out of a fee then the fee would be much higher for students who chose to opt in.

In regard to transparency, Board President Critchfield discussed that the institutions wouldn't necessarily need to list out the exact amounts that are distributed to different activities and services, but rather would need to list out what the activities and services are. Board Member Hill discussed that he does not see a conflict between simplicity and transparency in regard to fees, noting that the consolidated mandatory fee encompasses expenses that support campus operations and that activity fees support student activities that are decided upon by student governments. He also noted that it would be difficult to decide which category certain expenses fall into. President Satterlee added that institutions are able to fund activities with student fees, as long as they are all funded equally.

Dr. Marlene Tromp, Boise State University President, provided the metaphorical example of a person not wanting to pay for a road or medical services that they do not intend to use. She discussed that the institutions provide activities and students that are beneficial to students and enhance the overall student experience in order to drive student success, noting that these services are carefully selected based on data. She also provided the example of the Legislature, which determines how taxpayer money is spent, and compared their responsibilities to that of institution student governments determining student activity fees.

Dr. Cynthia Pemberton, Lewis-Clark State College President, discussed that the institutions could establish different categories of fees in order to distinguish what is essential to campus operations and student success. She discussed that the institutions should utilize common terms across the system to label fee categories in order to avoid confusion among students, and noted that each of the fee categories could be itemized. President Pemberton discussed that she is concerned with a possibility for students to opt out of fees, since the fees at LCSC are determined wholly by students. She provided the example of the "KinderCollege" childcare program at LCSC, noting that if students were to opt out of a fee that goes toward this program, there would not be enough revenue to fund the program and it would be shut down. She added that this would disproportionally affect women, single parents, and non-traditional students utilizing the program in order to guarantee childcare while they pursue their education. Board President Critchfield echoed President Pemberton's comments regarding consistent naming at all institutions.

Board Secretary Liebich discussed that it is reasonable to allow students to opt out of certain fees, and noted that the institutions are already allowing this for services like housing and meal programs. He provided the example of the student recreation centers, noting that some students may prefer to exercise at a different facility. Supt. Ybarra echoed President Pemberton's comments regarding consistent fees across all institutions, and noted that it would be helpful for fees to be divided into uniform categories well. President Satterlee echoed these comments as well, and noted that it will be critical for the institutions to determine which services and activities are essential to student success.

Scott Green, University of Idaho President, echoed Board Secretary Liebich's comments regarding the student recreation centers, and asked Brian Foisy, Vice President for Finance and Administration at the UI, to provide cost information. Mr. Foisy discussed that the Recreation and Wellbeing Fee, housed within the activity fee, is currently \$86.20, and noted that this portion of the activity fee funds the recreation center's debt service and operational cost. Mr. Foisy discussed that if the UI were to convert this structure to a user fee model, the cost per person would increase significantly and would likely be inaccessible for the average student.

Mr. Freeman discussed that the Board will need to differentiate between student services and clubs/organizations when discussing activity fees, noting that the Legislature is concerned with neutrality for the clubs and organizations. Board Secretary Liebich discussed that perhaps the Board does not need to focus on services if the Legislature is concerned with student clubs and organizations. Board Member Hill noted that the Board will need to be neutral in its viewpoint and examination of clubs and organizations. President Tromp echoed these comments and explained that the body dispersing the funds (student governments) must be viewpoint neutral, but the clubs and organizations, by nature, are not required to be viewpoint neutral.

President Pemberton discussed that it would be beneficial to report their findings to the Business Affairs and Human Resources Committee, and also proposed that the institutions seek feedback from students in regard to activity fees. Board President Critchfield discussed that it would be beneficial to gather input from students as well as stakeholders. Board President Critchfield discussed a timeline for the institutions to gather information and bring recommendations back to the Board at the August Board Meeting, or sooner if needed.

There were no additional questions or comments from the Board.

Board Vice President Scoggin left the meeting at 3:55pm (MT).

At this time the Board recessed for 10 minutes, returning at 4:05pm (MT).

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BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Board Policy II. R. - Retirement Plan Committee - Second Reading

BOARD ACTION

M/S (Hill/Clark): I move to approve the second reading of Board Policy II.R. to allow multiple institutional representatives to serve on the Retirement Plans Committee as set forth in Attachment 1. A roll call vote was taken and the motion carried 5-0. Ms. Keough and Mr. Scoggin were absent from voting.

Board Member Hill introduced the item and noted that there were no changes between the first and second readings of Board Policy II.R. The policy in its entirety is included within the meeting agenda materials.

There were no questions or comments from the Board.

2. Board Policy V. R. - Establishment of Fees - Second Reading

BOARD ACTION

M/S (Hill/Clark): I move to approve the second reading of Board Policy V.R. to amend the process through which fees are established as set forth in Attachment 1. A roll call vote was taken and the motion carried 5-0. Ms. Keough and Mr. Scoggin were absent from voting.

Board Member Hill introduced the item and discussed that there were minor revisions to Board Policy V.R. between its first and second reading, which provided further clarification and technical language corrections. The policy in its entirety, including proposed amendments, can be found within the meeting agenda materials.

There were no questions or comments from the Board.

3. Intercollegiate Athletics – FY 2020 Revenue and Expenses Reports This item was provided in the agenda materials as an information item.

Board Member Hill introduced BAHR items 3, 4, and 5 together, and asked Todd Kilburn, Chief Financial Officer, to provide further background information. He also noted that Dr. Cynthia Pemberton, Lewis-Clark State College President, would provide an overview of gender equity in intercollegiate athletics.

Mr. Kilburn discussed that the National College Athletics Associations (NCAA) requires that Intercollegiate Athletics Revenue and Expenses Reports and Intercollegiate Athletics Compensation Reports are presented annually to the Board. He added that these reports are provided to the Board as an information item and typically do not entail lengthy discussion.

There were no questions or comments from the Board.

4. Intercollegiate Athletics – FY 2020 and 2021 Compensation Reports This item was provided in the agenda materials as an information item.

There were no questions or comments from the Board.

5. Intercollegiate Athletics - FY 2020 Gender Equity Reports

BOARD ACTION

M/S (Hill/Clark): 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. A roll call vote was taken and the motion carried 5-0. Ms. Keough and Mr. Scoggin were absent from voting.

As mentioned above, Board Member Hill introduced the item and asked Dr. Cynthia Pemberton, Lewis-Clark State College President, to discuss how the Board should think about gender equity in intercollegiate athletics. President Pemberton discussed that there are aspects of Title IX that pertain specifically to collegiate sports, and that it is difficult to address the "moving target" that is fulfilling obligations for gender equity for athletes, coaches, and support staff. There are three areas outlined in Title IX pertaining specifically to collegiate athletics: accommodation of interests and abilities, substantial proportionality, and history and continuing practice of program expansion. President Pemberton noted that institutions must comply with one of these approaches, but are not required to comply with all of the areas. She also noted that most institutions run a deficit in at least one of these areas because it is an ever-changing obligation based on current demographics.

Pauline Thiros, Athletics Director for Idaho State University, discussed that ISU has made significant progress in the last few years in the treatment of student athletes. ISU has created a five-year gender equity plan, and Ms. Thiros discussed that one of the key challenges is responding to annual changes in enrollment. She noted that female enrollment continues to increase and, in turn, gender proportionality is difficult to maintain. Ms. Thiros also noted that ISU is focused on adding quality opportunities for female athletics, and that the only way to address inequity will be to add a new women's sport within the next few years in order to expand opportunities. ISU is doing well in regard to the other elements outlined by Title IX. Board Member Clark inquired about which women's sports might be financially feasible and provide the appropriate amount of competition, and Ms. Thiros discussed that ISU is still identifying the best path but considering opportunities such as beach volleyball, swimming, and wrestling.

Terry Gawlik, Athletics Director for the University of Idaho, echoed President Pemberton's comments and discussed that when trying to meet the proportionality guideline it is important to consider roster management to be able to keep up with the

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metaphorical "moving target". Board Member Liebich inquired at what point do NCAA or Title IX get involved, and Ms. Gawlik discussed that Title IX does not fall under NCAA purview but rather the Office of Civil Rights and regional regulations. She noted that it varies depending on the region, and discussed that some regions consider a 10% variance to be acceptable while others require an exact proportionality. President Pemberton added that the NCAA guidelines and Title IX regulations emphasize monitoring rather than penalties.

Jeramiah Dickey, Athletics Director for Boise State University, discussed that BSU has made progress similar to Lewis-Clark State College and the University of Idaho. He noted that BSU is not in a position to consider adding a women's sport at this time, but is planning to collaborate with a consultant to explore options and opportunities to pursue within the next several years.

President Pemberton discussed that Lewis-Clark State College has a Title IX plan in place and is currently pursuing Phase 1 of that plan. She added that LCSC will get to a point where it will be necessary to consider adding a women's sport, and that this is an ongoing discussion. LCSC is making progress in the areas outlined above.

Board Secretary Liebich inquired about the Board's role in overseeing the other areas that are governed by Title IX. President Pemberton discussed that Title IX is quite broad, but overall prohibits gender discrimination or harassment in academic programs, including athletics. Board Member Clark discussed that the Board would likely become involved if an issue arose in one of the other areas. Jenifer Marcus, Deputy Attorney General, noted that the Board has the occasion to be involved if the issue pertains to a student conduct matter, and added that she was unsure if there is a section of Board Policy where those issues would rise to the level of the Board's jurisdiction. Tracie Bent, Chief Planning and Policy Officer discussed that Board Policy I.T. focuses on complaints and discrimination, and requires that each institution establish a broader Title IX policy.

There were no additional questions or comments from the Board.

6. FY 2023 Budget Guidelines

BOARD ACTION

M/S (Hill/Clark): I move to direct the college and universities to limit Fiscal Year 2023 budget line items requests to up to two (2) line items in priority order, the total value of which shall not exceed five percent (5%) of an institution's FY2022 total General Fund appropriation. Requests for occupancy costs for eligible space and faculty promotions will not count towards the two line item limit or the 5% cap. A roll call vote was taken and the motion carried 5-0. Ms. Keough and Mr. Scoggin were absent from voting.

Board Member Hill introduced the item and asked Todd Kilburn, Chief Financial Officer, to provide background information. Mr. Kilburn discussed that each year, the Board provides guidance for the institutions in regard to what they may request for line items for the following year as they develop their budgets. He noted that the institutions' budgets come before the Board during the June Board Meeting and are then approved during the August Board Meeting prior to being submitted to the Governor's Office. Mr. Kilburn outlined that the Division of Financial Management provided guidance for agencies to operate as they did prior to the COVID-19 pandemic, and stated that agencies may request up to two line items that do not exceed 5% of the institution's FY2022 general fund appropriation.

There were no questions or comments from the Board.

7. Idaho State University – College of Pharmacy, Leonard Hall Project, Planning and Design Phase

BOARD ACTION

M/S (Hill/Clark): I move to approve the request by Idaho State University to implement the Planning and Design phases of the College of Pharmacy Leonard Hall renovations as outlined in Attachment 1 at a cost not to exceed \$2,000,000. A roll call vote was taken and the motion carried 5-0. Ms. Keough and Mr. Scoggin were absent from voting.

Board Member Hill introduced the item and asked Glen Nelson, Vice President for Finance and Business Affairs at Idaho State University, to provide background information. Mr. Nelson stated that the renovations to the College of Pharmacy Leonard Hall are a totally gifted addition to the building, and noted that ISU is asking for approval to fund the planning and design phase of the project.

There were no questions or comments from the Board.

8. University of Idaho – Center for Agriculture, Food and the Environment Project, Construction Phase

BOARD ACTION

M/S (Hill/Liebich): I move to approve the request by the University of Idaho for approval to bid and construct the proposed Idaho CAFE Research Dairy Facility as describe in the materials presented to the Board; and to authorize the University's Vice President for Finance and Administration to execute all documents as are necessary to carry out the actions authorized hereby. A roll call vote was taken and the motion carried 5-0. Ms. Keough and Mr. Scoggin were absent from voting.

Board Member Hill introduced the item and asked Brian Foisy, Vice President of Finance and Administration at the University of Idaho, to provide background information. Mr. Foisy discussed that, in December 2019, the Board approved the planning and design phase for the Center for Agriculture, Food and the Environment (CAFE) project, and noted that the UI is now asking for Board approval to begin the construction phase which is estimated to cost approximately \$22M. The CAFE facility will feature a state-of-the-art, 2,000 cow dairy as well as 492 acres of farmable land on which forage crops can be grown for feed and research crops could be grown for studies. Mr. Foisy noted that the number of cows initially present on the property may vary slightly in order for the UI to remain within the estimated \$25M budget, and that the UI has already received a direct appropriation of \$10M from the State and \$2M in donations. The remaining funds will come from the institution itself (\$10M) and potential future donations (\$3M).

Board Secretary Liebich inquired about contingencies for the project as they would relate to the inflated cost of materials. Mr. Foisy discussed that the UI has considered this and believes they have an appropriate contingency off approximately \$2M in place.

There were no questions or comments from the Board.

9. Systemwide – Joint Purchasing Agreement

BOARD ACTION

M/S (Hill/Clark): As a member of the Board of Regents of the University of Idaho, I move that the Board of Regents of the University of Idaho authorize and approve the execution of the Joint Purchasing Agreement. A roll call vote was taken and the motion carried 5-0. Ms. Keough and Mr. Scoggin were absent from voting.

AND

M/S (Liebich/Hill): As a member of the Board of Trustees of Boise State University, I move that the Board of Trustees of Boise State University authorize and approve the execution of the Joint Purchasing Agreement. A roll call vote was taken and the motion carried 5-0. Ms. Keough and Mr. Scoggin were absent from voting.

AND

M/S (Liebich/Hill): As a member of the Board of Trustees of Idaho State University, I move that the Board of Trustees of Idaho State University authorize and approve the execution of the Joint Purchasing Agreement. A roll call vote was taken and the motion carried 5-0. Ms. Keough and Mr. Scoggin were absent from voting.

AND

M/S (Liebich/Hill): As a member of the Board of Trustees of Lewis-Clark State College, I move that the Board of Trustees of Lewis-Clark State College authorize and approve the execution of the Joint Purchasing Agreement. A roll call vote was taken and the motion carried 5-0. Ms. Keough and Mr. Scoggin were absent from voting.

Board Member Hill introduced the item and discussed that it is a systemwide request for the creation of a joint purchasing agreement for the four, four-year institutions. Todd Kilburn, Chief Financial Officer, discussed that the System Optimization Committee has been working to consider and implement the Huron Recommendations, and added that the collaboration among the institutions has been phenomenal. Chet Herbst, former Chief Financial Officer for the State Board of Education has served as the project manager as the System Optimization Committee has pursued this initiative. Mr. Kilburn outlined that the ultimate goal is for the institutions to consolidate purchasing efforts and policies to have the ability to make large purchases as a system.

Board Member Clark commended the institutions and the System Optimization Committee for their work on this initiative.

There were no additional questions or comments from the Board.

10. Lewis-Clark State College – ERP Contract

BOARD ACTION

M/S (Hill/Clark): I move to approve the request by Lewis-Clark State College to enter into a contract with Ellucian for \$1,601,992 over a term of five years as set forth in Attachment 1. A roll call vote was taken and the motion carried 5-0. Ms. Keough and Mr. Scoggin were absent from voting.

Board Member Hill introduced the item and discussed that the proposed contact is for a five-year term. He noted that one of the Board's goals is ERP convergence, and that this contract is a step in that direction. Dr. Julie Crea, Vice President for Finance and Administration at Lewis-Clark State College, shared that LCSC is seeking to enter a contract with Ellucian, LCSC's existing ERP, that would allow for over \$150,000 in savings and position the institution for collaboration on a systemwide ERP initiative in the future.

There were no questions or comments from the Board.

The Board recessed for the evening at 4:54pm (MT).

Thursday, April 22, 2021, 9:00am (MT)

Board President Critchfield was testifying before the House Education Committee when the Board reconvened on Thursday, April 22, 2021. Board Vice President Scoggin called the meeting to order at 9:00am and presided over the meeting until Board President Critchfield returned.

OPEN FORUM

There were no participants for the Open Forum.

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education This item was provided in the agenda materials as an information item.

Superintendent Ybarra began her update by discussing that HB175, her bill ensuring inperson instruction where possible, was approved unanimously by the Senate and would be signed by Governor Little later that afternoon. She noted that teachers and families across the state support this bill, and emphasized the importance of having in-person instruction available in addition to virtual or hybrid instruction. Supt. Ybarra also discussed that HB221, which would have allowed local education agencies to issue teacher certifications, did not pass through both legislative bodies. She noted that the Emergency Provisional Certificates that are brought before the Board will still allow local education agencies to have the necessary staff to continue operations. Supt. Ybarra added that several K-12 appropriations bills were being considered by the Legislature that day.

Supt. Ybarra then discussed her annual post-legislative tour, which will be held in May. Supt. Ybarra noted that the tour provides an opportunity for her to travel across the state to visit local education agencies and provide updates following the legislative session each year.

In regard to assessments, Supt. Ybarra shared that the spring assessment windows for the ACCESS Assessment for English Language Learners and the Idaho Standards Achievement Test (ISAT) are currently open and will close in May. She also noted that the science portion of the ISAT will be a field test this year in order to determine areas of the assessment where improvement is needed. The primary SAT School Day for high school juniors was held on April 13, 2021, and Supt. Ybarra shared that there were approximately 22,000 students that pre-registered to participate. The assessment window for the Idaho Reading Indicator (IRI) opens May 3 and closes May 28. Supt. Ybarra added that remote testing options are available for the aforementioned assessments, although it is anticipated that the majority of students will participate in the assessments in person.

Supt. Ybarra discussed that the State Department of Education would hold a Literacy Summit on May 4, 2021 to provide professional development pertaining to "The Science"

of Reading" as well as strategies for K-3 teachers to encourage early literacy. Approximately 750 participants were pre-registered for the summit.

Lastly, Supt. Ybarra discussed the State Department of Education's efforts to provide professional development for Idaho's teachers, administrators, and staff. The SDE has collaborated with Idaho's public institutions and other industry partners to provide intensive, high-quality professional development opportunities that will aid in driving student learning in a variety of subject matter areas. The SDE also continues to provide webinars, mentorship, and other resources for teachers.

There were no questions or comments from the Board.

2. Federal Coronavirus Relief Funding Update This item was provided in the agenda materials as an information item.

Supt. Ybarra introduced the item and asked Karen Seay, Director of Federal Programs for the State Department of Education, to provide an update on the Coronavirus Aid, Relief, and Economic Security (CARES) Act Elementary and Secondary School Emergency Relief (ESSER) I funds, the ESSER II funds, and the American Rescue Plan (ARP) funds, which are also referred to as ESSER III. Supt Ybarra noted that the State Department of Education has implemented a Grant Application System (GRA) in order to provide districts with the option for a weekly draw down of funds and greater accountability for reporting purposes.

Supt. Ybarra noted that the information provided in the agenda materials is slightly outof-date since the data is constantly changing. Ms. Seay explained the different categories listed within the agenda materials, emphasizing the expenditure of the CARES Act ESSER I discretionary/flow-through funds and noting that 41 local education agencies (LEAs) have expended 100% of their allocation and an additional 20 LEAs have an additional \$10,000 to draw down. Once LEAs draw down the entirety of their ESSER I allocation, they are able to draw down from their ESSER II and ESSER III funds. Ms. Seay discussed that updated data pertaining to the different funds, reimbursements by category, and LEA expenditures by grant are published on the SDE website every Monday afternoon.

Ms. Seay discussed that the Joint Finance-Appropriations Committee has authorized spending for the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act in two installments, one in FY2021 and one for FY2022 beginning July1, 2021. These spending plans still need to be approved by both legislative bodies as well as the Governor. Ms. Seay also discussed the ARP ESSER III funds, with approximately \$4.4M appropriated to Idaho. Spending authority has not yet been approved for these funds.

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Idaho was also awarded funds under CRRSA for Emergency Assistance to Non-Public Schools (EANS), which will be administered by the State Education Agency (the Board), and the Board has delegated administration of the program to Supt. Ybarra. EANS funds were also awarded as part of the ARP, and states will be able to apply for these funds beginning May 21, 2021.

Board Secretary Liebich inquired about the timeline for the distribution plan for the CRRSA EANS funds. Supt. Ybarra stated that the plan is due by June 7, and Board Member Clark noted that the guidelines for the funds are prescriptive as to how the funds must be spent. Ms. Seay added that the SDE is currently working with stakeholders to gather feedback as the plan is drafted. Supt. Ybarra stated that the SDE received information about the plan the previous day, and that more information would be provided to the Board as it becomes available. Board Member Clark expressed concern that administration of these funds is delegated to the State Education Agency (the Board), but the Board will not be involved in drafting the plan. Supt. Ybarra stated that the SDE will collaborate with the Board as the plan is drafted. Ms. Seay noted that the guidelines designate the Chief State School Officer (Supt. Ybarra) as the party responsible for the plan.

Board Secretary Liebich inquired about the spending flexibility for the ESSER II and ESSER III funds, and Supt. Ybarra discussed that there is a little more spending flexibility with these funds but they must still be used for the designated categories. She also noted that the distribution formula will be consistent with the formula that was used for ESSER I, with allocations based on LEAs' Title I proportions. Ms. Seay echoed these comments.

There were no additional questions or comments from the Board.

3. Nonpublic Educator Preparation Programs This item was provided in the agenda materials as an information item.

Supt. Ybarra introduced the item and discussed that the intent of nonpublic educator preparation programs is to meet guidelines set by the Council for Accreditation for Education Preparation (CAEP). Due to a change in Idaho Code, Section 33-127a, effective July 2020, nonpublic educator preparation programs may now opt out of the guideline to meet CAEP requirements. Supt. Ybarra noted that Brigham Young University and the College of Idaho have indicated that they do not wish to be held to CAEP standards, and added that Northwest Nazarene University and Brigham Young University-Idaho will continue to seek certification through CAEP.

There were no questions or comments from the Board.

4. ESSA Consolidated State Plan Waiver

BOARD ACTION

M/S (/): I move to approve the waiver request of provisions in the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) as provided in Attachment 1 and authorize the State Superintendent of Public Instruction to submit the waiver request on behalf of the State Board of Education.

The Board did not take action on this item.

Supt. Ybarra introduced the item and discussed that it is a follow-up to the action that the Board took during the January 4, 2021 Special Board Meeting to approve the Every Student Succeeds Act (ESSA) accountability addendum to modify identifications and calculations for improvement schools. The US Department of Education has since released a new template following this Board action, and the Board must act again to approve the new template. Supt. Ybarra noted that the purpose of the waiver is to assist local education agencies with identifying achievement gaps and providing adequate support for students. Supt. Ybarra asked Kevin Whitman, Director of Assessment and Accountability for the State Department of Education, to provide further background information.

Mr. Whitman echoed Supt. Ybarra's comments and discussed the subsequent changes to the waiver following the Board's action in January. Mr. Whitman discussed that in the initial addendum, the SDE had planned to move long-term goal timelines out by one year due to the data disruption caused by the COVID-19 pandemic, report normal metrics wherever possible, and measure a growth over a span of two years instead of year-over-year. The SDE submitted the initial waiver to the US Department of Education on February 19, 2021 and received new guidance on February 22, 2021.

Mr. Whitman discussed that the SDE has drafted a new waiver that is consistent with the addendum that the Board previously approved, with the addition of several modifications in alignment with the new guidance from the US Department of Education. In addition to the items mentioned above, the new waiver would provide that Idaho will make publicly available chronic absenteeism data and data pertaining to student and teacher access to technology devices and high-speed internet. Additionally, the waiver denotes that any school that is identified for comprehensive, targeted, or additional targeted support and improvement during the 2019-2020 academic year will maintain that identification status for the 2021-2022 academic year, implement its support and improvement plan, and receive appropriate supports and interventions. Idaho will also identify comprehensive, targeted, and additional targeted support and improvement schools using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

Board President Critchfield joined the meeting at 9:50am (MT).

Board Member Clark inquired whether or not the Board would need to waive its Administrative Rule prior to approving the waiver request. Tracie Bent, Chief Planning and Policy Officer, discussed that a section of the Board's Administrative Rule conflicts with the requirements outlined in the waiver. The Board opted to not take action on this item and will convene for a Special Meeting to waive the Administrative Rule prior to taking action to approve the waiver.

There were no additional questions or comments from the Board.

5. Biliteracy Diploma – Idaho Seal of Biliteracy

BOARD ACTION

M/S (Ybarra/Scoggin): I move to accept the recommendations of the American Council on the Teaching of Foreign Language (ACTFL) and approve the assessments and proficiency scores in Attachment 1 through Attachment 5 to be used in awarding the state biliteracy seal on a high school diploma. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

Supt. Ybarra introduced the item and discussed that there have been many requests to provide a biliteracy diploma, and noted that the 2020 Legislature enacted a biliteracy diploma. The statute states that students may be awarded the seal of biliteracy on their diploma if they meet State graduation requirements and meet proficiency benchmarks on assessments as defined by the Board. Districts are already utilizing national and international assessments for dual immersion programs and many of these assessments align to the American Council of Teaching Foreign Language (ACTFL), and Board approval of this action would allow districts to continue to utilize the processes they already have in place.

There were no questions or comments from the Board.

6. Curricular Materials Selection Committee Appointments

BOARD ACTION

M/S (Ybarra/Clark): I move to appoint Ethan Sims to the Curricular Materials Selection Committee for a five-year term, effective May 1, 2021 and ending April 30, 2026, representing non-public educators or school board trustee members. A roll call vote was taken and the motion carried the motion carried 6-0. Ms. Keough was absent from voting.

Supt. Ybarra introduced the item and discussed that the Curricular Materials Selection Committee reviews curriculum to ensure it aligns with standards and equity as materials are distributed and available to local education agencies. The requirements for the

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Curricular Materials Selection Committee membership and duties are outlined in Section 33-118, Idaho Code.

There were no questions or comments from the Board.

7. Professional Standards Commission Appointments

BOARD ACTION

M/S (Ybarra/Liebich): I move to appoint Dr. Lori Sanchez of Northwest Nazarene University to the Professional Standards Commission for a three-year term beginning July 1, 2021 and ending June 30, 2024, representing private higher education/teacher education. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

AND

M/S (Ybarra/Liebich): I move to appoint Tate Castleton of Bonneville School District to the Professional Standards Commission for a three-year term beginning July 1, 2021 and ending June 30, 2024, representing elementary principals. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

AND

M/S (Ybarra/Liebich): I move to appoint Katie Horner of Murtaugh School District to the Professional Standards Commission for a three-year term beginning July 1, 2021, and ending June 30, 2024, representing certificated classroom teachers. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

AND

M/S (Ybarra/Liebich): I move to appoint Angela Gillman of Idaho Falls School District to the Professional Standards Commission for a three-year term beginning July 1, 2021, and ending June 30, 2024, representing certificated classroom teachers. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

Supt. Ybarra introduced the item and discussed that the requirements for the membership and duties of the Professional Standards Commission are outlined in Section 33-1252, Idaho Code. She noted that Kent Patterson, who was nominated to serve on the Professional Standards Commission representing elementary principals, was found to be ineligible. Tate Castleton, another nominee to represent elementary

principals, will be appointed in his place. The appointees' resumes are included within the meeting agenda materials.

Board President Critchfield expressed her thanks for the individuals that serve as volunteers on the Curriculum Materials Selection Committee and the Professional Standards Commission.

There were no additional questions from the Board.

8. Clark County School District, No. 161 - Out-of-State Tuition Waiver

BOARD ACTION

M/S (Ybarra/Clark): I move to approve the request by Clark County School District No. 161 to waive the tuition rate charge for the children of one of its teachers for the 2021-2022 through 2024-2025 school years, subject to annual review by the Clark County School District Board of Trustees. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

Supt. Ybarra introduced the item and discussed that, if approved, the waiver would waive tuition for two children of an elementary school teacher in Clark County School District No. 161. The teacher resides in Monida, Montana, and commutes to Dubois, Idaho where she teaches at Lindy Ross Elementary School. Supt. Ybarra discussed that the financial and logistical burden of schooling her children in Montana would result in the teacher's inability to continue to work in the Clark County School District. The waiver is permissible through Sections 33-1401 through 33-1405, Idaho Code.

There were no questions or comments from the Board.

Supt. Ybarra took a moment of personal privilege to express her thanks for her Deputy Superintendent of Operations, Tim McMurtrey, as he prepares to retire.

At this time the Board recessed for 15 minutes, returning at 10:25am (MST).

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Program Progress Report

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

Board Secretary Liebich introduced the item and noted that a Program Progress Report is included within the meeting agenda materials. He discussed that any time an institution wants to add or discontinue a program, they submit a request to the Instruction, Research and Student Affairs committee, and the IRSA committee brings it before the Board. The IRSA committee also continually reviews programs at the institution. Board Secretary Liebich discussed that the IRSA committee reviewed eight programs during the most recent cycle, and noted that only two of those programs are

not meeting projections due to extraordinary circumstances. Five of the programs are exceeding expectations. The remaining program did not meet enrollment projections, but denoted that overall enrollment has remained consistent throughout the COVID-19 pandemic.

There were no questions or comments from the Board.

2. Board Policy III.Q. - Admission Standards - First Reading

BOARD ACTION

M/S (Liebich/Hill): I move to approve the first reading of proposed amendments to Board Policy III.Q. Admission Standards as presented in Attachment 1. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

AND

M/S (Liebich/Scoggin): I move to approve the first reading of Board Policy III.O. Course Placement, repealing the policy in its entirety. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

Board Secretary Liebich introduced the item and discussed that the proposed amendments to Board Policy III.Q. would eliminate the college entrance exam as a minimum admissions requirement for Idaho's four, four-year public institutions of higher education. The institutions may still require a college entrance exam as a minimum admissions requirement, but the amendment would remove the exam as a Board requirement. Dr. TJ Bliss, Chief Academic Officer, discussed that the Board currently has a waiver in place for Board Policy III.Q.a. that was passed as a result of the COVID-19 pandemic, effectively suspending the requirement for a college entrance exam score as a minimum admissions requirement.

Dr. Bliss also discussed that this amendment would appeal Board Policy III.O. – Course Placement in its entirety and add that language to Board Policy III.Q. Board Policy III.O. is a single paragraph that asked that the institutions send their course placement policies to the Board, but does not require that the institutions have such policies in place. Dr. Bliss noted that the Council on Academic Affairs and Programs did not see value in Board Policy III.O. as a stand-alone policy and supports the migration of this language to Board Policy III.Q.

Board Vice President Scoggin inquired if there has been any indication of whether the institutions intend to continue to require a college entrance exam as a minimum admissions requirement. Dr. Bliss noted that Boise State University and Idaho State University will remove the college entrance exam score as a minimum admissions requirement, and added that Lewis-Clark State College and the University of Idaho have not yet announced their intentions. Dr. Bliss also stated that this item would set the

stage for the remaining institutions to determine what their short- and long-term plans are in regard to college entrance examines as a minimum admissions requirement.

Board Member Clark inquired if there is benefit to having consistent, systemwide minimum admissions requirements. Board Vice President Scoggin inquired if the Direct Admissions program is based on college entrance exam scores. Matt Freeman, Executive Director, discussed that up until this year, the Direct Admissions program has utilized fifth semester grade point average as a "cut score", and that there are still ongoing discussions to determine alternatives.

Scott Green, University of Idaho President, reiterated that UI has waived the college entrance exam score as a minimum admissions requirement, and added that each institution has its own admissions requirements. Dr. Bliss discussed that he anticipates that the institutions will not require the college entrance exam as a minimum admissions requirement, but will perhaps use those scores for scholarship qualification and course placement. Board Member Hill noted that it would still be advisable for Idaho students to take a college entrance exam if they wish to attend a private Idaho institution or an outof-state institution.

There were no additional questions or comments from the Board.

3. Board Policy III.U. – Textbook and Instructional Material Affordability – First Reading

BOARD ACTION

M/S (Liebich/Scoggin): I move to approve the first reading of Board Policy III.U., Instructional Material Access and Affordability, as submitted in Attachment 1. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

Board Secretary Liebich introduced the item and noted that the Board has often discussed textbook and material costs as a barrier to access and affordability for Idaho students. The Board adopted Board Policy III.U. in October 2019 to establish minimum standards for textbook affordability at Idaho's four-year public institutions. Upon adoption, the policy required institutions to implement plans for meeting the minimum requirements prior to the beginning of the 2021-2022 academic year, and positioned Open Educational Resources (OER) as the primary element of the institutions' textbook affordability plans.

Dr. TJ Bliss, Chief Academic Officer, discussed that the proposed revisions to the policy, which have stemmed from institutional concerns, include:

 Addition of several important terms and definitions relevant to access and affordability of instructional materials

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- Creation of a required set of elements that institutions must include in their plans to increase access and affordability of instructional materials in their own contexts
- Creation of an optional set of elements that institutions might consider as part of their plans
- Establishment of June 2022 as a deadline for institutions to develop their plans
- Establishment of an annual reporting requirement to ensure the Board is apprised of the implementation and outcomes of each plan
- A change of the title of the policy to "Instructional Materials Access and Affordability" to reflect the broader scope of the new policy language

These programs are supported by funding allocated by the Legislature for OER initiatives, including a \$50,000 allocation in FY2020 for supporting faculty to develop OER textbooks and a \$1M allocation for FY2022 for Zero Textbook Cost Degrees in the community colleges. Board Member Clark inquired if these allocations also support professional development for instructors who will utilize OER in their classes. Dr. Bliss discussed that there will be significant support both for instructors who will develop these resources and those who will utilize them in their curriculums.

Board Vice President Scoggin shared his support for the initiative. Matt Freeman, Executive Director, noted that the Board has benefited from having two of the nation's leading OER experts on staff – Dr. Bliss and Dr. Jonathan Lashley, Associate Chief Academic Officer.

There were no additional questions or comments from the Board.

4. Board Policy III.Z. – Delivery of Postsecondary Programs – Second Reading

BOARD ACTION

M/S (Liebich/Clark): I move to approve the second reading of proposed amendments to Board Policy III. Z. Planning and Delivery of Postsecondary Education Programs and Courses as submitted in Attachment 1. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

Board Secretary Liebich introduced the item and noted that Board Policy III.Z was created to promote collaboration among the institutions and ensure that there was not duplication of efforts in terms of region-specific programming. Dr. TJ Bliss, Chief Academic Officer, noted that there were no changes between the first and second readings of the policy. The policy in its entirety, including proposed amendments, is included within the meeting agenda materials.

There were no additional questions or comments from the Board.

5. Boise State University – Master of Science in Cybersecurity

BOARD ACTION

M/S (Liebich/Hill): I move to approve the request by Boise State University to create a Master of Science in Cybersecurity, as presented in Attachment 1. A roll call vote was taken and the motion carried 6-0. Ms. Keough and Mrs. Atchley were absent from voting.

Board Secretary Liebich introduced the item and discussed that it is a request from Boise State University to establish a Master of Science in Cybersecurity, and noted that the program request has been reviewed by the IRSA committee. He outlined that \$1M was allocated by the 2020 Legislature for a statewide cybersecurity initiative, and added that Dr. Michael Haney, Assistant Professor of Computer Science at the University of Idaho and program coordinator for the statewide cybersecurity initiative, is consulted whenever a cybersecurity program is proposed to ensure that all programs fit within the goals of the initiative as a whole.

Dr. Tony Roark, Interim Provost and Vice President for Academic Affairs at Boise State University, discussed that the goal of the program is to create an environment that is rich in opportunities to allow students to enter into the high-demand cyber-workplace. Dr. Zeynep Hansen, Vice Provost at Boise State University, discussed that BSU's proposal would create an interdisciplinary master's degree to include the focus areas of computer analysis, cryptoanalysis and signals analysis, and management. She noted that faculty from the College of Engineering, the College of Arts and Sciences, and the College of Business will teach courses for the program.

Board Vice President Scoggin and Board Member Hill expressed their support for the program.

There were no additional questions or comments from the Board.

6. Freedom of Expression and Responsibility This item was provided in the agenda materials as an information item.

Board Secretary Liebich introduced the item and discussed that it stems from ongoing legislative discussions regarding freedom of expression and the Board's responsibility in this matter. He noted that he expected the majority of the conversations during the legislative session to focus on the effects of COVID-19 pandemic and the subsequent learning loss, but the conversation has focused mainly on the climate and culture in K-12 classrooms and at the institutions of higher education. He cited several pieces of legislation that were not supported because of skepticism that critical race theory and social justice initiatives were being taught, including a Pre-K grant, the higher education budget, and an allocation that was intended to assist with professional development. Board Secretary Liebich also discussed that the local boards of trustees and the

institutions have policies and procedures in place if such situations arise, and shared his belief that this is not a systemic issue. He also voiced his concerns that the legislation that has been introduced to mitigate these issues is in opposition of free speech and academic freedom, and cited Board Policy III.B. and Board Policy III.P. which protect and regulate free speech, academic freedom, and discrimination.

Board Secretary Liebich discussed that the Board should take preemptive action to help drive the conversation. He suggested that the Board update Board Policy III.B. and Board Policy III.P., incorporating the Chicago Principles (provided within the agenda materials) as well as feedback from the institutions. He also suggested that the Board establish a method for measuring the campus climates to aid in determining the response to concerns that may arise.

Board President Critchfield echoed Board Secretary Liebich's comments and added that she has heard feedback stating that the Board is not active enough in mitigating the situation. She stated that the Board should evaluate the timeliness and depth in which they address concerns surrounding freedom of expression and academic responsibility. Board Vice President Scoggin also echoed Board Secretary Liebich's comments and shared his own experience with education, discussing that his education and educational experiences helped to broaden his perspective and open his mind to different points of view. He added that it is important to preserve freedom of expression for current and future students.

Board Member Clark discussed the concept of freedom of expression and academic responsibility from a K-12 perspective, noting that she has spent 47 years working in the K-12 system and has not seen any evidence of indoctrination. She discussed that teachers take the standards of teaching very seriously and are not inclined to teach social justice or critical race theory agendas. Board Member Clark also discussed that the Board will not be able to achieve any of its strategic plan goals if students do not come to our K-12 schools and institutions ready to learn, and that schools have methods to address these situations if they should arise. She emphasized that the Board should focus instead on compensating for unfinished learning as a result of the pandemic.

Board Member Hill discussed that the Board, like other State Boards, has the obligation to uphold freedom of expression, and that the term "freedom of expression" can be misconstrued. He noted that the focus should be on the Board's policies that protect students' freedom of expression and prohibit discrimination, and that the Board should consider what would constitute meaningful data to determine whether or not these policies are effective. Board Member Hill also echoed Board Secretary Liebich, Board Vice President Scoggin, and Board Member Clark's comments. Supt. Ybarra also echoed these comments and discussed that districts already have policies and procedures in place that allow for students to opt out of instruction that goes against their personal beliefs.

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Board Vice President Scoggin discussed that Idaho's institutions attract students from all 50 states and from around the world, and those students pay significantly more than in-state students. He discussed the importance of maintaining that portion of Idaho's students by protecting students' freedom of expression. Board President Critchfield noted that the conversation aimed to allow the Board to consider discussions that have occurred in the Legislature and logical next steps.

Dr. Cynthia Pemberton, Lewis-Clark State College President, echoed Board Member Hill's comments and stated that LCSC has policies and processes in place if a student feels uncomfortable. She also shared a semantic differential scale that outlined student responses to several questions from a recent campus climate survey. Dr. Pemberton noted that legislative concerns have been about students and individual experiences, and explained that the survey results show that students are content with the overall campus climate. She also discussed that all of LCSC's course evaluations ask about the individual student experience with instructors, curriculum, and overall academic involvement.

Kevin Satterlee, Idaho State University President, noted the importance of freedom of speech and that the ability to discuss and debate any issue on a campus is the purpose of higher education. He discussed that the real issue is combating misinformation that is being spread, and echoed President Pemberton's comments. Scott Green, University of Idaho President echoed President Satterlee's comments.

Board Secretary Liebich discussed that he does not have concerns regarding this issue in K-12, since districts have policies in place to mitigate such situations should they arise. He also noted that Lieutenant Governor McGeachin has established a taskforce to further investigate this issue, and that the Board will take action based on the findings of that report. In regard to higher education, in addition to revising Board Policy III.P. and Board Policy III.B., he suggested engaging the President's Leadership Council and the Instruction, Research and Student Affairs Committee to determine next steps. Board Member Clark agreed with this strategy, and added that the Board should make a statement of support for the K-12 system and an explanation of why this is not a concern. Board President Critchfield echoed Board Secretary Liebich's comments and added that the Board should determine a consistent communication strategy for discussing these matters. Supt. Ybarra reiterated her earlier comments about the policies that are in place in the K-12 system.

Matt Freeman, Executive Director, inquired how the efforts should be distributed between the President's Leadership Council and the Instruction, Research and Student Affairs. Board Secretary Liebich stated that it would be beneficial to have an initial conversation with the President's Leadership Council and then determine the best path forward. He also noted that the Board will be represented on Lieutenant Governor

McGeachin's taskforce and will be able to quickly respond to concerns, should they arise.

Ron Pisaneschi, General Manager of Idaho Public Television, noted that IPTV's budget was questioned based on the same topics, and discussed that IPTV also has policies and procedures in place to address potential concerns.

There were no additional questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

 University of Idaho – Annual Report This item was provided in the agenda materials as an information item.

Scott Green, University of Idaho President, presented the UI's annual report. He began his update by discussing highlights from the UI's response to the COVID-19 pandemic, which included access to in-person classes during the Fall 2020 and Spring 2021 semesters. The UI is consistently testing all students based on the Moscow campus, and the Moscow public health department contact tracing staff stated that no cases originated on the campus. President Green also discussed that the UI has partnered with Gritman Medical Center to distribute vaccines to students, faculty, and staff.

President Green then discussed enrollment and budget highlights. He noted that enrollment decreased by 3% in the Fall of 2020, while graduate student enrollment increased by 4%. Applications and admissions for the Fall of 2021 are already above average and President Green shared that he feels optimistic about the UI's admissions and enrollment growth in the wake of the COVID-19 pandemic. One of President Green's first priorities after he became UI's President was to "right size" the university's budget, and he shared that the UI has seen marked improvement for FY2020 from FY2019 and that the UI ended FY2020 with a small operating surplus. The UI also completed a program prioritization process, in which it eliminated the material sciences program and several master's degree options, and combined several departments in order to maximize efforts and overall efficiency. The UI is implementing a new hybrid budget model to streamline resource allocation, which will reward programs for increases in enrollment, student persistence, and collaboration. President Green also shared about the UI's fundraising efforts in FY2020, noting that over \$49M was donated by 17,852 donors; of that amount \$22.17M is designated for students, \$16.5M is designated for academic and other programs, \$6.4M is designated for faculty and research support, and \$4.7M is designated for facilities.

President Green discussed several current and upcoming construction projects that the UI will take on in 2020-2021, including the Idaho Central Credit Union Arena, the Center for Agriculture, Food, and the Environment (CAFE), a seed potato germplasm facility, a meat sciences center, and the installation of rooftop solar panels on the Integrated Research and Innovation Center (IRIC).

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President Green proudly shared that the UI was recently named the Number One Best Value Public University in the West by U.S. News & World Report. The UI currently has 10,791 students enrolled, 71% of which are Idaho residents and 41% of which are the first in their family to attend college. In the last several years, the UI has implemented strategies to meet the four metrics set by Complete College America's "Game Changers" initiative aimed at closing institutional performance gaps, including aligning the college experience to each student's goals for the future, addressing student needs and removing barriers to academic success through various programs, helping students meeting critical early milestones that put them on track to graduate, and building course road maps that make the path to a degree clear.

Board Secretary Liebich inquired about the UI's program prioritization efforts and the elimination of approximately 180 full-time positions, and asked what the morale on campus is like in the wake of the pandemic. President Green shared that morale is improving as the effects of the pandemic recede.

President Green concluded his report by thanking the Board and Board Staff for their assistance and support throughout the last year.

There were no additional questions or comments from the Board.

 Idaho Digital Learning Academy – Annual Report This item was provided in the agenda materials as an information item.

Dr. Cheryl Charlton, Superintendent of the Idaho Digital Learning Academy, and several of her staff members provided an update on IDLA's efforts in the areas of support services, course offerings, student profiles and growth, statewide solutions for urban and rural students, IDLA's coronavirus response, and credit recovery.

Jeff Simmons, Director of Supervision and Instruction for IDLA, discussed IDLA's enrollment data, noting that enrollment increased 76% for the 2019-2020 academic year and that 148 school districts and charters utilize IDLA online courses and technical services. He added that 1 in 5 IDLA students are from rural communities and 1 in 10 IDLA students are from urban communities, and that IDLA offers courses that helps meet the needs of both urban and rural students. IDLA is the state affiliate for the National Rural Education Association (NREA) and has created the Idaho Rural Education Association (IREA) based on this partnership. The IREA strives to provide various services and resources for rural students as well as rural teachers, staff, and administrators. Mr. Simmons also discussed IDLA's postsecondary partnerships with several of Idaho's public institutions of higher education as well as several industry partners. IDLA has also assisted with the placement of student teachers in virtual classrooms so these individuals could continue to pursue their degrees when schools were experiencing rolling physical closures during the COVID-19 pandemic.

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Jolene Montoya, Director of Curriculum for IDLA, discussed that IDLA has established an elementary program that serves as a supplemental program in partnership with local schools in the areas of K-6 English language arts and math. The elementary program utilizes Idaho-certified teachers, research-based curriculum, personalized instruction according to the needs of students, common assessments to measure student growth, live synchronous instruction, and a response to intervention process. Ms. Montoya shared that the feedback from parents and students for the elementary program was overwhelmingly positive, especially during the transition to remote learning during the pandemic. IDLA maintains an emphasis on quality, regardless of the grade level or subject matter. Ms. Montoya shared that IDLA will sponsor a program called "Elementary Launchpad" beginning in the summer of 2021, which will provide enrichment and intervention courses in the areas of reading and math for students in grades K-5. Students will work for 20-30 minutes per day on engaging, individualized sessions, and IDLA teachers will review progress and host live sessions with small groups of students.

Mr. Simmons discussed that IDLA will implement a program for secondary students to focus credit recovery for students in grades 11-12 in the areas of English language arts, math, social studies, and science in order to meet the needs of students in danger of not graduating. The program will begin in summer of 2021 and will utilize online IDLA content, IDLA teachers, and Social Emotional Learning supports provided by local schools. IDLA aims to expand the program to grades 9 and 10 next years.

There were no questions or comments from the Board.

- 3. 2021 Legislative Update
 - This item was provided in the agenda materials as an information item.

Board Member Clark introduced the item and drew the Board Members' attention to the overview of legislation provided in the meeting agenda materials. She asked Board Members to send any questions or comments to Tracie Bent, Chief Planning and Policy Officer.

There were no questions or comments from the Board.

4. Accountability Oversight Committee – Recommendations – Accountability Framework – School Quality Indicator – Chronic Absenteeism

BOARD ACTION

M/S (Clark/Liebich): I move to adopt the Accountability Oversight Committee recommendations as submitted in Attachment 1. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

Board Member Clark introduced the item and discussed that the Accountability Oversight Committee recommended substituting Chronic Absenteeism for the current School Quality Indicator. She outlined that there are two separate indicators within this measure, one that addresses students who regularly attend school and one that addresses students whose attendance has improved.

There were no questions or comments from the Board.

At this time, Board President Critchfield took a moment of personal privilege to recognize Dr. Bert Glandon, College of Western Idaho President, who is preparing to retire.

ELECTION OF OFFICERS

BOARD ACTION

M/S (Critchfield/Scoggin): I move to appoint Kurt Liebich as Board President, Dr. Dave Hill as Board Vice President, and Dr. Linda Clark as Board Secretary. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

Board President Critchfield thanked the Board and Board Staff for their support and collaboration, and noted that there is still lots of work to do but that she will be participating from a different seat. She noted that she has full confidence in Board Secretary Liebich to serve as an effective Board President. Board Secretary Liebich stated that he is humbled to be appointed as Board President, and that he is confident stepping into the role knowing that he will have the support of his fellow Board Members and Board Staff.

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 (Clark/Critchfield): I move to adjourn the meeting at pm 12:38pm (MT). The motion carried 6-0. Ms. Keough was absent from voting.

DRAFT MINUTES APRIL 26, 2021



STATE BOARD OF EDUCATION MEETING April 26, 2021

DRAFT

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, April 26, 2021. Board Vice President Dave Hill presided and called the meeting to order at 3:00pm (MT).

Present

Dr. Dave Hill, Vice President Dr. Linda Clark, Secretary Debbie Critchfield Andy Scoggin Sherri Ybarra, State Superintendent

<u>Absent</u>

Kurt Liebich, President Shawn Keough Emma Atchley

Monday, April 26, 2021, 3:00 p.m. (MT)

EXECUTIVE SESSION (Closed to the Public)

1. To go into executive session pursuant to Section 74-206(1)(f), Idaho Code, to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated.

BOARD ACTION

M/S (Critchfield/Scoggin): I move to go into executive session pursuant to Section 74-206(1)(f), Idaho Code, to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be **litigated.** A roll call vote was taken and the motion carried 5-0. Mr. Liebich and Ms. Keough were absent from voting.

Board Members entered into Executive Session at 3:07pm (MT). The Board convened in Executive Session to consider an exempt matter, which is permissible under Open Meeting Law, Idaho Code, Title 74, Section 206(1)(f). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in these matters it will occur at a future meeting properly noticed under the Open Meeting Law.

BOARD ACTION

M/S (Clark/Critchfield): I move to go out of Executive Session at 3:29pm (MT). The motion carried 5-0. Mr. Liebich and Ms. Keough were absent from voting.

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

BOARD ACTION

M/S (Clark/Scoggin): I move to adjourn the meeting at 3:29pm (MT). The motion carried 5-0. Mr. Liebich and Ms. Keough were absent from voting.

DRAFT MINUTES MAY 12-13, 2021



STATE BOARD OF EDUCATION MEETING May 12-13, 2021

DRAFT

Boise State University Student Union Building – Simplot Ballroom 1910 West University Drive Boise, ID 83725

A regular meeting of the Idaho State Board of Education was held May 12-13, 2021 at Boise State University in Boise, Idaho. Board President Kurt Liebich presided and called the meeting to order at 11:00am (MT).

Present:

Kurt Liebich, Board President Dr. Dave Hill, Vice President Dr. Linda Clark, Secretary Debbie Critchfield Andy Scoggin

Absent:

Emma Atchley Shawn Keough Sherri Ybarra, State Superintendent

Wednesday, May 12th, 2021, 11:00am, Mountain Time

Board President Liebich began the meeting by extending his thoughts and prayers to the community of Rigby, Idaho in the wake of a shooting at Rigby Middle School the previous week. He stated that the response of teachers, staff, and first responders was phenomenal. Board President Liebich also noted that the Legislature voted to move the Office of School Safety and Security (OSSS) under the purview of the Board, and asked if there should be a future agenda item to discuss the Board's role now that the OSSS is under the Board's jurisdiction and review schools' emergency response plans. Matt Freeman, Executive Director, stated that he has already charged Mike Munger, Manager of the OSSS, to conduct an after-action investigation on the shooting that occurred in Rigby and follow up with a report that will go to the OSSS advisory board as well as the State Board of Education.

Board President Liebich also noted that the Legislature voted to change the structure of the Idaho Public Charter School Commission, and discussed that this structural change should be a future agenda item as well.

WORK SESSION

1. Board Retreat

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

Progress Report on K-12 and Higher Education Task Force Recommendations

Board President Liebich began the discussion by stating that the only way to influence change in Idaho's education system is to establish a clear strategy from the top-down and ensure alignment consistently throughout the system. He noted that the previous year's Board Retreat focused on revising the Board's K-20 Strategic Plan with the guidance of a consultant, and shared that it will be helpful for the Board to consider strategic planning that has occurred over the last several years as a method to drive future planning. He also discussed that it is important for the Board to evaluate progress on the K-12 and Higher Education Task Forces and re-set goals as needed.

K-12 Our Kids, Idaho's Future Task Force Recommendations

Tracie Bent, Chief Planning and Policy Officer, discussed that brief updates on the progress made toward the K-12 Task Force recommendations are included in the agenda materials. The Board adopted these task force recommendations during the February 2020 Regular Board Meeting:

- Recommendation 1: State Accountability: Focusing Our Efforts on K-3 Literacy Ms. Bent discussed that this recommendation received exceptional support from the Governor's Office and the Legislature. In FY2021, \$3.2M was appropriated for ongoing funding for K-3 literacy intervention at the school level, bringing total ongoing general funds for literacy intervention to approximately \$26.2M.
- Recommendation 2: Greater All-Day K Opportunities to Support K-3 Literacy and Future Student Achievement – Ms. Bent discussed that HB331 was introduced this year but was held in committee. She also noted that one of the items on the agenda for the June Planning, Policy and Governmental Affairs Committee meeting is a legislative idea to provide funding for full-day kindergarten.
- Recommendation 3: Building Out and Updating the Career Ladder to Elevate the Profession, and Retain Effective Educators – Ms. Bent discussed that HB523, introduced in 2020, provided an additional five years of funding increases and added a third rung to the career ladder and added additional supports for professional development for teachers.

- Recommendation 4: Addressing Social and Emotional Issues to Support Student Learning – Ms. Bent discussed that HB627, introduced in 2020, appropriated an additional \$1M for professional development in the area of social emotional learning. An additional \$18.9M was appropriated for professional development in this area in 2021, and the Legislature requested an evaluation of Student Behavioral Health Services needs for K-12 students.
- Recommendation 5: Strategic Alignment and Increased Flexibility in K-12 Funding Formula – Ms. Bent discussed that Board Staff recommends collapsing several line items to provide additional financial flexibility for local education agencies. She also noted that Board Staff recommends retaining line-item funding for college and career advisors, Advanced Opportunities, and literacy intervention, with the aim of making important revisions to improve effectiveness and accountability.

Board Member Clark stated that the Board would be remiss if it didn't discuss the COVID-19 pandemic and how its effects will affect efforts moving forward. She discussed that the Board must consider the "unfinished learning" that has occurred and that the Board's work moving forward must focus on increased professional development and mentoring for teachers to ensure that students are able to make up for learning lost during the school closures that occurred as a result of the pandemic. Board Member Clark discussed that current data reflects that focus should be placed on K-3 literacy with the extension of an additional grade level to make up for interruption, but she noted that the Board should also focus on math in grades 5-9 as well as credit recovery for high school students to ensure students are able to pursue postsecondary education opportunities. She noted that the overall goals remain the same, but there are new considerations that will need to be taken into account moving forward.

Board President Liebich inquired if the Board should add an additional goal to the task force recommendations to encompass what has occurred during the last year. Board Member Scoggin discussed that the Board should create a set of initiatives to drive Board work, evaluate those initiatives regularly, and continually adjust in order to remain relevant and productive in progress toward goals. He also discussed that it would be beneficial to conduct a more thorough review of data points and incorporate "boots on the ground" perspectives into this analysis. Board President Liebich agreed with Board Member Scoggin's comments and noted that the Board's priorities must be embedded in the operations of each school district in order to achieve Board goals. He stated that it would be beneficial to identify several districts that are performing well and invite them to a Board Meeting to hear their perspectives in order to gauge where systematic changes need to be made. Board President Liebich also discussed that it would be beneficial to establish peer districts similar to the peer institutions that have been established in the higher education system to provide accurate data comparisons.

Board Member Critchfield echoed Board Member Clarks comments in regard to "unfinished learning" and noted that her sentiments compliment the task force recommendations. She discussed that moving forward, the Board must consider how its actions will impact "unfinished learning" and that they must also provide guidance in a new way to compensate for new challenges. Board Member Critchfield also discussed that community and industry partners are in a position to assist school districts and that the Board should make better use of those partnerships. She also echoed Board President Liebich's comments about establishing peer districts as a reference measure.

There was consensus among the Board Members to utilize the term "unfinished learning" instead of "learning loss" when referring to the interruptions in instructions that occurred as a result of the pandemic.

Board President Liebich discussed that the Board may have the opportunity to use funds from the American Rescue Plan (ARP) set-aside to strategically invest in a repository of best practices. Board Member Critchfield agreed with this idea and noted that successful districts *want* to share their strategies. She also stated that it would be beneficial if the repository could be populated independently by district administrators. Board Member Clark suggested that the repository could house professional development modules and mentorship resources for new teachers.

Matt Freeman, Executive Director, noted that the Board does not currently host a data dashboard for K-12, only a "report card", and that it would be useful to utilize ARP funds to build out a K-12 dashboard. Board President Liebich inquired about the difference between the "report card" and a data dashboard, and Mr. Freeman explained that the "report card" reflects data from individual local education agencies, but a full dashboard would contain further data and the ability to compare data points with additional context.

Board Member Critchfield added that it would be beneficial for the Board to emphasize the difference between reporting requirements and accountability. Board Member Clark agreed and noted that accountability measures have been difficult for the Board to administer, and cited the example of the Board's requirement that districts provide mentoring for teachers. She added that the Board needs to determine what districts should be accountable for and how those elements should be measured, recorded, and reported. Ms. Bent discussed that the Board has considered a data dashboard in the past but has not had the resources to implement it, and added that efforts to increase accountability would be extremely beneficial.

Board President Liebich discussed that creating a K-20 data dashboard would be beneficial but not actionable at the beginning, and suggested that the Board focus on one specific area to start the process. Board Member Critchfield discussed that the Board could create a plan for the dashboard and bring that to the US Department of Education to be able to utilize stimulus funds. Board Member Clark suggested that the plan for the dashboard could focus on K-4 literacy, grades 5-9 math, and high school credit recovery as way to gather data about the effects of the pandemic. She added that the issue is that Board data is not reflective of growth, and the Board needs to focus on qualitative aspects rather than quantitative aspects. Board President Liebich inquired if any revisions need to be made to the Board's strategic plan or other guiding documents to reflect unfinished learning and other effects of the pandemic. Board Member Hill discussed that the Board should add or incorporate an objective focused on unfinished learning, and added that the Board will need to focus on this element for at least the next several years. Board Member Hill echoed Board President Liebich's comments regarding establishing peer districts to allow K-12 agencies to be able to compare data from similar district demographics. Board Member Critchfield and Board Member Clark discussed that districts are already grouped based on Title I allocations, and that the establishment of peer districts should be decided with additional specifications in mind.

Board Member Liebich reiterated his previous question of whether or not the Board needs to amend its strategic plan to focus on the effects of the pandemic. Ms. Bent noted that there is already an objective within the plan that focuses on students' readiness to learn at the next level. She also added that it would be helpful for the Board to consider task force recommendations and the recommendations from organizations (such as Complete College America) that the Board wants to adopt, and combine those objectives into a single, separate document. Board Member Clark discussed that she would like to see an additional statement under the objective Ms. Bent noted pertaining to the effects of the pandemic. Board Member Critchfield agreed. Ms. Bent discussed that the Planning, Policy and Governmental Affairs committee would consider an amendment to the strategic plan to add an additional objective to Goal 2 pertaining to unfinished learning.

Board Member Scoggin inquired about several of the strategic plan benchmarks that are listed as "to be determined". Ms. Bent discussed that the Board would receive spring data for the Idaho Reading Indicator, and that this data could be used to set benchmarks during the October Board Meeting. Board Member Hill stated that the only acceptable goal is 100% proficiency. Board Member Critchfield noted that of course the goal is 100% proficiency, but the strategic plan is more focused on setting goals that are achievable and utilizing data to determine where addition Board and State support is needed.

Board Member Clark discussed that the Board needs to consider targets as part of its Federal plan, and voiced her concern with using the 2019-2020 academic year as a data point considering the effects of the pandemic. Mr. Freeman emphasized the importance of setting a benchmark rather than continuing to list "to be determined". Board Member Clark noted that the Board should consider growth, and Board Member Critchfield stated that it would be beneficial to set an overall goal and then set percentage goals over time to measure growth. Board Member Clark discussed that it would be beneficial for the Board to examine data from other states with similar demographics when determining plans of action and goals.

There were no additional questions or comments from the Board.

HIGHER ED

Ms. Bent provided an overview of progress toward several of the the Higher Education Task Force recommendations, which the Board adopted in September 2017:

- Recommendation 1: Efficiencies, Cost Savings and Service Ms. Bent discussed that this recommendation has been driven by recommendations for different operations and the Board's governance structure. She noted that the Business Affairs and Human Resources Committee has taken the lead on this recommendation and are working to consider recommendations set by the Huron Report as well as the recommendations of the System Optimization Committee. The Instruction, Research and Student Affairs Committee is examining admissions, registration, and student services, and the Planning, Policy and Governmental Affairs Committee is examining the consolation of Governmental Affairs Directors by shifting this area to the President's Leadership Council.
- Recommendation 2: 60% Goal Ms. Bent noted that progress toward this
 recommendation ties into recent conversations regarding the Board's strategic
 plan and discussed that the Planning, Policy and Governmental Affairs
 Committee established a work group to identify targets based on compiled
 workforce need data, and this information will be presented to the Board in
 October.
- Recommendation 3: Structural Change and System Improvements Ms. Bent stated that there have been significant accomplishments in the areas of administrative rule and policy revisions, mainly pertaining to program approval processes.
- Recommendation 5: Improved Certificate and Degree Completion Ms. Bent discussed that this recommendation ties into the Board's initiatives with Complete College America and Complete College Idaho plans, and noted that the Board added adult learner provisions for the Opportunity Scholarship in 2019 and adult learner provisions to Administrative Code in 2020
- Recommendation 6: Provide a Statewide Delivery System Ms. Bent discussed that this recommendation ties into work that the Academic Affairs team has been doing to implement the Online Idaho program.
- Recommendation 7: Postsecondary Access and Affordability Ms. Bent discussed that this recommendation ties into ongoing work that has been done in regard to the revision of Board Policies pertaining to tuition and fees, textbooks and education materials, and the Opportunity Scholarship.
- *Recommendation 8: Funding Formula for Higher Education* Ms. Bent discussed that a Higher Education Funding Formula Work Group was convened and drafted

an initial proposal, which was not supported by the Legislature. A new, more focused work group was convened to further develop the model which will be presented to the Legislature moving forward.

- Recommendation 9: Adopt the Recommendations of the Governor's Workforce Development Task Force – Ms. Bent noted that Board Staff continues to collaborate with the Workforce Development Council and the Division of Career Technical Education.
- Recommendation 12: Workforce Training Towards Degree or Certificate Completion – Ms. Bent noted that this recommendation also ties into the collaboration with the Workforce Development Council and the Division of Career Technical Education.

Board Member Clark discussed that tremendous progress has been made toward all of the Higher Education Task Force recommendations. She also shared her appreciation for the System Optimization Committee and Chet Herbst, former Chief Financial Officer and current System Optimization Program Manager. She also noted there has been considerable efforts in the Division of Career Technical Education in regard to restructuring and improving outreach.

Board Member Hill discussed that he believes many of the institutions have increased the amount of certificates that are offered, with a focus on qualifications other than degrees, and have improved pathways to degrees in the form of the consideration of internships and other experiential learning.

Mr. Freeman acknowledged Board Member Hill and the Academic Affairs team for their efforts in creating Online Idaho, which is now live and continuing to grow. He also thanked Greg Wilson, Senior Policy Advisor to Governor Little, for his assistance in securing Federal funding. Mr. Freeman also noted that the System Optimization Committee and the President's Leadership Council have taken on great responsibility in making progress toward the Board's goals as well as the Huron Report recommendations. Board Member Clark also acknowledged the work being done by the institutions to address textbook access and affordability, and Board President Liebich echoed these comments.

Mr. Freeman noted that there may be forthcoming recommendations based on the Complete College America "game changers". Dr. TJ Bliss, Chief Academic Officer, discussed that there will be a summit in the fall for institutions to share best practices, successes, and failures in order to develop a report to gauge progress that has been made and identify next steps. He added that this summit would also re-energize the institutions around the Board's objectives and strategies moving forward. Board Member Clark noted that the institutions' Provosts, led by Dr. Lori Stinson at Lewis-Clark State College, have worked over the last year to define goals and a structure for the institutions to have in place as they work toward the Complete College America

"game changers". Board President Liebich stated that the summit will be timely, and asked Dr. Bliss to invite Board Members to gather their perspectives as well.

Board Member Scoggin discussed that he chaired the Huron Committee and is now chairing the System Optimization Committee, and stated that it would have been impossible for the institutions to freeze tuition two years in a row if they had not implemented the Complete College America "game changers". He added the "game changers" should be combined with the Board's strategic plan in order to create one guiding document. Board Member Clark echoed these comments.

Todd Kilburn, Chief Financial Officer, provided a brief update on the Higher Education Funding Model Work Group, noting that it has been challenging to create a single formula that incorporates different levels of funding. The Work Group created a tiered formula that incorporates base funding (occupancy costs and annual ongoing expenses), student-centered metrics (retention, graduation, and market job placement), and line items (possible systemwide requests). Mr. Kilburn stated that the committee is meeting with the institutions next week to determine metrics and possible line item requests, and added that the goal is complete the model and present to the Governor for review prior to the end of FY2021.

There were no additional questions or comments from the Board.

At this time the Board recessed for 10 minutes, returning at 12:30pm (MT).

Legislative Update and Discussion

Board President Liebich discussed that it would be beneficial for the Board to hear a summary of recent legislative actions. He noted that he was surprised that legislative conversations were not focused on the institution Presidents' efforts to keep students on campus but rather an emphasis on social justice and critical race theory. He noted that \$2.5M was cut from the Colleges & Universities budget for FY2022.

Mr. Freeman introduced Sonny Ramaswamy, President and Chief Executive Officer of the Northwest Commission on College and Universities (NWCCU), who was asked to attend the Board Meeting to discuss accreditation implications for the legislative actions taken this year. Mr. Freeman noted that the NWCCU is the accrediting body for Idaho's institutions.

Ms. Bent provided a brief overview of three pieces of legislation that were introduced during the legislative session:

 HB364 ("Protecting Critical Thinking in Higher Education Act") – Ms. Bent discussed that HB364 was introduced by Representative Barbara Ehardt, and did not make it through the legislative process. The intent of this bill focused on freedom of speech and protecting first amendment rights, and Ms. Bent noted that these items are already incorporated into Board Policy. HB377 (Nondiscrimination in Public Education) – Ms. Bent noted that HB377 did
pass and was signed by the Governor. The focus of this bill was on making sure
that educators are not indoctrinating students in K-12 and in higher ed. Ms. Bent
quoted briefly from the bill, which can be found within the meeting agenda
materials. She noted that the bill also prohibits the expenditure of state funds for
programs and initiatives that would compel students to adopt the tenants outlined
in the bill, and that the concern is that the bill will have a "chilling effect" on
educators who may be concerned that something will be misinterpreted or
misunderstood.

Mr. Freeman noted that the bill outlines that no distinction shall be made based on race or ethnicity, and that there are accreditation data points that require these demographics in regard to closing equity gaps. Ms. Bent stated that in recognition of reporting requirements, nothing will be construed to prohibit the required collection or reporting of data by public schools or institutions.

 HB387 (Colleges & Universities FY2021 Appropriation, Section 6 Intent Language – Student Fee Report) – Ms. Bent noted that HB387 includes an amendment to the FY2021 Colleges & Universities appropriation as well as the FY2022 Colleges & Universities appropriation. The intent language in Section 6 requests that the Board make available a detailed breakout by December 17, 2021 to 1) student activity fees, 2) determine a common naming convention for similar activity fees across the institutions, and 3) evaluate the current lists of activity fees assessed to students and determine how and which fees supporting student activities, clubs, and organizations focused on individual beliefs and values can be structured to address the need for access affordability and choice.

Board Member Critchfield discussed that conversations began last July with the notion that social justice and diversity programs were impacting the quality of education at Boise State University and other institutions, and there was also concern that funds were being utilized to support specific student groups or lead students to adopt certain ideologies. She noted that the Legislature determine that control of the situation could be sought with budget reductions. Board Member Critchfield, former Board President, and Mr. Freeman wanted to be able to influence the conversation, and noted that they reviewed several iterations of this bill in a matter of days. Board Member Critchfield stated that the bill is not what the Board wanted but added that it potentially could have been much more restrictive. She noted that reporting requirements are still included, but that this bill provides the opportunity for the Board to continue these conversations. Mr. Freeman echoed these comments.

Board President Liebich asked for Mr. Ramaswamy's feedback and inquired how the Board could get in front of the conversation, as well as what actions need to be taken from an accreditation standpoint. Mr. Ramaswamy discussed that federal responsibilities and regulations are translated into state standards and Board Policies, and then applied to context at institutions and eligibility requirements for accreditation. He noted that there are requirements for accreditation that pertain to freedom of speech and expression, but there is no prescribed method for collecting data. He stated that it was beneficial that the Board was able to collaborate with the Legislature as this bill was drafted.

Mr. Ramaswamy outlined that the Board must accommodate NWCCU guidelines and that students are more successful when they've been exposed to opportunities for development. He added that accreditation focuses on creating equitable education experiences, and that none of the verbiage in HB377 presents issues from an accreditation standpoint. Mr. Ramaswamy also noted that there are procedures in place for the receipt of complaints.

Board President Liebich discussed Mr. Ramaswamy's comment that HB377 does not present any threats to accreditation requirements, but noted that previous versions of the bill did present possible threats. He discussed that while the bill speaks to critical race theory, legislative dialogue has weaponized terms such as social justice and diversity. He added that the Board wants all students, regardless of their background, to succeed. Board President Liebich also compared the terms diversity and inclusion from a business perspective, noting that diversity references businesses wanting to recruit the best, most talented people for their teams regardless of their background, and inclusion references businesses creating an organizational climate where everyone feels welcome and comfortable. He stated that the Board needs to change the way it speaks about those terms in order to drive the conversation.

Board Member Clark discussed that the legislative conversations are conflicting with the people that the Board serves. She provided the example of recent institution presidential searches, noting that the primary concern for students and stakeholder groups was addressing diversity and inclusion. Board Member Clark expressed her frustration in terms of how the Board should move forward when there was such strong momentum from constituents to address these issues, and agreed with Board President Liebich that the Board needs assistance as to how to communicate without creating further tension.

Board Member Critchfield discussed that the terms outlined above are being used interchangeably but mean very different things, and noted that the Board sets the tone for how this conversation unfolds across the state. She noted that the Board has an opportunity because of HB377 to define these terms and, in turn, define how the Board will speak about these topics. Board President Liebich agreed that it would be beneficial for the Board to define these terms so that Board discussions can be more productive. He also noted that there is not data available to reflect what is actually happening on campuses, and that the claims have been based on situational experiences.

Mr. Ramaswamy discussed that the Board's communication strategy is important because certain words create anger and angst, and that it would be beneficial to have

discussions about this topic without using certain terminology. Board President Liebich agreed that it would be easier to change the words used rather than trying to redefine words that spark anger.

Mr. Freeman discussed that the Board should examine its policies pertaining to academic freedom and compare those policies to the Chicago Principles as a reference. The Chicago Principles are included in the agenda materials from the April 21-22, 2021 Regular Board Meeting. Mr. Freeman outlined that it will be important moving forward for the Board to define the terms or utilize different terminology, and suggested that the Board collaborate with its counterparts in other states to revise policies to include diversity and inclusion. He noted that the Instruction, Research and Student Affairs Committee could include this assignment in its work. Board President Liebich agreed and noted that the Instruction, Research and Student agreed and noted that the Instruction, Research and Student Affairs Committee should consider the definitions of terms as well as how the Board could collect and utilize data pertaining to this subject.

Board Member Clark discussed that this issue also spans the K-12 system. She referenced the Board's discussion during the April Board Meeting regarding indoctrination and stated that the Board should publicly emphasize processes in place that hold teachers and administrators accountable. Board Member Scoggin reiterated that the Board's discussions should continue to focus on helping students catch up and reengage after the pandemic, and expressed his concern that the Board will lose focus on that goal and its long-term strategic priorities if it continues to discuss legislative concerns. He discussed that the Board should be focused on supporting students and their families, districts, and the institutions. Board President Liebich agreed and discussed that the steps that he previously discussed with allow for the majority of the Board's focus to be on students and Idaho's overall education system.

Mr. Freeman discussed the intent language within HB387, which included the request for a common naming convention for student activity fees and disaggregating those fees to be more transparent on the institutions' websites. He noted that the institutions are currently determining which fees could be optional, and Mr. Kilburn stated that this information will likely be presented to the Board in June. Mr. Freeman also noted that since he and Board Member Critchfield were able to influence the language of the bill, it is important for the Board to comply with the terms that were set.

Mr. Ramaswamy shared his appreciation for the Board's positive reframing of the situation, and noted that the NWCCU is happy to serve as a resource if needed.

Board President Liebich inquired if any revisions should be made to the Board's strategic director for higher education. Board Member Hill stated that no changes should be made with regard to the conversation about legislation, and that the Board should continue on its path with the priority of improve education as a system in Idaho. Board Member Liebich discussed that the Board should focus on access and affordability and encourage free speech on campuses without making students feel uncomfortable. She

added that if the Board discusses these issues and determines the right terminology, it will help move the conversation forward in a positive manner.

Mr. Freeman agreed with Board Member Scoggin's earlier comments, and noted that the situation will not go away on its own so the Board must act swiftly and then continue on with its strategic priorities. Board Member Scoggin noted that there has been extensive conversation about how emotional matters are discussed in classrooms, and that the Board needs to be sensitive to how students are challenged mentally so they are able to defend their points of view. He added that the Board should not try to eliminate debate or a teacher's ability to challenge students to think critically.

Dr. Bliss provided a brief update on the currently climate survey and how that data will influence subsequent policy developments. He noted that the Instruction, Research and Student Affairs Committee is collaborating with the Vice Presidents for Student Affairs and research representatives at the institutions, and added that extensive consideration is being given to student privacy. The committee's recommendation is that the survey be administered in the late fall of 2021 in order to capture incoming freshman. Dr. Bliss also noted that the President's Leadership Council recommended that the Instruction, Research and Student Affairs Committee form a work group consisting of faculty, provosts and Board Staff to begin revising Board Policy III.B. – Academic Freedom and Responsibility and Board Policy III.P. – Students.

There were no additional questions or comments from the Board.

EXECUTIVE SESSION (Closed to the Public)

1. To go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of...a public officer, employee, staff member or individual agent, or public school student.

BOARD ACTION

M/S (Hill/Clark): I move to go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of...a public officer, employee, staff member or individual agent, or public school student. A roll call vote was taken and the motion carried 5-0. Ms. Keough and Supt. Ybarra were absent from voting.

Board Members entered into Executive Session at 1:43pm (MT). The Board convened in Executive Session to consider an exempt matter, which is permissible under Open Meeting Law, Idaho Code, Title 74, Section 206(1)(b). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in these matters it will occur at a future meeting properly noticed under the Open Meeting Law.

BOARD ACTION

M/S (Scoggin/Critchfield): I move to go out of Executive Session. The motion carried 5-0. Ms. Keough and Supt. Ybarra were absent from voting.

Board Members exited Executive Session at 4:26pm (MT) when they recessed for the evening.

Thursday, May 13th, 2021, 9:00am, Mountain Time

EXECUTIVE SESSION (Closed to the Public)

1. To go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of...a public officer, employee, staff member or individual agent, or public school student.

BOARD ACTION

M/S (Hill/Scoggin): I move to go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of...a public officer, employee, staff member or individual agent, or public school student. A roll call vote was taken and the motion carried 5-0. Ms. Keough and Supt. Ybarra were absent from voting.

Board Members entered into Executive Session at 9:00am (MT). The Board convened in Executive Session to consider an exempt matter, which is permissible under Open Meeting Law, Idaho Code, Title 74, Section 206(1)(b). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in these matters it will occur at a future meeting properly noticed under the Open Meeting Law.

BOARD ACTION

M/S (Critchfield/Clark): I move to go out of Executive Session. The motion carried 5-0. Ms. Keough and Supt. Ybarra were absent from voting.

Board Members exited Executive Session at 12:15pm (MT), effectively adjourning the meeting. Prior to entering Executive Session, Board President Liebich stated that the Board would not return to Open Session for the remainder of the meeting.

DRAFT MINUTES MAY 17, 2021



STATE BOARD OF EDUCATION MEETING May 17, 2021

DRAFT

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, May 17, 2021. Board President Kurt Liebich presided and called the meeting to order at 3:30pm (MT). A roll call of members was taken.

Present:

Kurt Liebich, President Dr. Dave Hill, Vice President Dr. Linda Clark, Secretary Debbie Critchfield Andy Scoggin* Shawn Keough Sherri Ybarra, State Superintendent

Absent:

Emma Atchley

*Except where noted

Monday, May 17, 2021, 3:30 p.m. (MT)

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. FY2022 Appropriation Information – Institutions and Agencies of the State Board of Education

BOARD ACTION

M/S (Hill/Clark): I move to approve the allocation of the FY2022 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab 1a, Attachment 1. A roll call vote was taken and the motion carried 6-0. Mr. Scoggin was absent from voting. Board Member Hill introduced the item and discussed that the Board would accept the FY2022 budget appropriation for the institutions and agencies of the Board. Todd Kilburn, Chief Financial Officer, noted that this item is typically placed on the Consent agenda during the Regular April Board Meeting and added that it needed to be approved prior to the Board setting tuition and fees for the institutions for the following academic year. He also noted that tuition and fees are also typically set during the Regular April Board Meeting, but the process was deferred this year due to delayed legislative action.

There were no questions or comments from the Board.

Board Member Scoggin joined the meeting at 3:36pm (MT).

2. Student Tuition and Fee Rates (Academic Year 2021-2022)

Board Member Hill introduced the item and discussed that the Board would set the tuition and fee rates for the four, four-year public institutions of higher education for the 2021-2022 academic year. Todd Kilburn, Chief Financial Officer, noted that the process for setting tuition and fees is slightly different this year due to recent revisions to Board Policy V.R. – Establishment of Fees, delayed legislative action to pass the Colleges & Universities appropriation bill, and recent legislative conversations pertaining to student activity fees. Mr. Kilburn expressed his gratitude for Board Staff and institutional staff for their work to prepare the agenda materials.

Board Member Hill noted that in-state, undergraduate tuition would be held flat at all four institutions for the second year in a row. Board President Liebich discussed that one of the Board's key priorities is maintaining accessibility and affordability for students. He outlined that freezing tuition for the second year in a row is beneficial, and also noted that the institutions were very conservative in the fees required for students.

There were no additional questions or comments from the Board.

A. University of Idaho – Student Tuition and Fee Rates

BOARD ACTION

M/S (Hill/Keough): I move to approve the FY2022 annual undergraduate full-time resident tuition and mandatory fees at University of Idaho to an amount of \$8,340; and to approve the FY2022 annual undergraduate full-time nonresident tuition and mandatory fees at University of Idaho to an amount of \$27,576. A roll call vote was taken and the motion carried 7-0.

AND

M/S (Hill/Keough): I move to approve all other fees set forth in the FY2022 University of Idaho tuition and fees worksheet which will be made part of the written minutes. A roll call vote was taken and the motion carried 7-0.

Brian Foisy, Vice President for Finance and Administration at the University of Idaho, noted that the UI is recommending no increase for resident undergraduate, resident graduate, nonresident undergraduate, and nonresident graduate tuition. The only proposed increase is a 3.9% increase for professional fees for the College of Law as well as a minor increase in the overall student fee. He added that these proposals come from students and are presented by the UI for Board consideration.

There were no questions or comments from the Board.

B. Boise State University - Student Tuition and Fee Rates

BOARD ACTION

M/S (Hill/Scoggin): I move to approve the FY2022 annual undergraduate full-time resident tuition and mandatory fees at Boise State University in the amount of \$8,060; and to approve the FY2022 annual undergraduate full-time nonresident tuition and mandatory fees at Boise State University in the amount of \$24,980. A roll call vote was taken and the motion carried 7-0.

AND

M/S (Hill/Scoggin): I move to approve all other fees set forth in the FY2022 Boise State University tuition and fees worksheet which will be made part of the written minutes. A roll call vote was taken and the motion carried 7-0.

Ken Kline, Associate Vice President for Budget and Planning at Boise State University, discussed that BSU considered that students may be facing financial difficulties in the wake of the COVID-19 pandemic, and opted to not increase tuition and fees for resident undergraduate students, nonresident undergraduate students, resident graduate students, or nonresident graduate students for the upcoming academic year.

There were no questions or comments from the Board.

C. Idaho State University - Student Tuition and Fee Rates

BOARD ACTION

M/S (Hill/Critchfield): I move to approve the FY2022 annual undergraduate full-time resident tuition and mandatory fees at Idaho State University in the amount of \$7,872; and to approve the FY2022 annual undergraduate full-time nonresident tuition and mandatory fees at Idaho State University in the amount of \$25,326. A roll call vote was taken and the motion carried 7-0.

AND

M/S (Hill/Critchfield): I move to approve all other fees set forth in the FY2022 Idaho State University Tuition and fees worksheet which will be made part of the written minutes. A roll call vote was taken and the motion carried 7-0.

Glen Nelson, Vice President for Finance and Business Affairs at Idaho State University, discussed that ISU is proposing a minor increase for nonresident graduate tuition and overall student fees. He noted the importance of maintaining affordability from a recruiting perspective, and that increases for professional fees aim to keep ISU consistent as market rates simultaneously increase.

Rex Force, Vice President for Health Sciences at ISU, noted that ISU aims to keep professional fees as low as possible but faculty and staff within the College of Health are compensated by these professional fees. He added that ISU calculates its professional fees, in part, based on anticipated Change in Employee Compensation.

There were no questions or comments from the Board.

D. Lewis-Clark State College Student Tuition and Fee Rates

BOARD ACTION

M/S (Hill/Keough): I move to approve the FY2022 annual undergraduate full-time resident tuition and mandatory fees at Lewis-Clark State College in the amount of \$6,982; and to approve the FY2022 annual undergraduate full-time nonresident tuition and mandatory fees at Lewis-Clark State College in the amount of \$20,238. A roll call vote was taken and the motion carried 7-0.

AND

M/S (Hill/Keough): I move to approve I other fees set forth in the FY2022 Lewis-Clark State College tuition and fees worksheet which will be made part of the written minutes. A roll call vote was taken and the motion carried 7-0.

Julie Crea, Vice President for Finance and Administration at Lewis-Clark State College, discussed that LCSC will maintain the current rates for resident undergraduate tuition, nonresident undergraduate tuition, resident graduate tuition, and nonresident graduate tuition. She noted that LCSC is planning to implement several new fees in conjunction with its new graduate programs that will begin in the Fall 2021, as well as a summer term full-time student fee.

There were no questions or comments from the Board.

At this time, the Board took action on several additional items pertaining to student fees for FY2022:

BOARD ACTION

M/S (Hill/Clark): 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 2022. A roll call vote was taken and the motion carried 7-0.

There were no questions or comments from the Board.

BOARD ACTION

M/S (Hill/Clark): I move to set the statewide transcript fee at \$10 per credit for fiscal year 2022 for students enrolled in a qualified Workforce Training course where the student elects to receive credit. A roll call vote was taken and the motion carried 7-0.

There were no questions or comments from the Board.

BOARD ACTION

M/S (Hill/Keough): I move to se the statewide summer bridge program fee at \$65 per credit for fiscal year 2022 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. A roll call vote was taken and the motion carried 7-0.

There were no questions or comments from the Board.

BOARD ACTION

M/S (Hill/Critchfield): I move to waive for one year the requirement in Board **Policy III.Y. to charge the part-time student fee for dual credit courses taught on campus.** A roll call vote was taken and the motion carried 7-0.

There were no questions or comments from the Board.

EXECUTIVE SESSION (Closed to the Public)

3. To go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of...a public officer, employee, staff member or individual agent, or public school student.

BOARD ACTION

M/S (Hill/Critchfield): I move to go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of...a public officer, employee, staff member or individual agent, or public school student. A roll call vote was taken and the motion carried 7-0.

Board Members entered into Executive Session at 3:51pm (MT). The Board convened in Executive Session to consider an exempt matter, which is permissible under Open Meeting Law, Idaho Code, Title 74, Section 206(1)(b). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in these matters it will occur at a future meeting properly noticed under the Open Meeting Law.

BOARD ACTION M/S (Clark/Hill): I move to go out of Executive Session. The motion carried 7-0.

Board Members exited Executive Session at 5:27pm (MT), effectively adjourning the meeting. Prior to entering Executive Session, Board President Liebich stated that the Board would not return to Open Session for the remainder of the meeting.

UNIVERSITY OF IDAHO

4-year History of Board Approved Fees plus FY22 Requested Fees Annual Full-Time Fees and Part-Fime Credit Hours Fees

:	Student Fees:	FY 2018	FY 2019	FY 2020	FY 2021	Request FY 2022	5-Year Increase	% Increase
1	Full-time Fees							
2	Tuition (Unrestricted)	\$5,444.36	\$5,778.44	\$6,181.80	\$6,181.80	\$6,181.80	\$737.44	13.55%
3	Technology Fee	165.40	165.40	165.40	165.40	165.40	0.00	0.00%
4	Facilities Fees	791.62	791.62	821.62	821.62	821.62	30.00	3.79%
5	Student Activity Fees	1,086.62	1,128.54	1,135.18	1,135.18	1,135.18	48.56	4.47%
6	Total Full-time Fees	7,488.00	7,864.00	8,304.00	8,304.00	8,304.00	816.00	10.90%
7	Percentage Increase	3.5%	5.0%	5.6%	0.0%	0.0%		
8	r crocinago morease	0.070	0.070	0.070	0.070	0.070		
9	Part-time Credit Hour Fees							
10	Undergraduate Tuition	\$328.50	\$347.50	\$368.00	\$368.00	\$368.00	\$39.50	12.02%
10	Undergraduate Fees							
12	Total Part-time Cr Hr Fees	\$45.50 \$374.00	\$45.50 \$393.00	\$47.00 \$415.00	\$47.00 \$415.00	<u>\$47.00</u> \$415.00	\$1.50 \$41.00	<u>3.30%</u> 10.96%
		\$374.00	\$393.00	\$415.00	\$415.00	\$415.00	\$41.00	10.96%
13								
14	Other Student Fees							
15	Academic Year Graduate Fees:							
16	Full-Time Tuition	\$5,444.36	\$5,778.44	\$6,181.80	\$6,181.80	\$6,181.80	\$737.44	13.55%
17	Full-Time Grad	\$1,376.00	\$1,488.00	\$1,572.00	\$1,572.00	\$1,572.00	\$196.00	14.24%
18	Full-Time Other Fees	\$2,043.64	\$2,085.56	\$2,122.20	\$2,122.20	\$2,122.20	\$78.56	3.84%
19	Total	\$8,864.00	\$9,352.00	\$9,876.00	\$9,876.00	\$9,876.00	\$1,012.00	11.42%
20	Part-Time Tuition	\$370.50	\$391.50	\$415.00	\$415.00	\$415.00	\$44.50	12.01%
21	Part-Time Grad	\$76.00	\$83.00	\$87.00	\$87.00	\$87.00	\$11.00	14.47%
22	Part-Time Other Fees	\$45.50	\$45.50	\$47.00	\$47.00	\$47.00	\$1.50	3.30%
23	Total	\$492.00	\$520.00	\$549.00	\$549.00	\$549.00	\$57.00	11.59%
24	Summer Session							
25	On-Campus	* ~~~ ~ ~	*• • • • •	* ~~~~~~~	* ~~~~~~	****	* ~~ - ~	40.000/
26	Part-Time Undergrad Tuition	\$328.50	\$347.50	\$368.00	\$368.00	\$368.00	\$39.50	12.02%
27	Part-Time Grad Tuition	\$370.50	\$391.50	\$415.00	\$415.00	\$415.00	\$44.50	12.01%
28	Part-Time Grad Fee	\$76.00	\$83.00	\$87.00	\$87.00	\$87.00	\$11.00	14.47%
29	Part-Time Other Fees (UG & GR)	\$45.50	\$45.50	\$47.00	\$47.00	\$47.00	\$1.50	3.30%
30	Nonresident Tuition (See Notes A & B)	* 40.004.00	# 47,000,00	\$40,000,00	\$40,000,00	# 40,000,00	*0 040 00	47.040/
31	Full-Time Tuition (UG & GR)	\$16,324.00	\$17,636.00	\$19,236.00	\$19,236.00	\$19,236.00	\$2,912.00	17.84%
32	Part-Time Tuition Undergrad	\$817.00	\$882.00	\$962.00	\$962.00	\$962.00	\$145.00	17.75%
33	Part-Time Tuition Grad	\$907.00	\$979.00	\$1,069.00	\$1,069.00	\$1,069.00	\$162.00	17.86%
34	Professional Fees:	¢10.004.00	¢11 624 00	¢10 204 00	¢10 204 00	¢10.004.00	¢0,000,00	10.000/
35	Law College FT	\$10,884.00	\$11,634.00	\$12,384.00	\$12,384.00	\$12,884.00	\$2,000.00	18.38% 18.35%
36 37	Law College PT Art & Architecture FT UG & GR	\$605.00 \$1,302.00	\$646.00 \$1,302.00	\$688.00 \$1,350.00	\$688.00 \$1,350.00	\$716.00 \$1,390.00	\$111.00	6.76%
		\$1,302.00 \$65.00	\$1,302.00 \$65.00	\$1,350.00 \$68.00	. ,	\$1,390.00 \$70.00	\$88.00 \$5.00	0.76% 7.69%
38 39	Art & Architecture PT Undergrad Art & Architecture PT Grad			\$08.00 \$75.00	\$68.00			7.69% 6.94%
39 40	Self-Support Program Fees:	\$72.00	\$72.00	\$75.00	\$75.00	\$77.00	\$5.00	0.94%
40 41	Executive MBA (2 years)	\$44.100.00	\$44.100.00	\$47.900.00	\$47.900.00	\$47.900.00	\$3.800.00	8.62%
41	Masters of Science Athletic Trainng (1 yr/3	\$22,434.00	\$22,434.00	\$47,900.00 \$22,434.00	\$47,900.00 \$22,434.00	\$47,900.00 \$22,434.00		8.62% 0.00%
42 43		\$22,434.00 \$19,941.00		\$22,434.00 \$19,941.00	\$22,434.00 \$19,941.00		\$0.00 \$0.00	0.00%
	Doctorate in Athletic Training (1 year/3 Sen	. ,	\$19,941.00	. ,	, ,	\$19,941.00		
44 45	MOSS Environmental Education (1 year/2 MOSS MNR Env Ed/Sci Comm (1 year + S	\$15,656.00 \$10,804,00	\$16,282.00 \$20,506,00	\$17,584.00 \$22,244,00	\$17,584.00 \$22,244,00	\$17,936.00 \$22,688,00	\$2,280.00 New	14.56% New
45 46		\$19,804.00	\$20,596.00	\$22,244.00	\$22,244.00	\$22,688.00	INEW	INEW
46 47	Other Fees: Overload Fee	\$328.50	\$347.50	\$368.00	\$368.00	\$368.00	¢20 50	12.02%
			• • • •				\$39.50	
48	Western Undergrad Exchge	\$3,744.00	\$3,932.00	\$4,152.00	\$4,152.00	\$4,152.00	\$408.00	10.90%
49 50	In-service Fees/Cr Hr - UG	\$114.00 \$142.00	\$122.00 \$160.00	\$129.00 \$170.00	\$129.00 \$170.00	\$129.00 \$170.00	\$15.00	13.16%
50	In-service Fees/Cr Hr - Grad	\$143.00	\$160.00	\$170.00	\$170.00	\$170.00	\$27.00	18.88%

BOISE STATE UNIVERSITY

4-year History of Board Approved Fees plus FY22 Requested Fees Annual Full-Time Fees and Part-Fime Credit Hours Fees

ę	Student Fees:	FY 2018	FY 2019	FY 2020	FY 2021	Request FY 2022	5-Year Increase	% Increase
1	Full-time Fees				·			
2	Tuition (Unrestricted)	\$5,042.78	\$5,258.80	\$5,532.36	\$5,532.36	\$5,532.36	\$489.58	9.7%
3	Technology Fee	230.60	244.60	257.14	257.14	257.14	26.54	11.5%
4	Facilities Fees	1,264.60	1,359.60	1,389.60	1,389.60	1,389.60	125.00	9.9%
5	Student Activity Fees	788.02	831.00	888.90	880.90	880.90	92.88	11.8%
6	Total Full-time Fees	\$7,326.00	\$7,694.00	\$8,068.00	\$8,060.00	\$8,060.00	\$734.00	10.0%
7	Percentage Increase	3.5%	5.0%	4.9%	-0.1%	0.0%		
8 9	Part-time Credit Hour Fees							
0	Education Fee	\$205.29	\$239.31	\$251.75	\$251.75	\$251.75	\$46.46	22.6%
1	Technology Fee	9.61	11.12	11.69	11.69	11.69	2.08	0.0%
2	Facilities Fees	52.69	61.80	63.16	63.16	63.16	10.47	0.0%
3	Student Activity Fees	37.41	37.77	40.40	40.04	40.04	2.63	7.0%
4	Total Part-time Cr Hr Fees	\$305.00	\$350.00	\$367.00	\$366.64	\$366.64	\$61.64	20.2%
5 6	Summer Fees							
7	Education Fee	\$205.29	\$187.91	\$199.08	\$199.08	\$199.08	(\$6.21)	-3.0%
8	Technology Fee	9.61	8.90	8.90	8.90	8.90	(0.71)	-7.4%
9	Facilities Fees	52.69	49.44	49.44	49.44	49.44	(3.25)	-6.2%
0	Student Activity Fees	37.41	33.75	35.58	35.33	35.33	(2.08)	-5.6%
1	Total Summer Fees	\$305.00	\$280.00	\$293.00	\$292.75	\$292.75	(\$12.25)	-4.0%
2 3	Other Student Fees							
4	Graduate Fees:							
5	Full-time Grad/Prof	\$1,428.00	\$1,500.00	\$1,578.00	\$1,578.00	\$1,578.00	\$150.00	10.5%
6	Part-time Graduate/Hour	\$85.00	\$98.00	\$103.00	\$103.00	\$103.00	\$18.00	21.2%
7	Nonresident Tuition:							
8	Nonres Tuition - Full Time	\$15,316.00	\$16,082.00	\$16,920.00	\$16,920.00	\$16,920.00	\$1,604.00	10.5%
9	Nonres Tuition - Part Time	\$295.00	\$339.00	\$357.00	\$357.00	\$357.00	\$62.00	21.0%
0 1	Professional Fees: Undergrad. Nursing	\$850.00	\$1,356.00	\$1,356.00	\$1,356.00	\$1,356.00	\$506.00	59.5%
2	Engineering Prog. (pch upper division)	\$35.00	\$35.00	\$35.00	\$35.00	\$35.00	\$0.00	0.0%
3	Self-Support Program Fees:	ψ00.00	φ00.00	ψ00.00	ψ00.00	ψ00.00	ψ0.00	0.070
1	Bachelor Business / Accountancy: Twin Fal	\$297.00	\$297.00	\$297.00	\$297.00	\$297.00	\$0.00	0.0%
5	Executive MBA	\$1,215.00	\$1,245.00	\$1,245.00	\$1,245.00	\$1,245.00	\$30.00	2.5%
3	MBA Online	\$750.00	\$750.00	\$750.00	\$750.00	\$750.00	\$0.00	0.0%
7	Bachelor of Criminal Justice: Twin Falls	\$275.00	\$275.00	\$275.00	\$275.00	\$287.50	\$12.50	4.5%
3	Master of Social Work: Coeur d'Alene	\$400.00	\$400.00	\$400.00	\$400.00	\$425.00	\$25.00	6.3%
)	Bachelor of Social Work: Twin Falls	\$275.00	\$275.00	\$275.00	\$275.00	\$297.50	\$22.50	8.2%
)	Graduate Certificate in Conflict Mgmt.	\$369.00	\$369.00	\$404.00	\$404.00	\$404.00	\$35.00	9.5%
1	Doctor of Nurse Practice (DNP)	\$750.00	\$750.00	\$750.00	\$750.00	\$820.00	\$70.00	9.3%
2	Adult Gerontology Nurse Practitioner (AGN	\$750.00 \$225.00	\$750.00 \$350.00	\$890.00 \$350.00	\$890.00 \$250.00	\$890.00 \$350.00	\$140.00 \$15.00	18.7% 4.5%
ŀ	B.S. in Nursing (RN to BSN) B.S. Respiratory Care (R.R.T. to B.S.)	\$335.00 \$300.00	\$300.00	\$300.00	\$350.00 \$300.00	\$300.00	\$15.00 \$0.00	4.5%
5	M.Ed., Specialist in Exec. Ed. Leadership	\$420.00	\$420.00	\$420.00	\$420.00	\$420.00	\$0.00	0.0%
5	Math Consulting Teacher Endorsement Cer	\$225.00	\$225.00	\$225.00	\$225.00	\$225.00	\$0.00	0.0%
7	M.A. in Education, Literarcy	\$375.00	\$375.00	\$375.00	\$375.00	\$422.50	\$47.50	12.7%
В	M.A. in Education, Bilingual / ENL Eduction	\$375.00	\$375.00	\$375.00	\$375.00	\$422.50	\$47.50	12.7%
9	Master of Athletic Leadership	\$360.00	\$378.00	\$378.00	\$378.00	\$385.00	\$25.00	6.9%
0	Master of Bilingual Ed/ESL: Canyon Cty	\$329.00	\$329.00	\$329.00	\$329.00	\$329.00	\$0.00	0.0%
1	Online Program Fees	****			****	****	** **	
2	Bachelor of Science in Imaging Science	\$395.00	\$395.00	\$395.00	\$395.00	\$395.00	\$0.00	0.0%
3	Grad. Certificate in Healthcare Simulation	\$600.00	\$600.00	\$675.00	\$675.00	\$675.00	\$75.00	12.5%
4 5	Master of Social Work Online Org. Perf. & Workplace Learn	\$450.00 \$450.00	\$495.00 \$450.00	\$495.00 \$500.00	\$495.00 \$500.00	\$495.00 \$500.00	\$45.00 \$50.00	10.0% 11.1%
5	Cert. in Design Ethnography	\$497.00	\$497.00	\$350.00	\$350.00	\$350.00	(\$147.00)	-29.6%
7	B.A., Multi-disciplinary Studies	\$340.00	\$350.00	\$350.00	\$350.00	\$350.00	\$10.00	2.9%
3	B.B.A. Management	\$335.00	\$350.00	\$350.00	\$350.00	\$350.00	\$15.00	4.5%
9	Bachelor of Public Health	\$344.00	\$350.00	\$350.00	\$350.00	\$350.00	\$6.00	1.7%
)	Bachelor of Public Relations	\$344.00	\$350.00	\$350.00	\$350.00	\$350.00	\$6.00	1.7%
1	Online Degree Pathway	NA	NA	\$350.00	\$350.00	\$350.00	n/a	n/a
2	M.S. Accountancy	\$450.00	\$450.00	\$495.00	\$495.00	\$545.00	\$95.00	21.1%
3	EdTech Masters and Grad Certificates	\$450.00	\$464.00	\$478.00	\$478.00	\$478.00	\$28.00	6.2%
4	EdTech PhD	\$564.00	\$581.00	\$599.00	\$599.00	\$599.00	\$35.00	6.2%
5	Master of Respiratory Care	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$0.00	0.0%
6 7	Master of Genetic Counseling	NA	NA 8	\$982.00	\$982.00	\$982.00	n/a	n/a
7	Other Fees:		U					

BOISE STATE UNIVERSITY

4-year History of Board Approved Fees plus FY22 Requested Fees Annual Full-Time Fees and Part-Fime Credit Hours Fees

						Request	5-Year	%
Stu	dent Fees:	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	Increase	Increase
68	Western Undergrad Exchge	\$3,662.00	\$3,846.00	\$4,034.00	\$4,030.00	\$4,030.00	\$368.00	10.0%
69	Tuition over 16 hours (AY18 over 15 hours)	\$205.00	\$239.00	\$252.00	\$252.00	\$252.00	\$47.00	22.9%
70	In-service Fees/Cr Hr - Undergrad	\$114.00	\$122.00	\$129.00	\$129.00	\$129.00	\$15.00	13.2%
71	In-service Fees/Cr Hr - Grad	\$143.00	\$160.00	\$170.00	\$170.00	\$170.00	\$27.00	18.9%
72	New Student Orientation Fee	\$175.00	\$175.00	\$175.00	\$175.00	\$175.00	\$0.00	0.0%

IDAHO STATE UNIVERSITY

4-year History of Board Approved Fees plus FY22 Requested Fees Annual Full-Time Fees and Part-Fime Credit Hours Fees

ę	Student Fees:	FY 2018	FY 2019	FY 2020	FY 2021	Request FY 2022	5-Year Increase	% Increase
1	Full-time Fees							
2	Tuition (Unrestricted)	\$5,424.60	\$5,645.00	\$5,928.04	\$5,928.04	\$5,928.04	\$503.44	9.28%
3	Technology Fee	166.80	166.80	176.80	176.80	176.80	10.00	6.00%
4	Facilities Fees	510.00	510.00	590.00	590.00	590.00	80.00	15.69%
5	Student Activity Fees	1,064.60	1,098.20	1,177.16	1,177.16	1,177.16	112.56	10.57%
6	Total Full-time Fees	\$7,166.00	\$7,420.00	\$7,872.00	\$7,872.00	\$7,872.00	\$706.00	9.85%
7	Percentage Increase	3.0%	3.5%	6.1%	0.0%	0.0%		
8	r oroontago moroado	0.070	0.070	0.170	0.070	0.070		
9	Part-time Credit Hour Fees							
10	Education Fee	\$307.33	\$318.89	\$335.03	\$335.03	\$335.03	\$27.70	9.01%
11	Technology Fee	\$307.33 6.15	\$318.89 6.15	۰.52 ¢	\$333.03 6.52	\$335.03 6.52	0.37	0.00%
12	Facilities Fees	0.13	0.00	10.00	10.00	10.00	10.00	0.00%
12	Student Activity Fees	45.52	46.96	50.45	50.45	50.45	4.93	10.83%
14	Total Part-time Cr Hr Fees	\$359.00	\$372.00	\$402.00	\$402.00	\$402.00	\$43.00	11.98%
14		\$339.00	\$372.00	φ402.00	\$402.00	\$402.00	φ 4 3.00	11.90 //
16	Other Student Fees							
17	Graduate Fees:	¢4,000,00	¢4 000 00	¢4,400,00	¢4,400,00	¢4,400,00	¢400.00	40.000/
18	Full-time Grad/Prof	\$1,326.00	\$1,392.00	\$1,462.00	\$1,462.00	\$1,462.00	\$136.00	10.26%
19	Part-time Graduate/Hour	\$67.00	\$70.00	\$74.00	\$74.00	\$74.00	\$7.00	10.45%
20	Nonresident Tuition:	¢14 776 00	¢15 500 00	¢16 006 00	\$16,296.00	¢16 600 00	¢1 946 00	10 400/
21 22	Nonres Tuition	\$14,776.00 \$240.00	\$15,520.00	\$16,296.00	. ,	\$16,622.00	\$1,846.00	12.49%
22	Part-time Nonres Tuition Professional Fees:	\$240.00	\$252.00	\$265.00	\$265.00	\$270.30	\$30.30	12.63%
23	PharmD - Resident	\$10,734.00	\$11,156.00	\$11,366.00	\$11,366.00	\$11,366.00	\$632.00	5.89%
24 25	PharmD - Nonres	\$14,940.00	\$15,362.00	\$15.572.00	\$15,572.00	\$15,792.00	\$852.00	5.70%
25	Phys Therapy - Resident	\$4,320.00	\$4,500.00	\$4,566.00	\$4,566.00	\$4,611.00	\$291.00	6.74%
20	Phys Therapy - Nonres	\$9,720.00	\$9,720.00	\$9,885.00	\$9,885.00	\$9,984.00	\$264.00	2.72%
28	Occu Therapy - Resident	\$3,384.00	\$3,585.00	\$3,675.00	\$3,675.00	\$3,786.00	\$402.00	11.88%
29	Occu Therapy - Nonres	\$7,986.00	\$7,986.00	\$8,166.00	\$8,166.00	\$8,412.00	\$426.00	5.33%
30	Physician Assistant - Res	\$20,340.00	\$20,565.00	\$20,940.00	\$20,940.00	\$21,690.00	\$1,350.00	6.64%
31	Physician Assistant - Nonres	\$20,625.00	\$20,625.00	\$21,000.00	\$21,000.00	\$21,945.00	\$1,320.00	6.40%
32	Nursing-BSN	\$1,780.00	\$1,870.00	\$1,930.00	\$1,930.00	\$1,930.00	\$150.00	8.43%
33	Nursing-MSN	\$2,160.00	\$2,268.00	\$2,376.00	\$2,376.00	\$2,376.00	\$216.00	10.00%
34	Nursing-PhD	\$2,170.00	\$2,268.00	\$2,366.00	\$2,366.00	\$2,366.00	\$196.00	9.03%
35	Nursing-DNP	\$3,880.00	\$4,074.00	\$4,268.00	\$4,268.00	\$4,310.00	\$430.00	11.08%
36	Speech Language Path MS (Cr Hr)	\$65.00	\$68.00	\$70.00	\$70.00	\$72.00	\$7.00	10.77%
37	Speech Language Online PreProf (Cr	\$255.00	\$262.00	\$268.00	\$268.00	\$273.00	\$18.00	7.06%
38	Speech Language Online MS (Cr Hr)	\$480.00	\$490.00	\$495.00	\$495.00	\$498.00	\$18.00	3.75%
39	Audiology AuD (Cr Hr)	\$65.00	\$68.00	\$70.00	\$70.00	\$74.00	\$9.00	13.85%
40	Dental Hygiene BS (Junior/Senior)	\$2,180.00	\$2,266.00	\$2,346.00	\$2,346.00	\$2,346.00	\$166.00	7.61%
41	Dental Hygiene MS-Didactic (Cr Hr)	\$150.00	\$155.00	\$157.00	\$157.00	\$157.00	\$7.00	4.67%
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)	\$260.00	\$268.00	\$271.00	\$271.00	\$271.00	\$11.00	4.23%
44	Counseling-Graduate	\$1,098.00	\$1,110.00	\$1,110.00	\$1,110.00	\$1,144.00	\$46.00	4.19%
45	Radiographic Science	\$830.00	\$850.00	\$870.00	\$870.00	\$870.00	\$40.00	4.82%
46	Clinical Lab Science	\$1,420.00	\$1,436.00	\$1,446.00	\$1,446.00	\$1,446.00	\$26.00	1.83%
47	Paramedic Science	\$1,468.00	\$1,468.00	\$1,468.00	\$1,468.00	\$1,468.00	\$0.00	0.00%
48	Dietetics (currently a class fee)	\$2,900.00	\$2,900.00	\$3,000.00	\$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	\$400.00	\$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)	\$27,260.00	\$29,311.00	\$30,190.00	\$30,190.00	\$30,190.00	\$2,930.00	10.75%
53	Other Fees:							
54	Western Undergrad Exchge	\$3,583.00	\$3,710.00	\$3,936.00	\$3,936.00	\$3,936.00	\$353.00	9.85%
55	In-service Fees/Cr Hr - Undergrad	\$114.00	\$122.00	\$129.00	\$129.00	\$129.00	\$15.00	13.16%
56	In-service Fees/Cr Hr - Grad	\$143.00	\$160.00	\$170.00	\$170.00	\$170.00	\$27.00	18.88%
57	OPF - Community Paramedic Certifica	\$1,100.00	\$3,300.00	\$3,300.00	\$3,300.00	\$3,300.00	\$2,200.00	200.00%
58	OPF - Spanish MA (Cr Hr)	NA	NA	\$330.00	\$330.00	\$330.00	New	New
59 60	Health Informatics MS (Cr Hr)	NA	NA	NA ¢277.00	NA ¢277.00	\$528.00	New	New
60	SSPF - Diagnostic Med Sonography	NA \$100.00	NA \$100.00	\$277.09 \$100.00	\$277.09 \$100.00	\$277.09 \$100.00	New	New
61	New Student Orientation Fee	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$0.00	0.00%

LEWIS-CLARK STATE COLLEGE

4-year History of Board Approved Fees plus FY22 Requested Fees Annual Full-Time Fees and Part-Fime Credit Hours Fees

	Student Fees:		FY 2018		FY 2019		FY 2020		FY 2021	Request FY 2022		5-Year Increase		% Increase
1	Full-time Fees							-						
2	Tuition (Unrestricted)	\$	5.278.00	\$	5,502.00	\$	5,826.00	\$	5,826.00	\$	5,826.00	\$	548.00	10.4%
3	Technology Fee	·	70.00	·	130.00		136.00	•	136.00		136.00	·	66.00	94.3%
4	Facilities Fees		155.00		155.00		189.00		189.00		189.00		34.00	21.9%
5	Student Activity Fees		831.00		831.00		831.00		831.00		831.00		-	0.0%
6	Total Full-time Fees	\$	6,334.00	\$	6,618.00	\$	6,982.00	\$	6,982.00	\$	6,982.00	\$	648.00	10.2%
7 8	Percentage Increase		3.5%		4.5%		5.5%		0.0%		0.0%			
9	Part-time Credit Hour Fees													
10	Education Fee	\$	283.75	\$	294.75	\$	308.75	\$	308.75	\$	308.75	\$	25.00	8.8%
11	Technology Fee		4.25		7.25		8.25		8.25		8.25		4.00	94.1%
12 13	Facilities Fees		5.00		5.00 31.00		8.00		8.00		8.00		3.00	60.0%
	Student Activity Fees Total Part-time Cr Hr Fees	¢	31.00 324.00	\$	338.00	¢	31.00 356.00	•	31.00 356.00	\$	31.00 356.00	\$	32.00	0.0%
14	Total Part-time of HI Fees	\$	324.00	¢	336.00	\$	356.00	\$	356.00	¢	356.00	¢	32.00	9.9%
15	Summer Credit Hour Food													
16	Summer Credit Hour Fees Education Fee	۴	040 75	٠	040.05	۴	000.05	¢	000.05	¢	000.05	¢	04 50	10.00/
17 18	Technology Fee	\$	210.75 4.25	\$	219.25 7.25	\$	232.25 8.25	\$	232.25 8.25	\$	232.25 8.25	\$	21.50 4.00	10.2% 94.1%
19	Facilities Fees		4.25 5.00		5.00		8.00		8.00		8.25		3.00	94.1% 60.0%
20	Student Activity Fees		104.00		106.50		107.50		107.50		107.50		3.50	3.4%
21	Total Summer Cr Hr Fees	\$	324.00	\$	338.00	\$	356.00	\$	356.00	\$	356.00	\$	32.00	9.9%
22		•	02 1.00	<u> </u>	000.00	<u> </u>	000.00	÷	000.00	—	000.00	<u> </u>	02.00	0.070
23	Full-Time Summer Fees (NEW, effective SU 2022 a	alian	e with ET	nria	r fall rato)									
23 24	Tuition (Unrestricted)	angn	5 WILLET	prio	i iali iale)					\$	2,913.00	\$	2.913.00	100.0%
25	Technology Fee									Ψ	68.00	Ψ	68.00	100.0%
26	Facilities Fees										94.50		94.50	100.0%
27	Student Activity Fees										415.50		415.50	100.0%
28	Total Full-time Fees	\$	-	\$	-	\$	-	\$	-	\$	3,491.00	\$	3,491.00	100.0%
29				<u> </u>		<u> </u>					,	<u> </u>	,	
30	Other Student Fees													
31	Graduate Fees: Idaho Resident (new, effective FA 2021)													
32	Graduate Resident Tuition									\$	5,826.00	\$	5,826.00	100.0%
33	Full-Time Grad Fee									φ	2,018.00	φ	2,018.00	100.0%
											,			
34	Full-Time Technology Fee										136.00		136.00	100.0%
35	Full-Time Facilities Fees										189.00		189.00	100.0%
36	Full-Time Student Activity Fees			_		_		_		_	831%	_	8.31	100.0%
37	Total Graduate Full-time Fees	\$	-	\$	-	\$	-	\$	-	\$	8,177.31	\$	8,177.31	100.0%
38	Craduata Eago: Non regident (new affective EA 2021)													
39	Graduate Fees: Non-resident (new, effective FA 2021)													
40	Graduate Nonresident Tuition									\$	19,082.00	\$	19,082.00	100.0%
41	Out-of-state Full-time Grad Fee										2,018.00		2,018.00	100.0%
42	Out-of-state Full-time Technology Fee										136.00		136.00	100.0%
43	Out-of-State Full-time Facilities Fees										189.00		189.00	100.0%
44	Out-of-state Full-time Student Activity Fees										831.00		831.00	100.0%
45	Total Out-of-state Graduate Full-time Fees	\$	-	\$	-	\$	-	\$	-	\$	22,256.00	\$	22,256.00	100.0%
46	5 . . .													
47	Part-time Graduate Fees (new, effective FA 2021)													
48	Part-time Tuition									\$	402.75	\$	402.75	100.0%
49	Part-time Technology Fee										8.25		8.25	100.0%
50	Part-time Facilities Fees										8.00		8.00	100.0%
51	Part-time Student Activity Fees										31.00		31.00	100.0%
52	Total Graduate Part-time Cr Hr Fees	\$	-	\$	-	\$	-	\$	-	\$	450.00	\$	450.00	100.0%
53														
54	Nonresident Tuition:													
55	Nonres Tuition	\$	12,076.00	\$	12,618.00	\$	12,996.00	\$	13,256.00		13,256.00	\$	1,180.00	9.8%
56	Nonres Tuition-Asotin County	\$	3,708.00	\$	3,874.00	\$	3,990.00	\$	4,070.00	\$	4,070.00	\$	362.00	9.8%
57	Other Fees:	¢	2 167 00	¢	2 210 00	ሱ	2 402 00	ሱ	2 402 00	ሱ	2 014 00	¢	(252.00)	0.00/
58 59	Western Undergrad Exchge In-service Fees/Cr Hr - Undergrad	\$ \$	3,167.00 114.00	\$ \$	3,310.00 122.00	\$ \$	3,492.00 129.00	\$ \$	3,492.00 129.00	\$ \$	2,914.00 129.00	\$ \$	(253.00) 15.00	-8.0% 13.2%
60	In-service Fees/Cr Hr - Graduate	Ψ	114.00	Ψ	122.00	Ψ	123.00	Ψ	123.00	φ \$	170.00	φ \$	170.00	100.0%
61	Overload (20 cr. or more)	\$	324.00	\$	338.00	\$	356.00	\$	356.00	\$	356.00	\$	32.00	9.9%
	· · · · · ·			·		•		•		•		•		

BOARDWORK JUNE 16, 2021

DRAFT MINUTES MAY 27, 2021



STATE BOARD OF EDUCATION MEETING May 27, 2021

DRAFT

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 Thursday, May 27, 2021. Board President Kurt Liebich presided and called the meeting to order at 2:00pm (MT). A roll call of members was taken.

Present

Kurt Liebich. President

Debbie Critchfield Andy Scoggin

Absent

Dr. Dave Hill, Vice President Dr. Linda Clark, Secretary

Emma Atchley Shawn Keough

Thursday, May 27, 2021, 2:00 p.m. (MT)

Sherri Ybarra, State Superintendent

Prior to addressing the agenda items, Board President Liebich noted that Special Board Meetings occur when items are time-sensitive and cannot wait for the timeline of a Regular Board Meeting.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Idaho State University – Idaho Central Credit Union Bengal Alumni Center Bidding and Construction Approval

BOARD ACTION

I move to approve the request by Idaho State University M/S (Hill/Critchfield): to proceed with construction of the Idaho Central Credit Union Bengal Alumni Center for a total cost not to exceed \$11,700,000.00. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

DRAFT MINUTES MAY 27, 2021

Board Member Hill introduced the item and asked Todd Kilburn, Chief Financial Officer, to provide background information. Mr. Kilburn discussed that the Board approved the bidding and construction phases for the Idaho State University (ISU) Idaho Central Credit Union (ICCU) Bengal Alumni Center project in August 2020. Due to a recent, rapid increase in labor and building material costs, bids for the project were significantly higher than anticipated and ISU needs Board approval to spend the additional amount.

Kevin Satterlee, Idaho State University President, discussed that the project is 100% fundraised and echoed Mr. Kilburn's comments. He also noted that the Idaho State University Foundation recently voted to be the financial guarantor for the difference in funding, and that fundraising efforts will be reopened to raise the additional necessary \$2.5M.

Board President Liebich inquired about whether the contract will be a fixed price or whether there are contingencies in the case that costs of building materials should continue to rise. President Satterlee discussed that the contract is a fixed price agreement through the Department of Public Works, and that the Department of Public Works is comfortable with the contingencies of the contract if ISU accepts the current bid. Board President Liebich also inquired about the signing terms of the bid, and President Satterlee noted that the ISU Foundation will not sign on behalf of ISU nor vice-versa.

There were no additional questions or comments from the Board.

2. University of Idaho – Alaska Airlines Contract

BOARD ACTION

M/S (Hill/Critchfield): I move to approve the request by the University of Idaho to enter into a contract with Alaska Airlines to guarantee revenue for three years at a cost not to exceed \$500,000 per year or \$1,500,000 over the three years of the contract in substantially the same form set forth in Attachment 1; and further, to authorize the Vice President for Finance and Administration to execute all necessary transaction documents for completion of the contract. A roll call vote was taken and the motion carried 6-0. Ms. Keough was absent from voting.

Board Member Hill introduced the item and asked Todd Kilburn, Chief Financial Officer, to provide background information. Mr. Kilburn discussed that the University of Idaho recognized a need several years ago for an air travel option between Boise and Northern Idaho. Scott Green, University of Idaho President, discussed that the UI has negotiated an agreement with Alaska Airlines to provide flight service between Boise and Pullman, WA, and incentivized the new destination and flight schedule by guaranteeing revenue to Alaska Airlines for a maximum of \$500,000 per year for three years if schedule flights do not exceed the minimum revenue agreed to by both parties.

DRAFT MINUTES MAY 27, 2021

President Green added that the agreement will be positive for the UI and for the Moscow community. Following Board approval, the UI will announce the agreement with Alaska Airlines next week, and the flight service will begin the week of August 8, 2021.

Board Member Scoggin asked President Green about his level of confidence that the UI will not need to utilize monies from the approved \$500,000. President Green responded that it is probably that there will be some monies out-of-pocket depending on how long it takes for the initiative to gain awareness. Board Member Scoggin also inquired if there are any provisions in the agreement should flights be shut down for any reason. President Green discussed that the cap for revenue compensation is \$500,000, regardless of any potential shutdowns. Brian Foisy, Vice President for Finance and Administration at the University of Idaho, noted that Alaska Airlines has guaranteed five flights per week and would be in violation of the contract if they do not provide flights accordingly.

Board Member Clark noted that this agreement would benefit Lewis-Clark State College and the Lewiston community as well. Dr. Cynthia Pemberton, Lewis-Clark State College President, echoed these comments.

Board President Liebich inquired if there has been any discussion with Washington State University in regard to sharing the cost of the agreement. President Green discussed that Alaska Airlines has mentioned the possibility of implementing an additional contract with Washington State University in the future.

Board Member Hill noted a minor misspelling in the motion ("contract" was listed as "contact" in the last sentence of the motion), and requested that this correction be noted in the minutes.

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/Critchfield): I move to adjourn the meeting at 2:23pm (MT). The motion carried 6-0. Ms. Keough was absent from voting.

BOARDWORK JUNE 16, 2021

DRAFT MINUTES JUNE 4, 2021



STATE BOARD OF EDUCATION MEETING June 4, 2021

DRAFT

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 Friday, June 4, 2021. Board President Kurt Liebich presided and called the meeting to order at 3:00pm (MT). A roll call of members was taken.

Present

Kurt Liebich, President Dr. Dave Hill, Vice President Dr. Linda Clark, Secretary Debbie Critchfield Andy Scoggin Shawn Keough Sherri Ybarra, State Superintendent

<u>Absent</u>

Emma Atchley

Friday, June 4, 2021, 3:00 p.m. (MT)

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Chief Executive Officer Compensation

BOARD ACTION

M/S (Hill/Scoggin): I move to approve an hourly rate of \$79.63 (annual salary of \$165,636) for Matt Freeman as Executive Director of the Idaho State Board of Education, effective June 4, 2021. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

BOARDWORK JUNE 16, 2021

DRAFT MINUTES JUNE 4, 2021

M/S (Hill/Clark): I move to approve an hourly rate of \$59.43 (annual salary of \$123,608) for Jane Donnellan as Administrator of the Division of Vocational Rehabilitation, effective June 4, 2021. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Hill/Keough): I move to approve an hourly rate of \$62.50 (annual salary of \$130,008) for Clay Long as Administrator of the Division of Career Technical Education, effective June 16, 2021. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Hill/Scoggin): I move to approve the first amendment to Scott Green's contract as President of the University of Idaho, as provided in Attachment 2. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Hill/Critchfield): I move to approve Cynthia Pemberton's contract as **President of Lewis-Clark State College, as provided in Attachment 3.** A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Hill/Ybarra): I move to approve Kevin Satterlee's contract as President of Idaho State University, as provided in Attachment 4. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Hill/Clark): I move to approve the first amendment to Marlene Tromp's contract as President of Boise State University, as provided in Attachment 5. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Hill introduced the item and discussed the meeting agenda materials summarize information pertaining to the compensation of several Chief Executive Officers (Executive Director of the State Board of Education, Administrator of the Division of Vocational Rehabilitation, and Administration of the Division of Career Technical Education), which are annually approved by the Board. Board Member Hill discussed that the Board would normally also approve the annual compensation for the General Manager of Idaho Public Television, and noted that since Ron Pisaneschi, the current General Manager of Idaho Public Television, will be retiring within several

DRAFT MINUTES JUNE 4, 2021

weeks, the Board will approve Mr. Pisaneschi's successor's position and salary during the upcoming regular August Board Meeting.

Board President Liebich discussed that following the May Board Retreat, the Board reviewed the goals and objectives for each of the four, four-year public institutions of higher education and added that the Board was pleased with the institutions' performance throughout the COVID-19 pandemic. He noted that all four Presidents requested to maintain their current salaries in light of the budget cuts that were made during the previous year. Board Member Scoggin echoed these comments.

After reading the motion, Board Member Hill noted an error in the written motion for Kevin Satterlee's compensation (the exclusion of the word "approve"), and added that he read the motion with the correct verbiage.

There were no additional questions or comments from the Board.

STATE DEPARTMENT OF EDUCATION

2. American Rescue Plan Act – State Education Agency (SEA) ESSER State Plan

The Board did not take action on this item.

BOARD ACTION

M/S (Ybarra/Clark): I move to remove this agenda item and place it on the agenda for the June 16, 2021 regular Board Meeting. A role call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Supt. Ybarra discussed that she received concerns from fellow Board Members that there was not adequate time to review the American Rescue Plan (ARP) Act State Education Agency (SEA) Elementary and Secondary School Emergency Relief (ESSER) State Plan prior to the Special Board Meeting following the required public comment period. She added that the US Department of Education granted an extension to the deadline in order to provide adequate time for the Board to fully review the plan and provide input.

Board President Liebich expressed his gratitude for Supt. Ybarra and her staff for drafting the plan so quickly, and noted that the timeframe between the end of the public comment period and the Special Board Meeting was to brief to allow time for the Board to review the plan. He directed the Board to review the plan in advance of the June Board Meeting and send input to Board Staff.

There were no additional questions or comments from the Board.

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

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BOARD ACTION

M/S (Scoggin/Hill): I move to adjourn the meeting at 3:17pm (MT). The motion carried 7-0. Mrs. Atchley was absent from voting.

K-20 EDUCATION STRATEGIC PLAN PERFORMANCE MEASURE

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Goal 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of	of the education	nal system are in	ntegrated and co	oordinated to m	aximize opport	unities for all stu	udents.
Objective A: Data Access and Transparency - Support data-informed	l decision-maki	ng and transpar	ency through ar	alysis and acces	sibility of our p	ublic K-20 educa	ational system.
Development of a single K-20 data dashboard and timeline for							
implementation							FY2021
Objective B: Alignment and Coordination -Ensure the articular and t	ransfer of stud	ents throughout	the education	pipeline.			
Percent of graduates from Four-year institution who transferred from							
Idaho community college1	15%	15%	16%	17%	16%		25% or more
Percent of postsecondary first time freshmen who graduated from an							
Idaho high school in the previous year requiring remedial education in	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
math and/or language arts ¹	graduates	graduates	graduates	graduates	graduates	graduates	
Two-year institution							Less than 55%
Math	50.5%	49.4%	45.6%	41.5%	39.1%		
English	23.9%	25.1%	19.0%	15.0%	15.3%		
Four-year institution							Less than 20%
Math	35.6%	37.1%	35.8%	33.1%	29.9%		
English	14.7%	15.2%	18.3%	18.1%	14.5%		
Objective A: Rigorous Education - Deliver rigorous programs that ch Performance of students scoring at grade level or higher on the statewide	anenge and pre		• • • • • • • • • • • • •				
reading assessment	C	6	6	6	C	6	
Kindergarten	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020		
-				6/ 1%	NA ¹⁰	Spring 2021	חפד
list (-rade				64.1%	NA ¹⁰ NA ¹⁰	Spring 2021	TBD
1st Grade				67.5%	NA ¹⁰	Spring 2021	TBD
2nd Grade				67.5% 75.9%	NA ¹⁰ NA ¹⁰	Spring 2021	TBD TBD
				67.5%	NA ¹⁰	Spring 2021	TBD
2nd Grade 3rd Grade				67.5% 75.9%	NA ¹⁰ NA ¹⁰	Spring 2021	TBD TBD
2nd Grade 3rd Grade Growth Fall to Spring of student cohorts scoring at grade level or higher on	Fall 2015	Fall 2016	Fall 2017	67.5% 75.9% 73.7%	NA ¹⁰ NA ¹⁰ NA ¹⁰		TBD
2nd Grade 3rd Grade Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3)	Fall 2015	Fall 2016	Fall 2017	67.5% 75.9% 73.7% Fall 2018	NA ¹⁰ NA ¹⁰ NA ¹⁰ Fall 2019	Fall 2020	TBD
2nd Grade 3rd Grade Growth Fall to Spring of student cohorts scoring at grade level or higher on	Fall 2015	Fall 2016	Fall 2017	67.5% 75.9% 73.7% Fall 2018 44.9%	NA ¹⁰ NA ¹⁰ NA ¹⁰ Fall 2019 42.3%	Fall 2020 43.4%	TBD TBD TBD TBD
2nd Grade 3rd Grade Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3) Kindergarten	Fall 2015	Fall 2016	Fall 2017	67.5% 75.9% 73.7% Fall 2018	NA ¹⁰ NA ¹⁰ NA ¹⁰ Fall 2019	Fall 2020	TBD TBD TBD
2nd Grade 3rd Grade Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3) Kindergarten 1st Grade	Fall 2015	Fall 2016	Fall 2017	67.5% 75.9% 73.7% Fall 2018 44.9% 42.9%	NA ¹⁰ NA ¹⁰ NA ¹⁰ Fall 2019 42.3% 48.9%	Fall 2020 43.4% 41.7%	TBD TBD TBD TBD TBD TBD
2nd Grade 3rd Grade Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3) Kindergarten 1st Grade 2nd Grade	Fall 2015	Fall 2016	Fall 2017	67.5% 75.9% 73.7% Fall 2018 44.9% 42.9% 60.3%	NA ¹⁰ NA ¹⁰ NA ¹⁰ Fall 2019 42.3% 48.9% 62.9% 64.0%	Fall 2020 43.4% 41.7% 54.3%	TBD TBD TBD TBD TBD TBD TBD
2nd Grade 3rd Grade Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3) Kindergarten 1st Grade 2nd Grade 3rd Grade	Fall 2015	Fall 2016	Fall 2017	67.5% 75.9% 73.7% Fall 2018 44.9% 42.9% 60.3%	NA ¹⁰ NA ¹⁰ NA ¹⁰ Fall 2019 42.3% 48.9% 62.9% 64.0% NA ¹⁰	Fall 2020 43.4% 41.7% 54.3%	TBD TBD TBD TBD TBD TBD TBD
2nd Grade 3rd Grade Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3) Kindergarten 1st Grade 2nd Grade 3rd Grade Growth	Fall 2015	Fall 2016	Fall 2017	67.5% 75.9% 73.7% Fall 2018 44.9% 42.9% 60.3% 61.2%	NA ¹⁰ NA ¹⁰ Fall 2019 42.3% 48.9% 62.9% 64.0% NA ¹⁰ NA ¹⁰	Fall 2020 43.4% 41.7% 54.3%	TBD TBD TBD TBD TBD TBD TBD TBD
2nd Grade 3rd Grade Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3) Kindergarten 1st Grade 2nd Grade 3rd Grade Growth Kindergarten	Fall 2015	Fall 2016	Fall 2017	67.5% 75.9% 73.7% Fall 2018 44.9% 42.9% 60.3% 61.2% 19.2%	NA ¹⁰ NA ¹⁰ NA ¹⁰ Fall 2019 42.3% 48.9% 62.9% 64.0% NA ¹⁰	Fall 2020 43.4% 41.7% 54.3%	TBD TBD TBD TBD TBD TBD TBD TBD

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Percentage of students meeting proficient or advanced on the Idaho							
Standards Achievement Test ¹⁰	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
Math							
5th Grade		42.3%	43.8%	45.5%	NA ¹⁰		58.59%
8th Grade		39.5%	42.1%	41.6%	NA ¹⁰		57.59%
High School		33.2%	34.2%	34.7%	NA ¹⁰		53.30%
ELA							
5th Grade		54.2%	55.8%	57.3%	NA ¹⁰		68.04%
8th Grade		52.9%	54.7%	54.4%	NA ¹⁰		67.64%
High School		60.3%	60.6%	60.3%	NA ¹⁰		73.60%
Science							
5th Grade		66.5%	65.6%	64.8%	NA ¹⁰		FY21 Baseline
High School		65.2%	67.3%	62.8%	NA ¹⁰		FY21 Baseline
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
	graduates	graduates	graduates	graduates	graduates	graduates	
High School Cohort Graduation Rate	78.9%	79.7%	79.7%	80.6%	80.7%	82.1%	At least 95%
Percentage of Idaho high school graduates meeting college	2016	2017	2018	2019	2020	2021	
placement/entrance exam college readiness benchmarks	graduates	graduates	graduates	graduates	graduates	graduates	
ACT	36%	33%	34%	35%	NA		At least 60%
English	77%	71%	72%	73%	NA		
Mathematics	54%	49%	49%	51%	NA		
Reading	59%	57%	57%	59%	NA		
Science	46%	44%	45%	47%	NA		
SAT		34%	33%	32%	32%		At least 60%
Evidence-Based Reading and Writing (ERW)		63%	60%	58%	57%		At least 00%
Mathematics	Test changed	36%	35%	34%	34%		
Percent of high school graduates who participated in one or more	2016	2017	2018	2019	2020	2021	
advanced opportunities ²	graduates	graduates	graduates	graduates	graduates	graduates	
Any Advanced Opportunities	87%	89%	90%	90%	87%	8	At least 80%
Specific Advanced Opportunities	0170	00,0	00,0		0170		
Advanced Placement	39%	38%	39%	39%	40%		
International Baccalaureate	7%	3%	2%	1%	1%		
Dual Credit (Earned) ²	34%	42%	48%	52%	57%		
Technical Competency Credit	54%	62%	59%	56%	44%		
Industry Certification	0170	02/0	2%	2%	3%		
Percent of dual credit students who graduate high school with an			_,,	_,,	0,0		
Associate's Degree	1.4%	1.8%	1.6%	1.3%	NA		At least 3%
-0	2015	2016	2017	2018	2019	2020	
Percent of high school graduates who enroll in a postsecondary institution	graduates	graduates	graduates	graduates	graduates	graduates	
Within 12 months of high school graduation	53%	53%	53%	52%	NA	6	At least 60%

Within 36 months of high school graduation Objective B: School Readiness - Explore opportunities to enhance sch Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten. Goal 3: EDUCATIONAL ATTAINMENT -Ensure Idaho's public colleges and uni daho residents necessary to survive and thrive in the changing economy. Objective A: Higher Level of Educational Attainment - Increase compl Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study ³ Fotal number of certificates/degrees produced, by institution per year ¹ Certificates of at least one year	Fall 2015 NA iversities will a			no's educational		2018 graduates Fall 2020 43.4% nd forecasted w	At least 80% TBD vorkforce needs of
Objective B: School Readiness - Explore opportunities to enhance sch Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten. Goal 3: EDUCATIONAL ATTAINMENT -Ensure Idaho's public colleges and uni daho residents necessary to survive and thrive in the changing economy. Objective A: Higher Level of Educational Attainment - Increase compl Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study ³	NA Fall 2015 NA iversities will a letion of certifi	64% Fall 2016 NA ward enough de	64% Fall 2017 NA egrees and certi	64% Fall 2018 44.9% ficates to meet	NA Fall 2019 42.3% the education a	Fall 2020 43.4%	TBD
Objective B: School Readiness - Explore opportunities to enhance sch Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten. Goal 3: EDUCATIONAL ATTAINMENT -Ensure Idaho's public colleges and uni daho residents necessary to survive and thrive in the changing economy. Objective A: Higher Level of Educational Attainment - Increase compl Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study ³	Fall 2015 NA iversities will a letion of certifi 42.4%	Fall 2016 NA ward enough do cates and degre	Fall 2017 NA egrees and certi	Fall 2018 44.9% ficates to meet	Fall 2019 42.3% the education a	43.4%	TBD
Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten. Goal 3: EDUCATIONAL ATTAINMENT -Ensure Idaho's public colleges and uni daho residents necessary to survive and thrive in the changing economy. Objective A: Higher Level of Educational Attainment - Increase comp Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study ³ Fotal number of certificates/degrees produced, by institution per year ¹	Fall 2015 NA iversities will a letion of certifi 42.4%	NA ward enough do cates and degre	NA egrees and certi ees through Idah	44.9% ficates to meet no's educational	42.3% the education a	43.4%	
Assessment during the Fall administration in Kindergarten. Goal 3: EDUCATIONAL ATTAINMENT -Ensure Idaho's public colleges and united the content of the content of section and thrive in the changing economy. Objective A: Higher Level of Educational Attainment - Increase completer of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study ³ Fotal number of certificates/degrees produced, by institution per year ¹	NA iversities will a letion of certifi 42.4%	NA ward enough do cates and degre	NA egrees and certi ees through Idah	44.9% ficates to meet no's educational	42.3% the education a	43.4%	
Assessment during the Fall administration in Kindergarten. Goal 3: EDUCATIONAL ATTAINMENT -Ensure Idaho's public colleges and united the content of the content of section and thrive in the changing economy. Objective A: Higher Level of Educational Attainment - Increase completer of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study ³ Fotal number of certificates/degrees produced, by institution per year ¹	iversities will a letion of certifi 42.4%	ward enough de	egrees and certi ees through Idah	ficates to meet	the education a		
Goal 3: EDUCATIONAL ATTAINMENT -Ensure Idaho's public colleges and uni daho residents necessary to survive and thrive in the changing economy. Objective A: Higher Level of Educational Attainment - Increase completer Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study ³	iversities will a letion of certifi 42.4%	ward enough de	egrees and certi ees through Idah	ficates to meet	the education a		
daho residents necessary to survive and thrive in the changing economy. Objective A: Higher Level of Educational Attainment - Increase completerent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study ³ Fotal number of certificates/degrees produced, by institution per year ¹	letion of certifi 42.4%	cates and degre	es through Idał	no's educational		nd forecasted w	vorkforce needs of
daho residents necessary to survive and thrive in the changing economy. Objective A: Higher Level of Educational Attainment - Increase completerent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study ³ Fotal number of certificates/degrees produced, by institution per year ¹	letion of certifi 42.4%	cates and degre	es through Idał	no's educational			
Objective A: Higher Level of Educational Attainment - Increase comp Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study ³ Fotal number of certificates/degrees produced, by institution per year ¹	42.4%				system.		
requiring one academic year or more of study ³ Fotal number of certificates/degrees produced, by institution per year ¹		42.4%	41.8%	10.551			
requiring one academic year or more of study ³ Fotal number of certificates/degrees produced, by institution per year ¹		42.4%	41.8%	10.001			
Fotal number of certificates/degrees produced, by institution per year ¹		12.170	11.0/0	42.2%	43.8%		At least 60%
	2015-16			12.270	131070		
	2013-10	2016-17	2017-18	2018-19	2019-20	2020-21	
Certificates of at least one year	1,059	1,221	1,564	1,685	2,293	2020-21	TBD
College of Eastern Idaho	102	109	1,304	1,005	110		
College of Southern Idaho	102	109	110	108	110		
College of Western Idaho	229	240	402	508	129		
North Idaho College	259	431	556	604	619		
Boise State University	0	431	0	0	015		
Idaho State University	200	194	200	215	171		
Lewis-Clark State College	200	194	12	15	26		
University of Idaho	0	0	0	0	20		
Associate degrees	3,637	3,541	3,580	3,461	3,583		TBD
College of Eastern Idaho	118	121	93	147	164		100
College of Southern Idaho	919	816	800	839	947		
College of Western Idaho	996	979	984	886	949		
North Idaho College	749	687	690	681	657		
Boise State University	145	116	119	133	111		
Idaho State University	362	405	472	428	420		
Lewis-Clark State College	351	405	425	347	365		
University of Idaho	0	414 0	425	0	0		
Baccalaureate degrees	6,808	6,865	6,924	7,033	7,101		TBD
Boise State University	3,174	3,317	3,373	3,472	3,680		100
Idaho State University	3,174 1,228	1,168	3,373 1,166	1,233	1,155		
Lewis-Clark State College	541	528	587	626	505		
University of Idaho	1,865	1,852	1,798	1,702	1,761		

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Percentage of new full-time degree seeking students who return (or who	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
graduate) for second year in an Idaho postsecondary institution ¹	cohort	cohort	cohort	cohort	cohort	cohort	
Two-year institution							
New student	52%	56%	55%	54%	58%		At least 75%
Transfer	58%	61%	65%	57%	63%		At least 75%
Four-year institution							
New student	74%	74%	75%	74%	75%		At least 85%
Transfer	72%	76%	76%	75%	76%		At least 85%
Percent of full-time, first-time freshman graduating within 150% of time or							
less ¹							
	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	2017-18 cohort	2018-19 cohort	
Two-year institution	20%	22%	25%	26%	28%		At least 50%
	2010-11 cohort	2011-12 cohort	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	
Four-year institution	41%	42%	46%	47%	49%		At least 50%
Objective B: Timely Degree Completion - Close the achievement g	ap, boost gradua	tion rates and in	crease on-time	degree complet	ion through im	plementation of	the Game
Changers (structured schedules, math pathways, co-requisite supp	ort).						
Percent of undergraduate, degree-seeking students completing 30 or more	2						
credits per academic year at the institution reporting ¹	21%	21%	22%	23%	23%		50% or more
Two-year institution	7%	7%	7%	8%	7%		
Four-year institution	26%	27%	28%	30%	31%		
Percent of new degree-seeking freshmen completing a gateway math	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	2017-18 cohort	2018-19 cohort	
course within two years ¹	40%	44%	47%	48%	47%		60% or more
Median number of credits earned at completion of Associate's or							
Baccalaureate degree program ¹							
Transfer students							
Associate - Two Year Institution	83	81	80	78	79		69
Associate - Four Year Institution	129	131	127	116	118		
Baccalaureate	145	145	145	146	143		138
Non-transfer students							
Associate - Two Year Institution	74	73	71	69	69		69
Associate - Four Year Institution	112	106	106	106	101		
Baccalaureate	137	137	136	136	133		138
Objective C: Access - Increase access to Idaho's robust educationa	system for all Id	ahoans, regardl	ess of socioecor	nomic status, ag	e, or geographic	locations.	
Annual number of state-funded scholarships awarded and total dollar							
amount							
Total Scholarships Awarded	1,774	3,487	3,795	4,403	4,988		At least 3,000
Armed Forces and Public Safety Officer Scholarship	10	10	11	13	12		
Opportunity Scholarship	1,764	3,461	3,739	4,254	4,767		
Opportunity Scholarship for Adult Learners	0	0	0	57	126		
Postsecondary Credit Scholarship	0	16	45	79	83		

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Total Dollar Amount of Scholarships Awarded	\$5,300,248	\$10,074,212	\$11,822,718	\$14,641,323	\$16,263,535		At least \$16 M
Armed Forces and Public Safety Officer Scholarship	\$176,000	\$152,038	\$174,497	\$185,627	\$158,777		
Opportunity Scholarship	\$5,124,248	\$9,901,424	\$11,585,371	\$14,237,582	\$15,628,220		
Opportunity Scholarship for Adult Learners	\$0	\$0	\$0	\$104,564	\$357,088		
Postsecondary Credit Scholarship	\$0	\$20,750	\$62,850	\$113,550	\$119,450		
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
	graduates	graduates	graduates	graduates	graduates	graduates	
Proportion of postsecondary graduates with student loan debt	50%	45%	45%	44%	42%		
Two-year institution	48%	41%	42%	40%	38%		
Four-year institution	50%	46%	46%	46%	43%		Less than 50%
Descent of students who complete the Free Application for Federal Student			2017-18 seniors	2018-19 seniors	2019-20	2020-21	
Percent of students who complete the Free Application for Federal Student					seniors	graduates	CO0/
Aid (FAFSA)	NA	NA	47%	44%	43%		60% or more
Percent cost of attendance (to the student) ³							
In-State First Time, Full Time Degree Seeking Undergraduate living on							
campus (In-District for Two-Year)	FY2015	FY2016	FY2017	FY2018	FY2019		
Two-year institution							
Students living off campus (w family)	88%	92%	94%	97%	91%	92%	Less than 4%
Four-year institution							
Students living on campus	96%	91%	88%	90%	88%	90%	Less than 4%
Students living off campus (w family)	102%	98%	88%	88%	88%	89%	Less than 4%
Average net cost to attend public institution. ³							
First Time, Full Time Degree Seeking Undergraduate awarded grant or							
scholarhip	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	
Four-year institution	101.1%	94.4%	98.1%	94.3%	93.1%		90% of peers
Expense per student FTE ³	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	
IPEDS Total expenses and deductions / 12 Month FTE (Undergrad, Grad							
& PhD)	\$22,140	\$23,758	\$24,516	\$25,111	\$25,415		Less than \$20,000
Two-year institution	\$13,883	\$15,168	\$15,432	\$15,196	\$15,339		
Four-year institution	\$25,118	\$26,691	\$27,706	\$28,766	\$29,168		
Number of degrees produced (Undergraduate) ¹	10.448	12,487	12,772	12,699	13,106		At least 15,000
Goal 4: WORKFORCE READINESS - Ensure the educational system provide	-, -	,	,	,		oretical know	,
college and career readiness.			that facilitates	the creation of			leage leading to
Objective A: Workforce Alignment - Prepare students to efficiently	and effectively	enter and succe	ed in the workfo	orce.			
Percentage of students participating in internships	5%	5%	8%	6%	6%		10% or more
Percentage of undergraduate students participating in undergraduate	2,0	270	0,0	0/0	070		20,001 11010
research. ¹							
BSU	35%	37%	37%	43%	43%		Greater than 40%
ISU							
	43%	42%	41%	38%	36%		Greater than 50%
UI	64%	65%	61%	58%	60%		Greater than 60%
LCSC	10%	14%	16%	20%	12%		

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM							
fields ¹	1:0.24	1:0.25	1:0.25	1:0.24	1:0.26		1:0.25 or more
Increase in postsecondary programs tied to workforce needs	23	20	20	22	45		10
Objective B: Medical Education - Deliver relevant education that me	ets the healt	h care needs of Id	aho and the reg	ion.			
Number of University of Utah Medical School or WWAMI graduates who							
are residents in one of Idaho's graduate medical education programs.	NA	4	8	11	11		8
Idaho graduates who participated in one of the state sponsored medical							
programs who returned to Idaho	NA	WWAMI - 50%	WWAMI-51%	WWAMI-51%	WWAMI-51%		At least 60%
Percentage of Family Medicine Residency graduates practicing in Idaho							
Boise	47%	56%	53%	73%	63%		At least 60%
ISU	43%	71%	29%	43%	43%		At least 60%
CDA	NA	50%	83%	72%	67%		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)	79	84	91	102	111		100
Notes:							
¹ FY20 performance measures for the postsecondary institutions are prelimir	ary.						

² SDE report card data except Dual Credit has been modified to only include students with earned course credits

³ This metric is contingent on the IPEDS data release.

¹ The Public Use Microdata Sample of the American Community Survey is published In November ea year.

¹⁰ Spring IRI tests results not tabulated, ISAT not administered due to COVID closures

CONSENT JUNE 16 2021

TAB	DESCRIPTION	ACTION
1	BAHR - UNIVERSITY OF IDAHO - RELEASE OF EASEMENT RIGHTS AT NORTH IDAHO COLLEGE	Action Item
2	BAHR – IDAHO STATE UNIVERSITY - CARDINAL HEALTH PHARMACEUTICAL PURCHASES AGREEMENT	Action Item
3	IRSA – BOISE STATE UNIVERSITY – DISCONTINUE MASTER IN TEACHING P-8 SPECIAL EDUCATION	Action Item
4	IRSA – GENERAL EDUCATION COMMITTEE (GEM) APPOINTMENTS	Action Item
5	PPGA – ACCOUNTABILITY OVERSIGHT COMMITTEE APPOINTMENT	Action Item
6	PPGA – STATE REHABILITATION COUNCIL APPOINTMENTS	Action Item
7	PPGA – INDIAN EDUCATION COMMITTEE APPOINTMENTS	Action Item
8	SDE – SAFETY BUSING APPROVAL	Action Item
9	SDE – FUNDING CAP WAIVER	Action Item

CONSENT JUNE 16 2021

TAB DESCRIPTION

ACTION

10SDE - EMERGENCY PROVISIONAL CERTIFICATION
APPROVALAction Item

BOARD ACTION

I move to approve the consent agenda.

UNIVERSITY OF IDAHO

SUBJECT

Lease from North Idaho College (NIC) and release of Regents' remaining easement rights at NIC's Molstead Library, Coeur d'Alene.

REFERENCE

August 2018	Idaho	State	Board	of	Education	(Board)	approved
	partial	releas	e of Re	gen	its' easeme	nt rights.	

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.2.e and V.I.5.b(ii).

BACKGROUND/DISCUSSION

In 1989 the Regents acquired an easement to utilize a portion of a building on the NIC campus now known as the Molstead Library. The space includes classrooms no longer utilized by the University of Idaho (UI) except partially as overflow administrative space. Most UI classroom and administrative functions have been relocated to other facilities more suited for UI uses. In 2018 the Regents approved the release to NIC of a portion of this area no longer needed by UI.

Since 2017 UI has separately been leasing commercial space in downtown Coeur d'Alene for its computer science programs. The Molstead space does not work for this program. Due to the cost of that leased space and the suitability of other space on the NIC campus for this program, UI is now proposing to relocate the program into space NIC has made available. NIC will not charge rent or operating expenses to utilize this NIC space, but UI will evenly share costs to install tenant improvements needed for the UI program. UI is not obligated to cover more than \$25,000 of these tenant improvement costs, but may accept additional costs if needed to meet program facility needs. In consideration for NIC providing this space at no monthly rent or operating cost, NIC is requiring UI formally release its limited use rights at the Molstead Library so that space can be used by NIC to meet their immediate needs. This arrangement will allow UI to utilize the space NIC is providing for ten years by which time UI anticipates the computer science program will have outgrown this location on the NIC campus and will have time to make arrangements for expansion at some other suitable location.

To achieve the described outcome UI is proposing to execute a release to NIC of the use rights it currently possesses at Molstead. In return for formally releasing this space to NIC, NIC will provide by lease agreement the space and terms described above and attached to this agenda item.

IMPACT

Although UI will pay a share of initial tenant improvement costs for the space it will be occupying at NIC, the proposed easement release will eliminate monthly leasing costs for the commercial space currently used by the UI computer science program. The transaction will completely terminate UI's rights to use the three currently underutilized classrooms acquired by UI in 1989 as they are no longer needed for UI's current or anticipated needs.

ATTACHMENTS

Attachment 1 – Draft Release of Space Easement Attachment 2 – Draft Lease

STAFF COMMENTS AND RECOMMENDATIONS

The proposed ten year lease between North Idaho College and the University of Idaho provides each institution with education spaces that will expand the capacity of each. This lease has no financial commitments other than those required for tenant improvements and information technology. The release of the Molstead Library space is beneficial to North Idaho College; the new space available to the University of Idaho will better support its computer science program. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents for conveying and receiving the subject property rights in the manner presented.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

ABANDONMENT AND RELINQUISHMENT OF EASEMENT

This Abandonment and Relinquishment of Easement is made by the University of Idaho ("U of I") and is effective on the date of the last signature below.

RECITALS

WHEREAS, U of I and North Idaho College ("NIC") entered into that certain Agreement Creating Classroom and Administrative Space Easement ("the Space Easement") dated October 20, 1989 and amended by that Partial Release of Space Easement ("Partial Release") dated September 13, 2018 for the purpose of granting U of I an easement to use and occupy certain classroom and administrative space in NIC's Molstead Library (cumulatively the Space Easement and the Partial Release are referred to herein as the "Easement"). A diagram of the Easement is attached hereto as Exhibit A (and shown as the shaded area) approximately 3,340 square feet;

WHEREAS, U of I desires to abandon and relinquish its interests in and to the Easement.

NOW, THEREFORE, for good, valuable and sufficient consideration, the receipt of which is hereby acknowledged, U of I hereby affirmatively and voluntarily abandons, relinquishes and terminates any and all interests it has in and to the Easement, which abandonment and relinquishment shall be effective on the date of the signature by U of I below.

IN WITNESS WHEROF, U of I has executed this Abandonment and Relinquishment of Easement on the date set forth below.

University of Idaho

By:	
Its:	

Date: _____

ACKNOWLEDGED:

Its: _____

Date: _____

LEASE

This Lease is made by the Board of Regents of the University of Idaho, a state educational institution and body politic and corporate organized and existing under the Constitution and laws of the State of Idaho ("U of I") and North Idaho College ("NIC") and is effective on the date of the last signature below. Both U of I and NIC are sometimes collectively referred to herein as "the Parties."

RECITALS

WHEREAS, U of I has a need for space in NIC's Hedlund Building to house and support Computer Science and Cyber programs;

WHEREAS, NIC desires to grant to U of I a lease of space in the Hedlund Building as more specifically set forth herein.

NOW, THEREFORE, for good, valuable and sufficient consideration, the receipt of which is hereby acknowledged, the parties agree as follows:

- Leased Premises and Common Areas. NIC agrees to lease to U of I approximately 5048 square feet within the Hedlund Building (as depicted on Exhibit A hereto and more precisely shown as the shaded area) ("the Premises"). The portion of the Premises demised on the first floor of the Hedlund Building for use by U of I is not separated by wall or fixed barrier and while dedicated to U of I as a portion of the Premises, it is understood by the Parties that this space is not for U of I's exclusive use and may be occupied and utilized by NIC. This Lease does include the right to use other common areas of the Hedlund Building, including but not limited to communal bathrooms and hallways accessing the Premises ("Common Areas"). U of I use of all Common Areas is non-exclusive.
- 2. Term. The term of the Lease is for ten (10) years, commencing on August 1, 2021 and expiring on July 31, 2031.
- 3. Rent. In consideration of the simultaneous abandonment and relinquishment by U of I of the Agreement Creating Classroom and Administrative Space Easement dated October 20, 1989, U of I shall not be obligated to pay rent during the Term of this Lease.
- 4. NIC shall be responsible for the following:
 - a. Providing adequate power, fiber pathways and cabling (including patch panels and cabling in the walls), and maintenance of the wireless network, fiber, cabling, and wall plates supporting that U of I Information Technology infrastructure necessary to connect the Premises to the U of I network, but this does not include any responsibility for NIC to provide ongoing NIC IT Help Desk Support to the Premises.
 - b. Providing and paying for the costs of utilities, janitorial services and general maintenance in the Premises; provided that, however, NIC reserves the right to

require U of I to exercise cost-saving principles, including without limitation, temperature and lighting controls to the extent such cost-saving principles are also imposed on NIC spaces within the building/campus.

- c. Prior to October 16, 2021, NIC shall install information technology and tenant improvements at the Premises as listed in Exhibit B. Once those improvements have been completed by NIC, and upon notification of final costs from NIC to U of I, U of I shall pay 50% of the total cost incurred by NIC to install those improvements. Under no circumstances will NIC be obligated to cover costs for listed improvements in excess of \$25,000. NIC will manage the project and endeavor to keep the total project cost at or below \$50,000. In the event, that project costs are anticipated to exceed a total cost of \$50,000, NIC shall notify UI of such revised cost estimates to complete the improvements listed in Exhibit B and UI may either revise the scope of improvements required or may approve its responsibility to solely pay some amount in excess of the \$50,000.
- d. Allow U of I to install appropriate and reasonable U of I branding and wayfinding signage to and from the Premises with the prior written approval of NIC.
- 5. During the Lease term, the Parties will be responsible for the following:
 - a. Subject to and abide by the North Idaho College Policy Manual and any rules and regulations developed by NIC regarding use of the Premises. Policies may be accessed at <u>www.nic.edu/policy</u>.
 - b. The Parties shall be responsible only for the acts, omissions or negligence of such party and such party's own employees and agents. Nothing in this Lease shall extend the tort responsibility or liability of NIC, U of I or the State of Idaho beyond that required by law, including the Idaho Tort Claims Act, Idaho Code section 6-901, *et seq.* Each party shall be responsible for damage to property of the other party caused by such party and such party's employees and agents in the performance of the Lease. If either party's liability for a property claim or damage is not covered by insurance or other property coverage, such party shall pay the costs arising from such claim or damage arises from more than one party's performance under the Lease, each responsible party shall pay their proportionate costs to such party arising from the claim or damage.
- 6. Any inability to perform this Lease agreement due to strikes, lockouts, labor disputes, disease, acts of God, governmental restrictions, governmental regulations, governmental controls, enemy, natural disasters, pandemics, hostile government action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform, shall excuse performance by such party for a period equal to any such inability to perform. In the event of interruption of use of Premises from such causes, U of I shall be granted an extension to the term equal to the period of interruption, but only to the extent resumption of such use is reasonably practical upon conclusion of the causes for that interruption.

7. This Lease agreement embodies the entire agreement of the parties, and there are no oral agreements existing relative to the subject matter hereof which are not expressly set forth herein. The Agreement may be modified only in writing signed by all parties hereto.

IN WITNESS WHEROF, the Parties have executed this Lease as of the date set forth below.

Board of Regents of the University of Idaho

By:				
-	 -		 	
Its:				

Date: _____

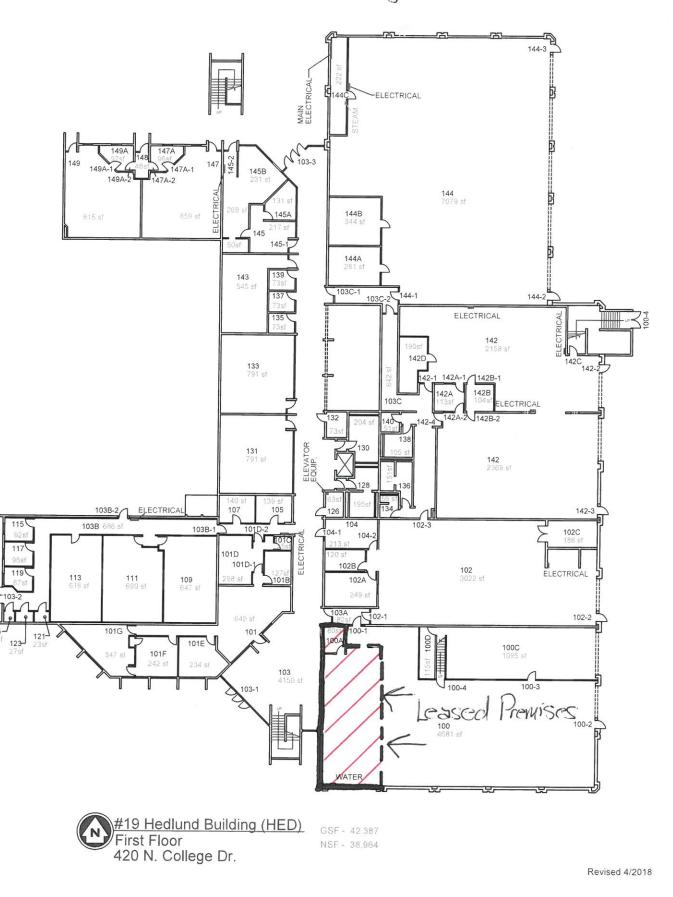
North Idaho College

By:			
DV:			

Its: _____

Date:			

Exhibit A Ragel



CONSENT - BAHR

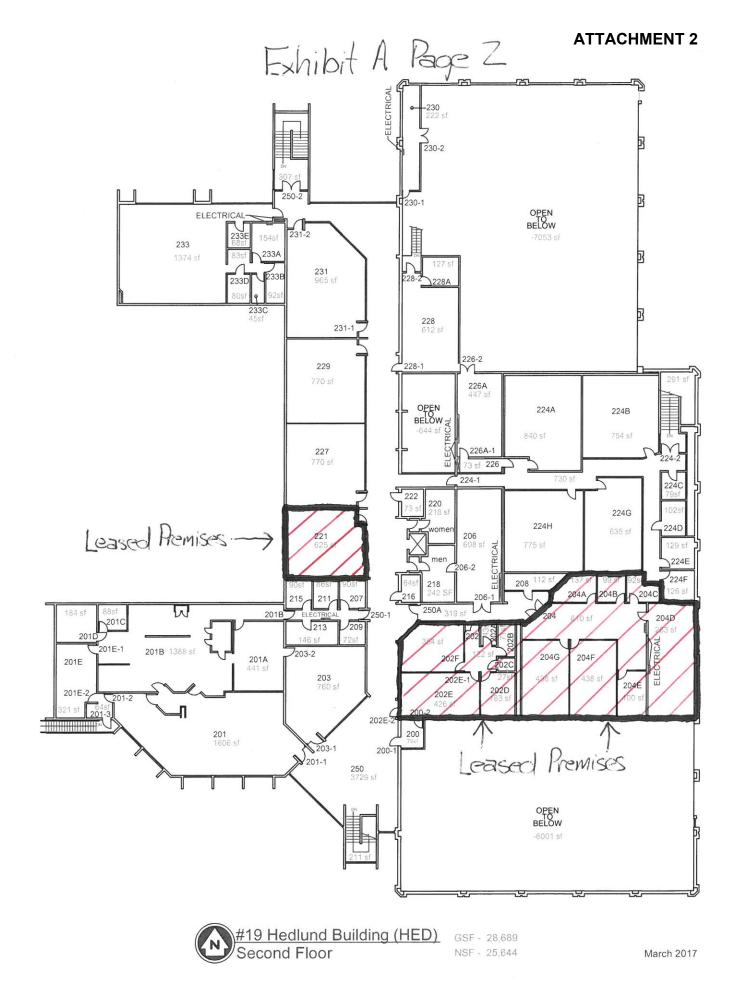


EXHIBIT B

INFORMATION TECHNOLOGY IMPROVEMENTS PROVIDED BY NIC

- 1) No less than 2 strands of single mode fiber (SMF) from the Hedlund building to the IRON point of presence (POP) in the NIC Molstead library.
- 2) An extension of the U of I wireless Service Set Identification that currently exists within the Bob and Leona DeArmond Building on the NIC Campus.
- 3) Server space with appropriate climate control in or near the leased Hedlund office suite.
- 4) Rack Unit space in a new network closet or enclosure that serves wall plates in the Premises suitable for U of I's installation of U of I's network switches.
- A fiber cross connection necessary to connect new network closet or enclosure for U of I equipment racks to the fiber connection that leads to the Molstead Library on the NIC Campus.
- 6) Appropriately patched and labeled wall plates throughout Premises.

FACILITY TENANT IMPROVEMENTS PROVIDED BY NIC

- 1) Removal and finish of double doors separating rooms 204 and 250.
- 2) Removal of wall separating 202B and 202A.
- 3) Creation of countertop in place of wall at entry of 202 suite (remodel of wall between 202 and 202A).
- 4) Remodel entrance door to 202 to swing inward.
- 5) Remodel of 202C to cabinetry to include counter and sink for breakroom.
- 6) Removal of additional sink and stovetop in 202.
- 7) Creation of hallway separating 202E and 202F.
- 8) Addition of door/wall at end of hallway between 202E and 202F to create room 202F3.
- 9) Addition of 2 walls trisecting 202E to create 3 offices with at least 2 electrical and ethernet connection points each.
- **10)** Addition of 1 wall bisecting 202F to create 2 offices with at least 2 electrical and ethernet connection points each.
- **11)** Standard professional finishing and painting as needed throughout the suite with UI approved colors.

IDAHO STATE UNIVERSITY

SUBJECT

Cardinal Health Pharmaceutical Products Contract

REFERENCE

- February 2013 Implementation of the Bengal Pharmacy, a limited liability company, was presented to the Board as an information item; referred to BAHR Committee for review.
 - April 2013 Board approved ISU Foundation's request for implementation of the Bengal Pharmacy, a limited liability company.
 - February 2020 Board approved transfer of assets of Bengal Pharmacy from the ISU Foundation to the ISU College of Pharmacy

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.a. Acquisition of Personal Property and Services

BACKGROUND/DISCUSSION

Bengal Pharmacy, LLC (LLC) was formed by the ISU Foundation (Foundation) in 2013 to operate pharmacies serving the Idaho State University (ISU) community, provide more opportunities for College of Pharmacy faculty and students to receive practical experience, and to serve rural Idaho communities with limited pharmaceutical services.

On January 1, 2019, the LLC locations at Pocatello, Arco, and Challis, entered into an agreement with Cardinal Health to purchase pharmaceutical products.

The LLC will transition from independent ownership under the Foundation to ISU control and management within the College of Pharmacy on July 1, 2021. The pharmacies would like Board approval to continue to use Cardinal Health pursuant to the Participating Addendum the State of Idaho Division of Purchasing entered into with Cardinal Health on December 23, 2019.

In the past year, the LLC spent \$3,729,089 with Cardinal Health.

IMPACT

This contract will allow the pharmacies to continue to provide services to its clients seamlessly and without interruption. If the request is not approved, the pharmacies will lose their licensing and credentialing and will cease to operate.

ATTACHMENTS

Attachment 1 – Proposed Cardinal Health Contract

BOARD STAFF COMMENTS AND RECOMMENDATIONS

In February of 2020, the Board approved that the operations of the Bengal Pharmacy be moved from the ISU Foundation to Idaho State University. The business relationship with Cardinal Health will be a continuation of the partnership that currently exists with the Bengal Pharmacy, allowing for the purchase of pharmaceuticals to operate the pharmacy. Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to enter into a contract with Cardinal Health for pharmaceutical purchases as proposed in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

IDAHO

Idaho Division of Purchasing

	Participating Addendum		
Purchase Order Name:	Cardinal Health		
Contract Number:	PADD20200177		
Contract Value:	250,000.00 USD		
Purchase Order Date:	12/16/2019		
Submitted By:	Chelsea Robillard, Lead Purchasing Officer		

Supplier		Shipping Details		
CARDINAL HEALTH		Ship FOB:	Destination, Prepaid	
7000 Cardinal Drive CARDINAL HEALTH Dublin OH, 48471 Phone: +1 651-247-0695		Shipping Instructions	s: Ship to Ordering Agency	
Fax:	+1 651-247-0695			
Email:	+1 614-553-9919			
Ellidii.	Wendy.sease@cardinalhealth.com			
Bill To Address			Ship To Address	
DOP - Various State Agencies		Ship to Ordering Agency		
State of Idaho				
Various Locatio				
Below for Detai				
Specific Locations Various, Idaho 83702				
Phone:	208-327-7465	Phone:	208-327-7465	
		Fax:	208-327-7320	
Fax:	208-327-7320			
Email:	purchasing@adm.idaho.gov	Email:	purchasing@adm.idaho.gov	
Mail Stop: DOP - Various Locations		Mail Stop:	DOP - Various Locations	

Payment Details

Payment Terms: Net 30

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IDAHO

Participating Addendum

NOTICE OF STATEWIDE CONTRACT (PADD) AWARD

This Contract is for Pharmaceutical Prime Wholesaler Services, awarded pursuant to State of Minnesota Master Agreement MMS1900113, issued as a cooperative contract in conjunction with MMCAP Infuse. This Contract is issued on behalf of State of Idaho Agencies, institutions, departments, and eligible public agencies as defined by Idaho Code Section 67-2327 and shall be for the period noted above. It may be amended, renewed, or extended upon mutual, written agreement of the parties, as detailed in the RFP.

Contract Type: Open

Public Agency Clause: Yes

Contractor Contact: Wendy Sease, CARDINAL HEALTH

Phone: 651-247-0695

E-mail: Wendy.sease@cardinalhealth.com

This Contract is to be drawn upon as requested by the Ordering Agency for the period noted above. THIS NOTICE OF AWARD IS NOT AN ORDER TO SHIP. Purchase orders against this PADD will be furnished by the Ordering Agency on whose behalf this Contract is made. Contractor must ship and bill directly to the Ordering Agency. DO NOT INVOICE DOP unless DOP is the Ordering Agency. Notating the Contract Award Number on any invoices/statement will facilitate the efficient processing of payment.

QUANTITIES: DOP can only give approximations of quantities; no maximum or minimum quantities can be guaranteed.

This PADD, including any attached files, constitutes the State of Idaho's acceptance of your signed Proposal (including any electronic submission), which is incorporated herein by reference. In the event of any inconsistency, precedence shall be given in the following order:

- 1. This PADD
- 2. State of Minnesota's/MMCAP Infuse original sourcing event,
- 3. The Contractor's signed Proposal

Total USD \$250,000.00

Signature : Chelsea Robillard, Lead Purchasing Officer State of Idaho, Division of Purchasing

Signed By : Chelsea Robillard December 23, 2019

2 | Page

CONSENT - BAHR

TAB 2 Page 2

Member-Requested Participation Addendum (MPA)

This Addendum ("**MPA**") is entered into by State of Idaho ("**Member**") and Cardinal Health 110, LLC and Cardinal Health 112, LLC whose designated business address is 7000 Cardinal Place, Dublin, Ohio 43017 ("**Vendor**") and incorporates MMCAP Infuse, an agency of the State of Minnesota ("**MMCAP Infuse**") vendor contract MMS1900113 ("**Vendor Contract**").

WHEREAS, Member and Vendor wish to amend the terms and conditions of the Vendor Contract to address the matters of Member.

WHEREAS, MMCAP Infuse has sole approval authority to any changes to the Vendor Contract, thus is a signatory to this MPA.

WHEREAS, Member, MMCAP Infuse, and Vendor do not intend to alter, amend, interfere, modify, or adjust the contractual relationship of MMCAP Infuse and Vendor nor the relationship between any other member of MMCAP Infuse and the Vendor.

THEREFORE, the parties agree as follows:

I. DEFINITIONS

- A. **Membership**: Means the joint power cooperative comprised of the MMCAP Infuse authorized states, departments, facilities, and other municipalities.
- B. **Facilities**: Means the authorized departments, facilities, and other municipalities approved by Member and MMCAP Infuse to access and use this MPA, as identified on <u>Exhibit B</u>.

II. EFFECTIVE DATE AND TERM

- A. **Effective Date**: This MPA is effective on the date all signatures have been obtained.
- B. **Termination**: This MPA terminates upon:
 - 1. Sixty (60) calendar days' written notice to the other parties; or
 - 2. The termination of the Vendor Contract between MMCAP Infuse and the Vendor; or
 - 3. Written agreement executed by all parties.

III. <u>SCOPE</u>

- A. **Exhibit A**: Which is attached and incorporated herein, identifies the Vendor Contract and all other documents to be incorporated into the contractual relationship between Member and Vendor.
- B. **Exhibit B**: Which is attached and incorporated herein, identifies the additional Facilities that Member and MMCAP Infuse have approved to access the Vendor Contract and MPA.
- C. **Exhibit C**: Which is attached and incorporated herein, identifies the language to be incorporated into the contractual relationships between Member and Vendor, as referenced on <u>Exhibit A</u>. In the event of any conflict between the terms of the Vendor Contract and <u>Exhibit C</u> of this MPA, the terms of <u>Exhibit C</u> will supersede as between Member and Vendor. *Neither MMCAP Infuse, the State of Minnesota, nor any other party of the Membership (except for Facilities) are bound by the terms of <u>Exhibit C</u>.*

MMCAP INFUSE MPA

Page 1 of 7

Vendor Contract MMS1900113 State of Idaho Tendered: October 11, 2019

IV. GENERAL PROVISIONS

- A. Assignment: Except as affirmed in this MPA, neither the Member nor Vendor will assign, delegate, or transfer any rights or obligations under this MPA without the prior written consent of MMCAP Infuse.
- B. Counterparts and Electronic Signature: The MPA cannot be executed in counterparts and will not be enforceable until MMCAP Infuse has obtained all required signatures. If requested by MMCAP Infuse, Member and Vendor expressly agree to conduct transactions under the MPA by electronic means (including, without limitation, with respect to execution, delivery, storage and transfer of this MPA by electronic means and to the enforceability of this electronic agreement). MMCAP Infuse will be deemed to have control of the authoritative copy for the electronic transferable record, in each case regardless of whether applicable law recognizes electronic transferable records or control of electronic transferable records and regardless of whether this MPA is an electronic record or transferable record. Member and Vendor will cooperate with and take all actions required by MMCAP Infuse in order for this MPA to be a transferable record, to ensure that MMCAP Infuse has control of the authoritative copy of such transferable record.
- C. Amendments: Any amendment or modification to this MPA must be in writing and will not be effective until executed by Vendor, the Member, and MMCAP Infuse.

[REMAINDER OF PAGE LEFT BLANK; SIGNATURE PAGE FOLLOWS]

MMCAP INFUSE MPA

Vendor Contract MMS1900113 State of Idaho Tendered: October 11, 2019

IN WITNESS WHEREOF, the undersigned parties have caused this MPA to be signed on their behalf intending to be bound thereby.

BY AND BETEWEEN:

FOR THE MEMBER: STATE OF IDAHO VENDOR: CARDINAL HEALTH 110, LLC and CARDINAL HEALTH 112, LLC

Signature: Chalsea Robillard

By: Chelsea Robillard

Title: Lead Purchasing Officer

Date: December 16, 2019

		Zel
Signature:	_	

By: Brad Cochran
Title: SVP. National Markets

Date: December 13, 2019

IN AN APPROVAL CAPACITY ONLY:

State of Minnesota for MMCAP Infuse In accordance with Minn. Stat. § 16C.03, subd. 3

SaraTurpow, Phame, BCPS _____ Printed: <u>SaraTurpow</u> Date: <u>12-16-19</u> Signature:

Minnesota Commissioner of Administration In accordance with Minn. Stat. § 16C.05, subd. 2

in C.L. Burn Printed: Debra A. L. Burand bate: 12-16.2019 Signature

[SIGNATURE PAGE]

MMCAP INFUSE MPA

Page 3 of 7

ATTACHMENT 1

Vendor Contract MMS1900113 State of Idaho Tendered: October 11, 2019

<u>EXHIBIT A</u>

Vendor Contract and other Applicable Legal Documents

1. Vendor Contract MMS1900113

MMCAP INFUSE MPA

CONSENT - BAHR

TAB 2 Page 6

Vendor Contract MMS1900113 State of Idaho Tendered: October 11, 2019

EXHIBIT B

Approved Facilities

- <u>Scope</u>: All state governmental entities, approved by MMCAP Infuse, within the State of Idaho and public agencies (as defined by Idaho Code, Section 67-2327) are authorized to purchase products and services under the terms and conditions of the Vendor Contract. These public agencies include any city or political subdivision of the State of Idaho, including, but not limited to counties; school districts; highway districts; port authorities; instrumentalities of counties, cities, or any political subdivision created under the laws of the State of Idaho; and public schools and institutions of higher education.
- 2. <u>Participation</u>: Use of specific MMCAP Infuse contracts by Facilities are subject to the prior approval of Idaho's Chief Procurement Official and MMCAP Infuse.
- 3. <u>Individual Customer:</u> Each ordering Facility ("Purchasing Entity") that places an order under this MPA will be treated as if it is an individual customer. Except to the extent modified by this MPA, each Purchasing Entity will be responsible to follow the terms and conditions of the Vendor Contract and this MPA. Each Purchasing Entity will be responsible for its own charges, fees, and liabilities; and will have the same rights to any indemnity or to recover any costs allowed in the Vendor Contract for its individual purchases.
- 4. <u>Price Agreement Numbers</u>. All purchase orders issued by Purchasing Entities within the jurisdiction of this PADD shall include the following price agreement number:

MMCAP Infuse Vendor Contract MMS1900113 and PADD20200177

MMCAP INFUSE MPA

Vendor Contract MMS1900113 State of Idaho Tendered: October 11, 2019

EXHIBIT C

Language Modification of the Vendor Contract

The following terms and conditions are entered into between Vendor and the Member and incorporate the documents identified on <u>Exhibit A</u>. Neither MMCAP Infuse, the State of Minnesota, nor the Membership, except for the Member (and Facilities on <u>Exhibit B</u>), are bound by the terms within this Exhibit.

Modification of Terms:

This has been intentionally been left blank.

Additional Terms:

 Idaho Fee and Quarterly Usage Report. A one and one-quarter percent (1.25%) Idaho Fee will apply to all purchases made under this MPA by any Facility. Member understands and agrees that Vendor will raise the Vendor Contract prices by the amount of the Idaho Fee. Idaho Fee payments and reports to the State of Idaho are due no later than thirty (30) calendar days after the end of each calendar quarter.

State of Idaho Reporting Time Line:

1st Quarter: July 1 – September 30 2nd Quarter: October 1 – December 31 3rd Quarter: January 1 – March 31 4th Quarter: April 1 – June 30

Report of Contract Purchases:

Provided there are sales to report, quarterly reports must accompany each Idaho Fee payment; and be furnished electronically in Microsoft Excel format. For each account, Vendor needs to provide a listing of all items purchased during the prior quarter indicating the item # and description, the quantity delivered, the delivery destination, the date of delivery, and the unit prices. The total dollar amount accounts will have state agencies grouped separately from political subdivisions (e.g., cities, counties, school districts, water districts, etc.).

The report must be emailed to: purchasing@adm.idaho.gov.

Idaho Fee Payment checks must be made out and mailed to:

Division of Purchasing, State of Idaho P.O. Box 83720 Boise, ID 83720-0075

- 2. <u>Restrictions</u>. Purchases under this MPA are restricted to purchases of medical equipment and supplies offered by the Vendor and are listed on the Vendor Contract.
- 3. <u>Terms and Conditions in the Vendor Agreement that Do Not Apply to Idaho</u>. To the extent that the Vendor Contract contains terms that have any of the following force or effect, such terms are hereby deemed inapplicable to Member:
 - A. Waiver of the sovereign immunity of the State of Idaho;

MMCAP INFUSE MPA

Page 6 of 7

Vendor Contract MMS1900113 State of Idaho Tendered: October 11, 2019

- B. Subject the state of Idaho, its agencies, or political subdivisions of the state of Idaho to the jurisdiction of the courts of other states;
- C. Limit the time in which the state of Idaho, its agencies, or political subdivisions of the State of Idaho may bring a legal claim to a period shorter than that provided in Idaho law;
- D. Impose a payment obligation, including a rate of interest for late payments, less favorable than the obligations set forth in Section 67-2302, Idaho Code;
- E. Require the state of Idaho, its agencies, or political subdivisions of the state of Idaho to accept arbitration or to waive right to a jury trial.
- F. Require indemnification not specifically authorized by the Idaho legislature or subject to appropriation (pursuant to Section 67-9213, Idaho Code, and Section 59-1016, Idaho Code); or
- G. Hold employees or officers of the State of Idaho and of political subdivisions of the State of Idaho personally liable.
- 4. <u>Primary Contacts</u>: The primary contact individuals for this MPA are as follows (or their named successors):

Vendor

luor		
	Name:	Wendy Sease
	Address:	7000 Dublin Place Dublin, OH 43017
	Telephone:	651-247-0695
	Fax:	
	Email:	Wendy.sease@cardinalhealth.com

Participating Entity

pauly Lindy	
	Chelsea Robillard
Address:	State of Idaho, Division of Purchasing
	304 N. 8th Street, Room 403 Boise, ID 83709
Telephone:	208-332-1607
Fax:	208-327-7320
Email:	Chelsea.Robillard@adm.idaho.gov
	Name: Address: Telephone: Fax:

5. <u>Orders:</u> Any Order placed by a Purchasing Entity for a product and/or service available from the Vendor Contract shall be deemed to be a sale under (and governed by the prices and other terms and conditions) the MPA unless the Purchasing Entity and the Vendor agree in writing that another contract or agreement applies to such Order.

MMCAP INFUSE MPA

Page 7 of 7

MMCAP Infuse Contract #MMS1900113

Pharmaceutical Prime Wholesaler Services Contract MMCAP Infuse

This Contract is between the State of Minnesota, acting through its Commissioner and the state agency MMCAP Infuse ("State" or "MMCAP Infuse") and *Cardinal Health 110, LLC and Cardinal Health 112, LLC* whose designated business address is 7000 Cardinal Place, Dublin, Ohio 43017 (collectively, "WHOLESALER").

Recitals

- 1. Pursuant to Minnesota Statutes Section 16C.03, the Commissioner of Administration may enter into this Contract on behalf of MMCAP Infuse for the benefit of its members.
- MMCAP Infuse is a group purchasing organization as defined in 42 U.S.C. § 1320a-7b(b)(3)(c) and maintains that it is structured to comply with the requirements of the Safe Harbor regulations regarding payments to group purchasing organizations set forth in 42 C.F.R. § 1001.952(j). MMCAP Infuse consists of government-run facilities and contracts for pharmaceuticals and health care products and services for members' use.
- 3. The Wholesaler wishes to contract with MMCAP Infuse to provide pharmaceutical wholesaler distribution services to distribute contract and non-contract pharmaceuticals, OTCs, nutritionals, vaccines (other than influenza vaccines), diabetic supplies, and other products to MMCAP Infuse Members.
- 4. The WHOLESALER represents that it is duly qualified and agrees to perform all services described in this Contract to the satisfaction of MMCAP Infuse.

Contract

1. Term of Contract and Exhibits

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- 1.1 *Effective date:* November 1, 2019, or the date MMCAP Infuse obtains all required signatures under Minn. Stat. § 16C.05, subd. 2, whichever is later. The WHOLESALER must not begin work under this Contract until this Contract is fully executed and the WHOLESALER has been notified by MMCAP Infuse's Authorized Representative to begin the work.
- 1.2 *Expiration date:* October 31, 2021, or until all obligations have been satisfactorily fulfilled, whichever occurs first. The Contract may be extended for up to an additional three (3) years, at increments determined by MMCAP Infuse, on written acceptance by both parties, for a total term not to exceed five (5) years.
- 1.3 Survival of terms. The following clauses survive the expiration or cancellation of this Contract: 2. Definitions; 5. Fees and Payment; 6. Conditions of Payment; 9. Notices; 10.4. Member-required Participation Agreement (state terms); 13. Indemnification; 14. Audits; 15. Government Data Practices; 16. Intellectual Property and Data Rights; 20. Publicity and Endorsement; 21. Governing Law, Jurisdiction, and Venue; 22. Antitrust; 23. Data Disclosure; and 35. Severability;
- 1.4 *Exhibits.* The following exhibits are attached and incorporated into this Contract, and are set forth in their order of precedence:
 - 1.4.1 Attachment A, Scope of Work
 - 1.4.2 Attachment B, Fees
 - 1.4.3 Attachment C, Service Fee Discount Matrix (Cost of Goods Discounts/Payment terms)
 - 1.4.4 Attachment D, Wholesaler Saleable Returns Policy

2. Definitions

To the extent that they do not diminish, derogate, or otherwise modify the express language set forth in this Contract, the definitions set forth in any exhibits or attachments, as attached an incorporated herein, shall apply to the Contract document.

3. Time

The WHOLESALER must comply with all the time requirements described in this Contract. In the performance of this Contract, time is of the essence.

4. Wholesaler's duties

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The WHOLESALER, who is not a State employee, will perform the duties specified in Attachment A which are attached and incorporated into this Contract.

5. Fees and Payment

- 5.1 *Fees.* Subject to Attachment C, as attached and incorporated herein, all changes to the MMCAP Infuse Service Fee Discount Matrix will be communicated to MMCAP Infuse in writing with a minimum of seven (7) business days' notice prior to the effective date of the changes. WHOLESALER service fees may only change on a quarterly or less frequent basis.
- 5.2 **Additional Fees.** Subject to Attachment B, no fee, percentage, or other cost may be added to the products purchased under this Contract unless the fee, percentage, or cost is defined and approved in writing by MMCAP Infuse and a formal amendment is executed.
- 5.3 **Federal funds.** Payments under this Contract may be made from federal funds. The WHOLESALER is responsible for compliance with all federal requirements imposed on these funds and accepts full financial responsibility for any requirements imposed by the WHOLESALER's failure to comply with federal requirements.
- 5.4 Each individual MMCAP Infuse Member, as applicable and as allowable under law, will pay any fees, surcharges, taxes, or assessments directly related to the sale and/or distribution of pharmaceutical products ("Pharmaceutical Fees"). WHOLESALER may only apply Pharmaceutical Fees to MMCAP Infuse Members in the jurisdiction where the applicable Pharmaceutical Fee was enacted. To avoid all doubt among the parties, for an example, if the state of Blackacre enacts a Pharmaceutical Fee, WHOLESALER may only assess the Pharmaceutical Fee to MMCAP Infuse Members located in, or otherwise doing business in, the state of Blackacre. All Pharmaceutical Fees must be assessed by WHOLESALER as a separate line-item on the invoice to the purchasing MMCAP Infuse Member and will not be included in any Product or Service pricing; except in instances where certain other fees or taxes are automatically applied to the Product or Service cost

6. Conditions of payment

All services provided by the WHOLESALER under this Contract must be performed to the satisfaction of MMCAP Infuse and the MMCAP Infuse Member, and in accordance with all applicable federal, state, and local laws, ordinances, rules, and regulations. The WHOLESALER will not receive payment for work found by MMCAP Infuse (as directed by the MMCAP Infuse Member) to be unsatisfactory or performed in violation of federal, state, or local law.

7. Ordering and Purchase Orders

As a condition for purchasing under this Contract, purchasers must be MMCAP Infuse Members in good standing with MMCAP Infuse, as defined in Article 10.

- 7.1 **Purchase Orders.** MMCAP Infuse Members may use their own forms for Purchase Orders. To the extent that the terms of any form conflict with the terms of this Contract, the terms of this Contract supersede. Each MMCAP Infuse Member will be responsible for payment for services provided to that MMCAP Infuse Member by WHOLESALER; the MMCAP Infuse Office will have no liability for any unpaid invoice of any MMCAP Infuse Member or Facility. WHOLESALER agrees to invoice the MMCAP Infuse Member for services provided as specified in Attachment B, Fees and/or Attachment C, Service Fee Discount Matrix. WHOLESALER will accept Electronic Funds Transfer (EFT) as a payment modality. At time of new account set up, the MMCAP Infuse Member will initiate this process with its bank.
- 7.2 **Funds available and authorized/non-appropriation.** By submitting a Purchase Order the MMCAP Infuse Member represents it has sufficient funds currently available and authorized for expenditure to finance the costs of the Purchase Order.
- 7.3 Termination of Individual Purchase Orders. MMCAP Infuse Members may terminate individual Purchase Orders, in whole or in part, immediately upon notice to WHOLESALER, or at such later date as the MMCAP Infuse Member may establish in such notice, upon the occurrence of any of the following events: (i)The MMCAP Infuse Member fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to pay for the goods to be purchased under the Purchase Order;

(ii) Federal or state laws, regulations or guidelines are modified or interpreted in such a way that either the purchase of goods under the Purchase Order is prohibited or the MMCAP Infuse Member is prohibited from paying for such goods from the planned funding source; or

(iii) If WHOLESALER or MMCAP Infuse Member commits any material breach of this Contract or a Purchase Order, MMCAP Infuse may terminate the individual Purchase Order Upon receipt of written notice of termination, the party(ies) will stop performance under the Purchase Order as directed by the MMCAP Infuse. WHOLESALER or MMCAP Infuse Member may effect an early termination of an individual MMCAP Infuse Member Purchase Order upon the occurrence of a material breach by the other party. The non-breaching party must give written notice to the breaching party of the nature and occurrence of such breach. If the breach is not cured by the expiration of thirty (30) calendar days from the date of such notice, or if the breaching party

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has not made reasonable efforts to effect the cure if the breach cannot reasonably be cured within such thirty (30) calendar day period, then the non-breaching party may, in addition to any and all other rights or remedies it may have, provide written notice to the breaching party that the Purchase Order will be terminated immediately following the expiration of such thirty (30) calendar day period.

Termination of a standing Purchase Order does not extinguish or prejudice the MMCAP Infuse Member's right to enforce such Purchase Order with respect to WHOLESALER's breach of any warranty or any defect in or default of WHOLESALER's performance under such Purchase Order that has not been cured, including any right of the MMCAP Infuse Member to indemnification by WHOLESALER or enforcement of a warranty. If a standing Purchase Order is terminated, the MMCAP Infuse Member must pay WHOLESALER in accordance with the terms of this Contract for goods delivered and accepted by the MMCAP Infuse Member.

7.4 **Jurisdiction and Venue of Purchase Orders**. Upon completion of the Dispute Resolution process outlined in Article 36 this Contract, and solely with the prior written consent of MMCAP Infuse and the State of Minnesota Attorney General's Office, the MMCAP Infuse Member may bring a claim, action, suit or proceeding against WHOLESALER. The MMCAP Infuse Member's request to MMCAP Infuse to bring the claim, action, suit, or proceeding must state the initiating party's desired jurisdiction, venue and governing law.

Upon completion of the Dispute Resolution process outlined in this Contract, the WHOLESALER may bring a claim, action, suit or proceeding against MMCAP Infuse Member, in WHOLESALER's sole discretion.

As it applies to purchases made by a MMCAP Infuse Member, nothing in the Contract will be construed to deprive the MMCAP Infuse Member of its sovereign immunity, or of any legal requirements, prohibitions, protections, exclusions or limitations of liability applying to this Contract or afforded by the MMCAP Infuse Participating Facilities' law.

8. Authorized Representative

MMCAP Infuse's Authorized Representative is Ms. Debra López-Burandt, MMCAP Infuse Wholesaler Coordinator, 112 Administration Building, 50 Sherburne Avenue, St. Paul, MN 55155, 651-201-3053, <u>debra.lopez-burandt@state.mn.us</u> or her successor or designee, and has the responsibility to monitor the WHOLESALER's performance and the authority to accept the services provided under this Contract. If the services are satisfactory, MMCAP Infuse's Authorized Representative will certify acceptance on each invoice submitted for payment.

The WHOLESALER's Authorized Representative is Wendy Sease, Director, State Government at the following business address and telephone number: 7000 Cardinal Place, Dublin, OH 43017, 651-247-0695 <u>Wendy.Sease@cardinalhealth.com</u>, or his/her successor. If the WHOLESALER's Authorized Representative changes at any time during this Contract, the WHOLESALER must immediately notify MMCAP Infuse.

9. Notices

If one party is required to provide legal notice or notice under the terms of the Contract to the other, such notice will be in writing and will be effective upon dispatch. Delivery shall be by certified United States mail, or by email or facsimile transmission provided the receipt of the transmission is confirmed by the receiving party. Either party must notify the other of a change in address for notification purposes. All notices should be addressed as follows:

MMCAP Infuse Wholesaler Coordinator MMCAP Infuse 112 Administration Building 50 Sherburne Avenue St. Paul, MN 55155 Fax: 651-201-3053 SVP, National Accounts With a copy to: General Counsel Cardinal Health 110, LLC Cardinal Health 112, LLC 7000 Cardinal Place Dublin, OH 43017

10. MMCAP Infuse Members

- 10.1 *Membership Listing.* MMCAP Infuse will provide WHOLESALER a complete listing of all MMCAP Infuse members, which is password protected and published at MMCAP Infuse's website. MMCAP Infuse reserves the right to add and remove MMCAP Infuse Members during the Term of this Contract.
- 10.2 **New Members**. The WHOLESALER must allow new MMCAP Infuse Members that join MMCAP Infuse to access to the Contract. As new MMCAP Infuse Members are added to MMCAP Infuse, MMCAP Infuse will provide WHOLESALER with monthly e-mail notices announcing that a new MMCAP Infuse Membership List has been posted online. If new states are added as MMCAP Infuse Members and opt to participate in this Contract, the new MMCAP Infuse Member state will select a wholesaler to service the MMCAP Infuse Members. In the event one or more of said facilities are currently using another MMCAP Infuse-contracted wholesaler, said facility will be allowed to choose if it will transition to WHOLESALER.
- 10.3 Verification of Authorized Purchasers. Upon request of MMCAP Infuse, WHOLESALER must verify that it provides services and pricing under this Contract only to MMCAP Infuse Members.
- 10.4 **Member-required Participation Agreement (MPA)**. In order to access this Contract some MMCAP Infuse Page | 3

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Members require jurisdiction-specific additional paperwork or contract language. WHOLESALER may be required to review an MMCAP Infuse "Member Participating Agreement" (MPA) to amend this Contract to provide for laws specific to a state or local jurisdiction. If these circumstances exist, the WHOLESALER must work with MMCAP Infuse and the MMCAP Infuse Member to prepare an MPA to set forth the additional or altered terms and conditions. An MPA must clearly apply only to the requesting location and will not affect the rights of the other MMCAP Infuse Members, nor will it modify, derogate, or otherwise diminish the rights and obligations set forth herein, except in regard to the applicable named MMCAP Infuse Member. When the specific terms are agreeable to the WHOLESALER and the MMCAP Infuse Member, the MPA will be presented to each party for execution WHOLESALER must not sign any member documents without prior MMCAP Infuse review and approval. The MPA, will only apply to the requesting Member and must be signed in the following order: WHOLESALER, MMCAP Infuse Member, and then MMCAP Infuse.

WHOLESALER is not required to agree to any additional terms; however, by not agreeing to the MPA, WHOLESALER may be precluded from doing business with that MMCAP Infuse Member. No verbal or written instructions from MMCAP Infuse Members, or any of their staff or officials, to change any provision of this Contract will be accepted by WHOLESALER without the prior written approval of MMCAP Infuse. WHOLESALER will immediately report any such requests to the MMCAP Infuse Authorized Representative who will issue approval or denial in writing.

In the event a MMCAP Infuse Member requires a fee be added to the Contract price (e.g., member levied procurement fee or system use fee), that fee must be added on top of the MMCAP Infuse-contracted pricing. WHOLESALER may not absorb the fee. WHOLESALER must not pay a member levied fee without first collecting the fee through increased service costs. The fees will be set aside and paid to the MMCAP Infuse Member as detailed in the specific MPA.

- 10.5 **Covenant of Laws.** WHOLESALER shall comply with all state and federal laws, as applicable to each Member State, in the performance of this Contract.
- **11. Contract Transition.** Pursuant to the transition checklist, as set forth in Attachment A:
 - 11.1 **Currently Contracting with MMCAP Infuse Members.** If the MMCAP Infuse Member is currently contracted with the WHOLESALER for the services or substantially similar services, as set forth in Attachment A and has selected WHOLESALER for this Contract, WHOLESALER shall transition each MMCAP Infuse Member from the existing contract (and existing contract terms) to this Contract (and its terms) on the effective date of this Contract.
 - 11.2 **Currently Not Contracting with MMCAP Infuse Members**. If the MMCAP Infuse Member is not currently contracting with the WHOLESALER for the or substantially similar services, as set forth in Attachment A, and has selected WHOLESALER for this Contract, WHOLESALER shall transition each MMCAP Infuse Member to this Contract (and its terms), on the effective date of this Contract. If due to selection process delays that further impact the transition process set forth in Attachment A, WHOLESALER shall transition the MMCAP Infuse Member on the 1st day of the month following the completion of the transition process.
 - 11.3 **Transitions.** Transition from an existing contract to this Contract must occur on the 1st day of a month, and no other day, unless there is written approval from MMCAP Infuse.
 - 11.4 **Cooperation.** In completing this transition, WHOLESALER shall work with MMCAP Infuse Staff and MMCAP Infuse Members to determine the appropriate steps and schedule, subject to the above, for the transition. WHOLESALER acknowledges that the transition may be dependent upon the terms of the existing contracts and subject to the notice provisions contained therein.

12. Assignment, amendments, waiver, and contract complete

- 12.1 **Assignment.** The WHOLESALER may neither assign nor transfer any rights or obligations under this Contract without the prior consent of MMCAP Infuse, which consent shall not be unreasonably withheld, and a fully executed assignment agreement, executed and approved by the same parties who executed and approved this Contract, or their successors in office. MMCAP Infuse may not assign or transfer any rights or obligations under this Contract to any entity outside the State of Minnesota executive branch, without the prior consent of WHOLESALER, which consent shall not be unreasonably withheld, and a fully executed assignment agreement, executed by the same parties who executed assignment agreement, executed and approved by the same parties who executed and approved this Contract, or their successors in office.
- 12.2 **Amendments**. Any amendment to this Contract must be in writing and will not be effective until it has been executed and approved by the same parties who executed and approved the original Contract, or their successors in office.
- 12.3 **Extraneous Agreements.** The WHOLESALER shall not enter into any additional agreement, with any MMCAP Infuse Member, arising from this agreement for similar services, or amend this agreement in any way, without the written authorization of MMCAP Infuse's managing director.

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- 12.4 *Waiver.* If either party fails to enforce any provision of this Contract, that failure does not waive the provision or its right to enforce it.
- 12.5 **Counterparts and Electronic Signature.** The Contract cannot be executed in counterparts and will not be enforceable until MMCAP Infuse has obtained all required signatures. If requested by MMCAP Infuse and WHOLESALER expressly agree to conduct transactions under the Contract by electronic means (including, without limitation, with respect to execution, delivery, storage and transfer of this Contract by electronic means and to the enforceability of this electronic agreement). MMCAP Infuse will be deemed to have control of the authoritative copy for the electronic transferable record, in each case regardless of whether applicable law recognizes electronic transferable records or control of electronic transferable records and regardless of whether this Contract is an electronic record or transferable record.
- 12.6 **Contract complete.** This Contract contains all negotiations and agreements between MMCAP Infuse and the WHOLESALER. No other understanding regarding this Contract, whether written or oral, may be used to bind either party.

13. Indemnification

In the performance of this Contract by WHOLESALER, or WHOLESALER's agents or employees, the WHOLESALER must indemnify, save, and hold harmless MMCAP Infuse, MMCAP Infuse Members, including their agents, and employees harmless from any claims or causes of action, including attorney's fees arising out of the performance of this Contract, to the extent caused by WHOLESALER's:

- a) Intentional, willful, or negligent acts or omissions;
- b) Actions that give rise to strict liability; or
- c) Breach of contract or warranty.

The indemnification obligations of this section do not apply in the event the claim or cause of action is the result of the MMCAP Infuse's negligence. This clause will not be construed to bar any legal remedies the WHOLESALER may have for the MMCAP Infuse's failure to fulfill its obligation under this Contract. Pursuant to the Minnesota Constitution Article XI Section 1, MMCAP Infuse cannot indemnify the WHOLESALER.

EXCEPT FOR PRODUCTS MANUFACTURED BY (A) WHOLESALER; (B) AN AFFILIATE OR SUBSIDIARY OF WHOLESALER; OR (C) PARENT OF WHOLESALER; WHOLESALER DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY OF MERCHANTABILITY, NON-INFRINGEMENT OR FITNESS FOR A PARTICULAR PURPOSE. IN NO EVENT WILL WHOLESALER BE LIABLE TO THE STATE, MMCAP INFUSE, ANY MMCAP INFUSE MEMBER OR ANY MMCAP INFUSE PARTICIPATING FACILITY FOR ANY INCIDENTAL, CONSEQUENTIAL OR SPECIAL CLAIMS, LIABILITIES OR DAMAGES.

WHOLESALER will transfer to MMCAP Infuse and MMCAP Infuse Member (on a non-exclusive basis) any representations and warranties made by the manufacturers of the products to the extent that such representations and warranties are assignable by WHOLESALER, and will cooperate with all reasonable requests, at no cost to WHOLESALE, made by MMCAP Infuse and/or MMCAP Infuse Member to enforce such representations and warranties against such manufacturers. Notwithstanding anything to the contrary herein, WHOLESALER reserves its own rights under such representations and warranties made by such manufacturers and the remedies available to it for any breach of such representations and warranties by the manufacturers.

14. Audits

- 14.1 State Audit. Under Minn. Stat. § 16C.05, subd. 5, the WHOLESALER's books, records, documents, and accounting procedures and practices relevant to this Contract are subject to examination by the State, MMCAP Infuse, and/or the State Auditor or Legislative Auditor, as appropriate, for a minimum of six (6) years from the end of this Contract. This clause extends to MMCAP Infuse Member Facilities as it relates to business conducted with and sales to that Member Facility.
- 14.2 Invoice and Pricing Audit. MMCAP Infuse and MMCAP Infuse Members served by this Contract may periodically audit WHOLESALER to determine the validity of invoice pricing. Each individual MMCAP Infuse Member may audit no more than twice in any twelve (12) month period following sixty (60) day's advance written notice to WHOLESALER. Such audits may be conducted only during ordinary business hours. Subject to applicable government data practices law(s), any such review will be limited to twelve (12) months of historical information as of the date of such review begins and will be subject to a confidentiality agreement, prepared by WHOLESALER and signed by MMCAP Infuse and its employee(s) who will have access to the information prior to beginning the review.
- 14.3 **Costs.** WHOLESALER, MMCAP Infuse, and MMCAP Infuse Members shall each be responsible for its own costs associated with any audit, including costs related to the production of records and/or other documents requested by the other party.

15. Government data practices

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- 15.1 **Data Practices Act.** The WHOLESALER and MMCAP Infuse must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by the MMCAP Infuse under this Contract, and as it applies to all data created, collected, received, stored, used, maintained, or disseminated by the WHOLESALER under this Contract. The civil remedies of Minn. Stat. § 13.08 apply to the release of the data governed by the Minnesota Government Practices Act, Minnesota Statutes Chapter 13, by either the WHOLESALER or the MMCAP Infuse.
- 15.2 **Notification.** If the WHOLESALER receives a request to release the data referred to in this clause, the WHOLESALER must immediately notify and consult with MMCAP Infuse's Authorized Representative as to how the WHOLESALER should respond to the request. The WHOLESALER's response to the request shall comply with applicable law.
- As may be required under Minnesota law, WHOLESALER agrees to indemnify, save, and hold the State of Minnesota, its agent and employees, harmless from all claims arising out of, resulting from, or in any manner attributable to any violation of any provision of the Minnesota Government Data Practices Act, including legal fees and disbursements paid or incurred to enforce this provision of the Contract15.3 *Release of MMCAP Infuse data.* Except as may be required by Minnesota Data Practices Act, Minn. Stat. Ch. 13, or as provided in Section 13, WHOLESALER shall not release to any third party any MMCAP Infuse customer data, sales transaction data, DEA/HIN information, contract pricing, EDI transaction data, reverse distribution data, or payment data.

16. Intellectual Property and Data Rights.

- 16.1 MMCAP Infuse Ownership. MMCAP Infuse owns all rights, title, and interest in MMCAP Infuse customer data, sales transaction data, DEA/HIN information (subject to third-party rights), contract pricing, EDI transaction data. reverse distribution data, and payment data, including copyrights and trade secrets contained therein. MMCAP Infuse grants to WHOLESALER an unlimited, non-revocable, nontransferable, fully paid license, for the term of this Contract, to (i) release state specific data to an MMCAP Infuse Member's State primary contact; (ii) release any of the above data to product manufacturers, when necessary for the performance of this Contract or as required by WHOLESALER's agreements with such product manufacturers; (iii) to release any of the above data to other MMCAP Infuse-approved third parties, when necessary for the performance of this Contract; (iv) to provide MMCAP Infuse Member purchase data to aggregators, including IMS Health and NDC Health, subject to WHOLESALER's reasonable efforts to require such data aggregators to protect any identifiable data from discovery by another third party; and (v) to provide MMCAP Infuse Member purchase data to other group purchasing organizations of which the MMCAP Infuse Member is also a member, provided such data will not include MMCAP Infuse-identifiable data. Any MMCAP Infuse identifiable data provided hereunder to a third party must identify the data as MMCAP Infuse data and subject to Minn. Stat. Ch. 13. To the extent permitted by law, WHOLESALER hereby agrees that in the event that MMCAP Infuse or an MMCAP Infuse Member requests in writing that its purchase data be kept confidential, such data will not be provided to third party aggregators.
- 16.2 **WHOLESALER Ownership.** WHOLESALER owns all rights, title, and interest to any aggregated data not identifiable as arising from this Contract and any other intellectual property created for or presented to MMCAP Infuse. WHOLESALER grants to MMCAP Infuse an unlimited, non-revocable, non-transferable, fully paid, perpetual license, to use all intellectual property created for or presented to MMCAP Infuse.
- 16.3 Pre-Existing Intellectual Property. MMCAP Infuse and WHOLESALER shall each retain ownership of, and all right and, title and interest in and to, their respective pre-existing intellectual property. WHOLESALER grants to State an unlimited, royalty-free, paid up, perpetual, non-exclusive, irrevocable, non-transferable license to use and modify any pre-existing WHOLESALER intellectual property, including marketing materials and materials contained in solicitation responses provided by WHOLESALER to MMCAP Infuse or an MMCAP Infuse Member. The aforementioned license is solely for use by MMCAP Infuse and MMCAP Infuse Members, and their agents related to an internal business or governmental purposes.
- 16.4 Intellectual Property Warranty and Indemnification. Except as otherwise set forth below, WHOLESALER warrants that any materials, software or products produced by WHOLESALER will not infringe upon or violate any patent, copyright, trade secret, or any other proprietary right of any third party. In the event of any such claim by any third party against MMCAP Infuse, MMCAP Infuse will promptly notify WHOLESALER. WHOLESALER, at its own expense, will indemnify; defend to the extent permitted by the Minnesota Attorney General's Office, and hold harmless MMCAP Infuse against any loss, cost, expense, or liability (including reasonable legal fees) arising out of such a claim, whether or not such claim is successful against MMCAP Infuse.
 - 16.4.1 If such a claim has occurred, or in the WHOLESALER's opinion is likely to occur, the WHOLESALER will either procure for MMCAP Infuse the right to continue using the materials or products or replacement or modified materials or products. If an option satisfactory to MMCAP Infuse is not reasonably available, MMCAP Infuse will return the materials or products to the WHOLESALER, upon

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written request of the WHOLESALER and at the WHOLESALER's expense. This remedy is in addition to any other remedy provided by law.

16.4.2 In the event of a third party claim of infringement by any material, software or product provided by WHOLESALER or utilized by WHOLESALER in the performance of this Contract, but produced by a third party, WHOLESALER's indemnification obligations set forth in Section 13.4 shall apply to the extent that the third party's indemnification obligation to the WHOLESALER is available to MMCAP Infuse or WHOLESALER will assist MMCAP Infuse in tender of such claim directly to the manufacturer of such material, software or product.

17. Insurance Requirements

- 17.1 WHOLESALER shall not commence work under the Contract until they have obtained all the insurance described below. WHOLESALER shall maintain such insurance in force and effect throughout the term of the Contract.
- 17.2 WHOLESALER is required to maintain and furnish satisfactory evidence of the following insurance policies:
 - 17.2.1 **Workers' Compensation Insurance:** Except as provided below, WHOLESALER must provide Workers' Compensation insurance for all its employees and, in case any work is subcontracted, WHOLESALER will require the subcontractor to provide Workers' Compensation insurance in accordance with the statutory requirements of the State of Minnesota, including Coverage B, Employer's Liability. Insurance **minimum** limits are as follows:

\$100,000 – Bodily Injury by Disease per employee
\$500,000 – Bodily Injury by Disease aggregate
\$100,000 – Bodily Injury by Accident

If Minnesota Statute 176.041 exempts WHOLESALER from Workers' Compensation insurance or if the WHOLESALER has no employees in the State of Minnesota, WHOLESALER must provide a written statement, signed by an authorized representative, indicating the qualifying exemption that excludes WHOLESALER from the Minnesota Workers' Compensation requirements.

If during the course of the Contract the WHOLESALER becomes eligible for Workers' Compensation, the WHOLESALER must comply with the Workers' Compensation Insurance requirements herein and provide MMCAP Infuse with a certificate of insurance.

17.2.2 **Commercial General Liability Insurance:** WHOLESALER is required to maintain insurance protecting it from claims for damages for bodily injury, including sickness or disease, death, and for care and loss of services as well as from claims for property damage, including loss of use which may arise from services under the Contract whether the services are by the WHOLESALER or by a subcontractor or by anyone directly or indirectly employed by the WHOLESALER under the Contract. Insurance minimum limits are as follows:

\$5,000,000 – per occurrence \$5,000,000 – annual aggregate

The following coverages shall be included:

Premises and Operations Bodily Injury and Property Damage Personal and Advertising Injury Blanket Contractual Liability Other; if applicable, please list______ MMCAP Infuse named as an Additional Insured, to the extent permitted by law

17.2.3 Products and Completed Operations Liability Insurance

WHOLESALER is required to maintain Products/Completed Operations Liability Insurance. WHOLESALER may self-insure or self-administer all or a portion of the required insurance, and to the extent the WHOLESALER does self-insure, such insurance will not be deemed to exceed the scope of coverage and/or limits that would have been provided in an actual policy of insurance that satisfies this insurance requirements. Insurance **minimum** limits are as follows:

\$5,000,000 - per occurrence \$5,000,000 - annual aggregate

17.2.4 **Network Security and Privacy Liability Insurance, Including Ransomware (or equivalent):** WHOLESALER is required to maintain insurance to cover claims which may arise from negligent failure of WHOLESALERS's security resulting in, but not limited to, computer attacks, unauthorized access, disclosure of confidential or private information, transmission of a malicious code or denial of service.

Insurance **minimum** limits are as follows: \$2,000,000 – per claim \$2,000,000 – annual aggregate

17.2.5 **Professional/ Technical, Errors and Omissions, and or Miscellaneous Liability Insurance:** This policy will provide coverage for all claims the WHOLESALER may become legally obligated to pay resulting from any actual or alleged negligent act, error, or omission related to the WHOLESALER's professional services required under the Contract.

Insurance minimum limits are as follows: \$2,000,000 – per claim \$2,000,000 – annual aggregate

The retroactive or prior acts date of such coverage are not to be after the effective date of this Contract and the WHOLESALER is to maintain such insurance for a period of at least three (3) years, following the completion of the contracted work. If such insurance is discontinued, extended reporting period coverage must be obtained by the WHOLESALER to fulfill this requirement.

17.2.6 **Commercial Automobile Liability Insurance:** WHOLESALER is required to maintain insurance protecting it from claims for damages for bodily injury as well as from claims for property damage resulting from the ownership, operation, maintenance or use of all owned, hired, and non-owned autos which may arise from operations under this Contract, and in case any work is subcontracted the WHOLESALER will require the subcontractor to maintain Commercial Automobile Liability insurance. Insurance **minimum** limits are as follows:

\$2,000,000 – per occurrence Combined Single limit for Bodily Injury and Property Damage

In addition, the following coverages should be included:

Owned, Hired, and Non-owned Automobile

17.3. Additional Insurance Conditions:

- 17.3.1 Any deductible or retention will be the sole responsibility of the WHOLESALER.
- 17.3.2 WHOLESALER's policy(ies) shall be primary and non-contributory to any other valid and collectible insurance available to MMCAP Infuse with respect to any claim arising out of WHOLESALER's performance under this Contract;

If WHOLESALER receives a cancellation notice from an insurance carrier affording coverage herein, WHOLESALER agrees to endeavor to notify MMCAP Infuse within ten (10) business days with a copy of the cancellation notice, unless WHOLESALER's policy(ies) contain a provision that coverage afforded under the policy(ies) will not be cancelled without at least thirty (30) calendar days advance written notice to MMCAP Infuse;

WHOLESALER is responsible for payment of Contract related insurance premiums and deductibles/retentions;

If WHOLESALER is self-insured, a notification of Self-Insurance must be attached;

WHOLESALER's policy(ies) shall include legal defense fees, where applicable.

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WHOLESALER shall obtain insurance policy(ies) from insurance company(ies) having an "AM BEST" rating of A- (minus); Financial Size Category (FSC) VII or better, and authorized to do business in the State of Minnesota; and

An Umbrella or Excess Liability insurance policy may be used to supplement the WHOLESALER's policy limits to satisfy the full policy limits required by the Contract.

- 17.4 MMCAP Infuse reserves the right to immediately terminate the Contract if the WHOLESALER is not in compliance with the insurance requirements and retains all rights to pursue any legal remedies against the WHOLESALER. Upon pursuit of any such legal remedies, all insurance policies must be open to inspection by the State, and copies of policies must be submitted to MMCAP Infuse's authorized representative.
- 17.5 The WHOLESALER is required to submit Certificates of Insurance acceptable to MMCAP Infuse as evidence of insurance coverage requirements prior to commencing work under the Contract.

18. Debarment by State, its departments, commissions, agencies, or political subdivisions

WHOLESALER warrants and certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from programs operated by the State of Minnesota, the United States federal government, or any MMCAP Infuse Member Facility; and has not been convicted of a criminal offense related to the subject of this Contract. WHOLESALER further warrants that it will provide immediate written notice to the MMCAP Infuse Authorized Representative if at any time it learns that this certification was erroneous when submitted or becomes erroneous by reason of changed circumstances.

19. Certification regarding debarment, suspension, ineligibility, and voluntary exclusion

Federal money will be used or may potentially be used to pay for all or part of the work under the Contract, therefore WHOLESALER certifies that it is in compliance with federal requirements on debarment, suspension, ineligibility and voluntary exclusion specified in the solicitation document implementing Executive Order 12549. WHOLESALER's certification is a material representation upon which the Contract award was based.

20. Publicity and endorsement

- 20.1 **Publicity.** Any publicity regarding the subject matter of this Contract must identify MMCAP Infuse as the sponsoring agency and must not be released without prior written approval from MMCAP Infuse's Authorized Representative. For purposes of this provision, publicity includes notices, informational pamphlets, press releases, research, reports, signs, and similar public notices prepared by or for the WHOLESALER individually or jointly with others, or any subcontractors, with respect to the program, publications, or services provided resulting from this Contract.
- 20.2 *Marketing.* Any direct advertising, marketing, or direct offers with MMCAP Infuse Member must be approved by MMCAP Infuse. Materials should be sent to: MMCAP.Contracts@state.mn.us. Violation of this Article may be cause for immediate cancellation of this Contract and/or MMCAP Infuse may reject any proposal submitted by the WHOLESALER in any subsequent solicitations for service contract awards.
- 20.3 **Endorsement.** The WHOLESALER must not claim that MMCAP Infuse, the State of Minnesota, or any Member State endorses its products or services, nor may MMCAP Infuse claim that the WHOLESALER endorses its products or services.

21. Governing law, jurisdiction, and venue

Minnesota law, without regard to its choice-of-law provisions, governs this Contract. Venue for all legal proceedings out of this Contract, or its breach, must be in the appropriate state or federal court with competent jurisdiction in Ramsey County, Minnesota. Except to the extent that the provisions of this Contract are clearly inconsistent therewith, this Contract will be governed by the Minn. Stat. § 336, the Uniform Commercial Code (UCC) as adopted by the State of Minnesota. To the extent this Contract entails delivery or performance of services, such services will be deemed "goods" within the meaning of the UCC except when to do so is unreasonable.

22. Antitrust.

The WHOLESALER hereby assigns to the State of Minnesota any and all claims for overcharges as to services provided in connection with this Contract resulting from antitrust violations that arise under the antitrust laws of the United States and the antitrust laws of the State of Minnesota, and/or the antitrust laws of any Member State unless otherwise assigned directly to that State by Wholesaler ("Antitrust Claim").

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23. Data disclosure

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Under Minn. Stat. § 270C.65, subd. 3 and other applicable law, the WHOLESALER consents to disclosure of its social security number, federal employer tax identification number, and/or Minnesota tax identification number, already provided to the State, to federal and state agencies, and state personnel involved in the payment of state obligations. These identification numbers may be used in the enforcement of federal and state laws which could result in action requiring the WHOLESALER to file state tax returns, pay delinquent state tax liabilities, if any, or pay other state liabilities.

24. Payment to subcontractors

To the extent applicable, pursuant to Minn. Stat. § 16A.1245, the prime WHOLESALER must pay all subcontractors, less any retainage, within 10 calendar days of the prime WHOLESALER's receipt of payment from the State for undisputed services provided by the subcontractor(s) and must pay interest at the rate of one and one-half percent (1.5%) per month or any part of a month to the subcontractor(s) on any undisputed amount not paid on time to the subcontractor(s).

25. Cancellation or Termination

- 25.1 **Cancellation without cause.** MMCAP Infuse or the WHOLESALER may cancel this Contract any time, without cause, upon ninety (90) days' written notice to the WHOLESALER. In the event of such a cancellation, the WHOLESALER will be entitled to payment, determined on a pro rata basis, for services satisfactorily performed.
- 25.2 **Termination for cause.** Either party may terminate this Contract at any time, for cause, upon no less than sixty (60) days' written notice to the other party. Upon notice of termination, the noticed party shall have sixty (60) days to cure any defects.
- 25.3 **Termination for insufficient funding.** MMCAP Infuse may immediately terminate this Contract if it does not obtain funding from the Minnesota Legislature, or other funding source; or if funding cannot be continued at a level sufficient to allow for the payment of the services covered here. Termination must be by written or fax notice to the WHOLESALER. MMCAP Infuse is not obligated to pay for any services that are provided after notice and effective date of termination. However, the WHOLESALER will be entitled to payment, determined on a pro rata basis, for services satisfactorily performed to the extent that funds are available. The State will not be assessed any costs, fees, or other charges if the Contract is terminated because of the decision of the Minnesota Legislature, or other funding source, not to appropriate funds. MMCAP Infuse must provide the WHOLESALER notice of the lack of funding within a reasonable time of MMCAP Infuse receiving that notice.

26. Non-discrimination (In accordance with Minn. Stat. § 181.59)

The WHOLESALER will comply with the provisions of Minn. Stat. § 181.59 which require:

Every contract for or on behalf of the state of Minnesota, or any county, city, town, township, school, school district, or any other district in the state, for materials, supplies, or construction shall contain provisions by which the WHOLESALER agrees:

(1) that, in the hiring of common or skilled labor for the performance of any work under any contract, or any subcontract, no contractor, material supplier, or WHOLESALER, shall, by reason of race, creed, or color, discriminate against the person or persons who are citizens of the United States or resident aliens who are qualified and available to perform the work to which the employment relates;

(2) that no contractor, material supplier, or WHOLESALER, shall, in any manner, discriminate against, or intimidate, or prevent the employment of any person or persons identified in clause (1) of this section, or on being hired, prevent, or conspire to prevent, the person or persons from the performance of work under any contract on account of race, creed, or color;

(3) that a violation of this section is a misdemeanor; and

(4) that this contract may be canceled or terminated by the state, county, city, town, school board, or any other person authorized to grant the contracts for employment, and all money due, or to become due under the contract, may be forfeited for a second or any subsequent violation of the terms or conditions of this contract.

27. Affirmative action requirements for contracts in excess of \$100,000 and if the WHOLESALER has more than forty (40) full-time employees in Minnesota or its principal place of business

The State intends to carry out its responsibility for requiring affirmative action by its contractors.

27.1 **Covered contracts and contractors.** If the Contract exceeds \$100,000 and the WHOLESALER employed more than forty (40) full-time employees on a single working day during the previous twelve (12) months in Minnesota or in the state where it has its principal place of business, then the WHOLESALER must comply with the

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requirements of Minn. Stat. § 363A.36 and Minn. R. 5000.3400-5000.3600. A contractor covered by Minn. Stat. § 363A.36 because it employed more than 40 full-time employees in another state and does not have a certificate of compliance, must certify that it is in compliance with federal affirmative action requirements.

- 27.2 *Minn. Stat.* § 363A.36. Minn. Stat. § 363A.36 requires the Wholesaler to have an affirmative action plan for the employment of minority persons, women, and qualified disabled individuals approved by the Minnesota Commissioner of Human Rights ("Commissioner") as indicated by a certificate of compliance. The law addresses suspension or revocation of a certificate of compliance and contract consequences in that event. A contract awarded without a certificate of compliance may be voided.
- 27.3 Minn. R. 5000.3400-5000.3600.
 - (a) General. Minn. R. 5000.3400-5000.3600 implements Minn. Stat. § 363A.36. These rules include, but are not limited to, criteria for contents, approval, and implementation of affirmative action plans; procedures for issuing certificates of compliance and criteria for determining a contractor's compliance status; procedures for addressing deficiencies, sanctions, and notice and hearing; annual compliance reports; procedures for compliance review; and contract consequences for non-compliance. The specific criteria for approval or rejection of an affirmative action plan are contained in various provisions of Minn. R. 5000.3400-5000.3600 including, but not limited to, Minn. R. 5000.3420-5000.3500 and 5000.3552-5000.3559.
 - (b) Disabled Workers. The Contractor must comply with the following affirmative action requirements for disabled workers.
 - (1) The WHOLESALER must not discriminate against any employee or applicant for employment because of physical or mental disability in regard to any position for which the employee or applicant for employment is qualified. The WHOLESALER agrees to take affirmative action to employ, advance in employment, and otherwise treat qualified disabled persons without discrimination based upon their physical or mental disability in all employment practices such as the following: employment, upgrading, demotion or transfer, recruitment, advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship.
 - (2) The WHOLESALER agrees to comply with the rules and relevant orders of the Minnesota Department of Human Rights issued pursuant to the Minnesota Human Rights Act.
 - (3) In the event of the WHOLESALER's noncompliance with the requirements of this clause, actions for noncompliance may be taken in accordance with Minn. Stat. § 363A.36, and the rules and relevant orders of the Minnesota Department of Human Rights issued pursuant to the Minnesota Human Rights Act.
 - (4) The WHOLESALER agrees to post in conspicuous places, available to employees and applicants for employment, notices in a form to be prescribed by the Commissioner. Such notices must state the WHOLESALER's obligation under the law to take affirmative action to employ and advance in employment qualified disabled employees and applicants for employment, and the rights of applicants and employees.
 - (5) The WHOLESALER must notify each labor union or representative of workers with which it has a collective bargaining agreement or other contract understanding, that the WHOLESALER is bound by the terms of Minn. Stat. § 363A.36, of the Minnesota Human Rights Act and is committed to take affirmative action to employ and advance in employment physically and mentally disabled persons.
 - (c) Consequences. The consequences for the WHOLESALER's failure to implement its affirmative action plan or make a good faith effort to do so include, but are not limited to, suspension or revocation of a certificate of compliance by the Commissioner, refusal by the Commissioner to approve subsequent plans, and termination of all or part of this Contract by the Commissioner or the State.
 - (d) Certification. The WHOLESALER hereby certifies that it is in compliance with the requirements of Minn. Stat. § 363A.36 and Minn. R. 5000.3400-5000.3600 and is aware of the consequences for noncompliance.

28. E-Verify certification (In accordance with Minn. Stat. § 16C.075)

For services valued in excess of \$50,000, WHOLESALER certifies that as of the date of services performed on behalf of the State, WHOLESALER and all its subcontractors will have implemented or be in the process of implementing the federal E-Verify Program for all newly hired employees in the United States who will perform work on behalf of the State. WHOLESALER is responsible for collecting all subcontractor certifications and may do so utilizing the *E-Verify Subcontractor Certification Form* available at

http://www.mmd.admin.state.mn.us/doc/EverifySubCertForm.doc. All subcontractor certifications must be kept on file with WHOLESALER and made available to the State upon request.

29. Certification of Nondiscrimination (In accordance with Minn. Stat. § 16C.053

The following term applies to any contract for which the value, including all extensions, is \$50,000 or more: WHOLESALER certifies it does not engage in and has no present plans to engage in discrimination against Israel, or against persons or entities doing business in Israel, when making decisions related to the operation of the WHOLESALER's business. For purposes of this section, "discrimination" includes but is not limited to engaging in

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refusals to deal, terminating business activities, or other actions that are intended to limit commercial relations with Israel, or persons or entities doing business in Israel, when such actions are taken in a manner that in any way discriminates on the basis of nationality or national origin and is not based on a valid business reason.

- **30. GPO Representation.** MMCAP Infuse represents and warrants that it is a "group purchasing organization" as that term is defined under 42 C.F.R. Section 1001.952(j) and that it shall comply with all applicable federal and state laws, rules and regulations, including, but not limited to, the provisions set forth in 42 U.S.C. Section 1320a-7b and the "safe harbor regulations" set forth in 42 C.F.R. Section 1001.952.
- **31. Contingency Fees Prohibited**. Pursuant to Minnesota Statutes § 10A.06, no person may act as or employ a lobbyist for compensation that is dependent upon the result or outcome of any legislation or administrative action.
- **32.** Risk of Loss, Damage, and Shipping Terms. Shipments under this Contract shall be FOB Destination, freight prepaid and allowed, to the MMCAP Infuse Member's receiving dock or pharmacy, unless otherwise agreed to by the parties in writing. Title to and risk of loss of the products transfers to the MMCAP Infuse Member upon delivery to the MMCAP Infuse Member, as set forth above.
- **33.** Force Majeure. Neither party hereto will be considered in default in the performance of its obligations hereunder to the extent that performance of any such obligations is prevented or delayed by acts of God, war, riot or other catastrophes beyond the reasonable control of the party. Force majeure will not apply to the extent that the act or occurrence could have been reasonably foreseen and reasonable action could have been taken to prevent the delay or failure to perform. A party claiming excuse of performance under this provision must provide the other party prompt written notice of the failure to perform, take commercially reasonable efforts to mitigate the damages caused to all parties, and take all necessary steps to bring about performance as soon as practicable.

34. Default.

- 34.1 **General.** An MMCAP Infuse Member's purchase order constitutes a binding contract. All commodities furnished will be subject to inspection and acceptance by the ordering entity after delivery. In the event of default, MMCAP Infuse and the MMCAP Infuse Member reserve the right to pursue any other remedy available by law. WHOLESALER may be removed from the WHOLESALER's list, suspended or debarred from receiving a contract for failure to comply with terms and conditions of the Contract.
- 34.2 *Failure to Perform.* Upon failure to perform the following services in the time and manner as set forth herein, the following fees shall be paid by WHOLESALER:

34.2.1 Bid Roll. Upon manufacturer bid roll, all contracted products shall be loaded, stocked, and viewable by all MMCAP Infuse Members, or WHOLESALER shall pay the following fee to MMCAP Infuse: \$2,500/day, not to exceed \$75,000 per bid roll cycle, until resolved.

34.2.2 Reports. In the event that any report and/or data provided by the WHOLESALER, pursuant to the terms of this agreement, is not received according to schedule, contains incorrect data, incomplete data, or no data, and is more than a minor defect or causes harm to MMCAP Infuse's ability to conduct business or its governmental purpose, WHOLESALER will be allowed a three (3) day cure period or WHOLESALER shall pay the following fee to MMCAP Infuse: \$2,500/day, not to exceed \$75,000 per event, until resolved.

34.2.3 Inventory Management and Management of MMCAP Infuse Contract Products. If a contracted NDC (National Drug Code) product is not loaded, stocked, and viewable by all MMCAP Infuse Members, as required pursuant to this agreement and within the timelines set forth herein, WHOLESALER shall credit to the MMCAP Infuse Member submitting the request an amount equal to two and one-half percent (2.5%) of previous month's GCN (generic code number) volume class for that Member. WHOLESALER shall credit to the Member within thirty (30) calendar days of the MMCAP Infuse Member's original request to stock the product.

34.2.4 Delivery Delays. Deliveries shall be made by the WHOLESALER in accordance with the time schedules specified in Attachment A. WHOLESALER shall credit to the Member a fee of sixty dollars (\$60.00) per order not delivered within sixty (60) minutes of the delivery time scheduled, and for each day the delivery is not received, payable as a credit to the Member within fourteen (14) calendar days of WHOLESALER'S disposition of the reported delay. WHOLESALER shall not be responsible for paying the aforementioned fee for delays outside of its control. MMCAP Infuse Members must report each delivery delay to WHOLESALER within twenty-four (24) hours, giving the WHOLESALER opportunity to research the source of delay and applicability of the fee.

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34.2.5 Invoices. Where WHOLESALER submits a current and/or subsequent invoice for any fees not related directly to Product cost or not specified in Attachment B, WHOLESALER shall reference the original invoice number or purchase order number. Should the WHOLESALER inappropriately charge a fee not related directly to Product cost or a fee not specified in Attachment B, Wholesaler shall credit the inappropriately charged amount back to the MMCAP Infuse Member. There is no annual limitation attached to the recovery of fees inappropriately charged that are not related directly to Product cost or not specified in Attachment B, Wholesaler will provide a monthly report to MMCAP Infuse of any miscellaneous fees charged to MMCAP Infuse Members which are not related directly to Product cost or not specified in Attachment B.

34.2.6 Application of Fees. The application of fees herein shall not excuse WHOLESALER's performance obligations as set forth in this agreement, nor shall it waive any rights of MMCAP Infuse or MMCAP Infuse Members to seek any and all available legal and equitable remedies.

Acknowledgement. WHOLESALER acknowledges that the <u>fees</u> set forth above are not penalties, but rather seek to make MMCAP Infuse and MMCAP Infuse Members whole for any failure of performance by the WHOLESALER, as based upon good faith estimates as agreed to by the parties.

- **35.** Severability. If any provision of the Contract, including items incorporated by reference, is found to be illegal, unenforceable, or void, then both MMCAP Infuse and the WHOLESALER will be relieved of all obligations arising under such provisions. If the remainder of the Contract is capable of performance, it will not be affected by such declaration or finding, and will be fully performed.
- **36. Dispute Resolution.** WHOLESALER and MMCAP Infuse Members will handle dispute resolution for unresolved issues using the following procedure.

Notification. Parties shall promptly notify each other of any known dispute, acknowledging such dispute within five (5) business days, and work in good faith to resolve such dispute within thirty (30) calendar days.

Documentation. Both the MMCAP Infuse Member and the WHOLESALER will jointly develop a short briefing document that describes the issue(s), relevant impact, and positions of both parties. The briefing document must be sent by the WHOLESALER to MMCAP Infuse, the MMCAP Infuse Member, and the WHOLESALER'S MMCAP Infuse Primary Account Representative.

Escalation. If parties are unable to resolve the issue in a timely manner, as specified above, either the MMCAP Infuse Member or WHOLESALER may escalate the resolution of the issue to a higher level of management. Where escalation of the issue proves ineffective, either party may contact MMCAP Infuse and/or the WHOLESALER's MMCAP Infuse Representative for further resolution. When escalated to MMCAP Infuse, a teleconference will be scheduled with MMCAP Infuse and the WHOLESALER's MMCAP Infuse Primary Account Representative to review the briefing document and develop a proposed resolution and plan of action. The plan and timeline must be agreed to by all parties – MMCAP Infuse, the MMCAP Infuse Member, and WHOLESALER.

Performance while Dispute is Pending. Notwithstanding the existence of a dispute the WHOLESALER must continue without delay to carry out all of their responsibilities under the Contract that are not affected by the dispute. If the WHOLESALER fails to continue without delay to perform its responsibilities under the Contract, in the accomplishment of all undisputed work, any additional costs incurred by MMCAP Infuse and/or MMCAP Infuse Members as a result of such failure to proceed shall be borne by the WHOLESALER.

Member Rights. In the event an MMCAP Infuse Member cannot resolve a dispute with the WHOLESALER as a result of a material breach by WHOLESALER, and the MMCAP Infuse Member has worked in good faith with MMCAP Infuse to resolve the dispute and cure the breach, the MMCAP Infuse Member(s) may change its prime Wholesaler even if the rest of the MMCAP Infuse Member state does not wish to change its wholesaler.

No Waiver. This clause shall in no way limit or waive either party's right to seek available legal or equitable remedies.

- **37. Required Licenses, Permits, and Registration**. WHOLESALER shall have in place prior to the start of the Contract, and must maintain for the life of the Contract, all current licenses, permits and registrations required by state and federal agencies. WHOLESALER must make such documentation available upon request by MMCAP Infuse.
- **38. DEA License/HIN.** WHOLESALER shall not require an MMCAP Infuse Member to have a DEA number in order to obtain products unless making orders for controlled substances. MMCAP Infuse Member facilities will have HIN numbers assigned by MMCAP Infuse.

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39. Personnel Changes. WHOLESALER shall notify MMCAP Infuse of changes in the Wholesaler's key personnel, in advance and in writing. Any employee of Wholesaler, who, in the opinion of MMCAP Infuse, is unacceptable, will be removed from the project upon written notice to the Wholesaler. In the event that an employee is removed pursuant to a written request from MMCAP Infuse's authorized representative, the Wholesaler will have ten (10) business days in which to fill the role with an acceptable employee.

[End of Contract, Signature Page Follows]

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VENDOR: Cardinal Health 110, LLC and Cardinal STATE OF MINNESOTA FOR Health 112, LLC The Vendor certified that the appropriate person(s) have executed this Contract an behalf of the Vendor as required and by applicable articles, bylaws, resolutions, or ordinances.

MMCAP INFUSE In accordance with Minn. Stat. § 16C.03, subd. 3

Brad Cochrad Name: Signature:

Title: SVP, National Markets

July 11, 2019 Date:

Name: By black 1 Sigor P :619 22

COMMISSIONER ADMINISTRATION In accordance with Minn. Stat. § 16C.05, subd. 2

Name: \cap n Turn Signature bow Pharme, BCPS 7-12-19 Date:

OF

(Signature Page)

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Attachment A – Scope of Work

4.1 Definitions

Throughout this Contract, the following terms are used as defined.

3T Data – Data elements required by the Drug Supply Chain Security Act: Transactional History, Transactional Information, and Transactional Statement.

340B Drug Pricing Program (340B) - The 340B Drug Pricing Program resulted from enactment of Public Law 102-585, the Veterans Health Care Act of 1992, which is codified as Section 340B of the Public Health Service Act. Section 340B limits the cost of covered outpatient drugs to certain federal grantees, federallyqualified health center look-alikes and qualified disproportionate share hospitals (DSH). Several MMCAP Infuse Participating Facilities are eligible and participate in the 340B Drug Pricing Program.

Authorized Trading Partner – as defined in the Drug Supply Chain Security Act, and regulated by the Food and Drug Administration (FDA), compliance requires that transactions only be conducted between Authorized Trading Partner.

Adequate Supply- A supply of Products made available to the MMCAP Infuse Participating Facilities that allow conformity with the parameters of the fill rate and historical purchase patterns.

Bulky Products - The MMCAP Infuse Office's definition of Bulky Products include food and food products, home healthcare products (durable medical equipment, such as walking aids, bathroom safety products, wheelchairs and accessories, scooters and lift chairs, etc.), non-contract nutritionals, school and office supplies, non-contract large volume parenterals, and non-contract IV Fluids.

CIN – Corporate Item Number

Closed Distribution Products (CDP) - Closed Distribution is either required by the manufacturer or by the FDA. Reasons for the Closed Distribution of a product include patient safety, product stability, or the product is new to the market. Most orders for Closed Distribution Products are passed through the Wholesaler for delivery directly by the product supplier.

Confirmation Printback/Order Confirmation - An electronic confirmation report generated from the Wholesaler's ordering system Order Express and sent electronically back to the ordering facility indicating that the requested Products are available, on Manufacturer Backorder, out of stock, or deleted, etc. Also referred to as the Confirmation Printback Report.

Controlled Substance Ordering System (CSOS) - Allows for secure electronic transmission of Schedule I-V controlled substance orders without the supporting paper DEA Form 222.

Drop Shipment(s) - Products ordered by the MMCAP Infuse Participating Facilities through the Wholesaler and shipped directly to the MMCAP Infuse Participating Facilities from the manufacturer/product supplier. The manufacturer/product supplier notifies and bills the Wholesaler, who then invoices and receives payment from the MMCAP Infuse Participating Facility.

DSCSA – Drug Supply Chain Security Act

EDI - Electronic Data Interchange - Inter-process (computer to computer application) communication of business information in a standardized electronic form.

Manufacturer Backorder(s) (MBO) - An order placed by the Wholesaler to a manufacturer or supplier which is not shipped to the Wholesaler due to industry wide shortages or other supply issues as set forth in Section 4.5 (E.) of Attachment A.

MMCAP Infuse Contract Product(s) - Any Product that appears on an MMCAP Infuse contract.

MMCAP Infuse Contract Number MS1900113

MMCAP Infuse Contract File Updates – electronic files sent by the MMCAP Infuse Office to the Wholesaler which provide batched MMCAP Infuse Contract Product and MMCAP Infuse contract pricing information. The MMCAP Infuse Contract File Updates are usually sent to the Wholesaler on a weekly basis. The first file (titled "Update [sequential number]") details the MMCAP Infuse contract changes that have occurred since the last weekly communication from the MMCAP Infuse Office. The second file (titled "[sequential number] Contract [8-digit date]") is a listing of the entire MMCAP Infuse contract as of the date provided in the title. The third file (titled "[sequential number] Pending [8-digit date]") is a listing of the MMCAP Infuse Contract Products with future effective dates.

MMCAP Infuse Member(s) – Any of the MMCAP Infuse member states and any other members added or deleted during the life of the Contract and any extensions. MMCAP Infuse Members shall be considered third-party beneficiaries of this Contract.

MMCAP Infuse Participating Facility - Any facility listed by the MMCAP Infuse Office as an active participant of MMCAP Infuse program. A current listing of MMCAP Infuse Facilities is made available to all MMCAP Infuse vendors monthly. MMCAP Infuse Participating Facilities shall be considered intended third-party beneficiaries of this Contract.

Both *MMCAP Infuse Member(s)* and *MMCAP Infuse Participating Facility* may be referenced as "MMCAP Infuse Member(s)", when applicable throughout the Scope of Work.

MMCAP Infuse Office – The administrative staff of the MMCAP Infuse Program responsible for initiating and administering all MMCAP Infuse contracts. The MMCAP Infuse Office may be referred to synonymously as MMCAP Infuse. Located at:

MMCAP Infuse Minnesota Department of Administration Office of State Procurement 112 Administration Building 50 Sherburne Avenue St. Paul, MN 55155

MMCAP Infuse State Contacts – purchasing and pharmacy professionals are designated by MMCAP Infuse Member States to serve as liaisons between the MMCAP Infuse Office and the MMCAP Infuse Participating Facilities in each State. A list of MMCAP Infuse State Contacts is available at: http://www.mmd.admin.state.mn.us/mmcap/background_current_states.htm.

National Drug Code (NDC) – a unique 11-digit number which is a universal product identifier for human drugs. The NDC identifies the labeler code, product code (strength, dosage form, and formulation), and package code (package size and type). All NDCs reported to the MMCAP Infuse Office must be in the 5-4-2 configuration.

Next Day Delivery - Orders placed Sunday through Thursday by MMCAP Infuse Participating Facilities by the designated time as proposed by the Wholesaler which will be delivered the next business day. Orders placed on Friday or Saturday must be delivered on the following Monday.

Next Scheduled Delivery Day - is the day agreed upon by the Wholesaler and the MMCAP Infuse Participating Facility for delivery of Products. For some MMCAP Infuse Participating Facilities, the Next Scheduled Delivery Day may not necessarily denote that the delivery will be made within 24 hours.

Non-Contract Product - Any product that does not appear on an MMCAP Infuse contract, 340B Drug Pricing Program contract, Wholesaler's Generic Drug Program, and/or MMCAP Infuse Participating Facility's individually negotiated contracts.

Pedigree - A record containing information regarding each transaction resulting in a change of ownership of a given medication, from sale by a manufacturer, through acquisition and sale by one or more wholesalers, manufacturers, or pharmacies, until final sale to a pharmacy or other person furnishing, administering, or dispensing the medication. Pedigree is provided through DSCSA 3T Data.

Product(s) - Synonymously used to denote the merchandise requested by the MMCAP Infuse Participating Facilities to be delivered through the Wholesaler.

Stock Outage(s) - An occurrence wherein the Wholesaler cannot make available an Adequate Supply of the MMCAP Infuse Participating Facility's requested Products. As opposed to a MBO situation, the Wholesaler will be held responsible for Stock Outages.

Wholesaler - Also referred to as Vendor, Pharmaceutical Prime Vendor, or Prime Vendor, is a business that functions as a purchaser's source of distribution for a wide array of pharmaceutical and related Products as identified by the MMCAP Infuse Participating Facility. A Wholesaler is responsible for maintaining and distributing an Adequate Supply of pharmaceuticals and related Products and any other items contracted for that are dispensed through the MMCAP Infuse Participating Facilities' pharmacy service.

4.2 Service Area

As of the Contract effective date, Wholesaler will provide the full range of contracted services under this Contract to all requesting MMCAP Infuse Participating Facilities and/or MMCAP Infuse Members. Unless approved by MMCAP Infuse in writing, Wholesaler must provide services to all MMCAP Infuse Participating Facilities within a state (not partial service coverage), subject to the requirements of Section 4.4. The MMCAP Infuse Office (represented by the term MMCAP Infuse) reserves the right to add or delete MMCAP Infuse Members at any time during the Contract term.

Wholesaler will provide service to the MMCAP Infuse Members specified in an amendment.

4.3 Customer Service

A. Customer Service to MMCAP Infuse

The Wholesaler will designate an Account Management Team for MMCAP Infuse. The assigned Account Management Team will have the depth of experience needed to serve in a solutionoriented role. The principal resources identified by the Wholesaler are confirmed as to having the authority to make decisions on behalf of the Wholesaler and to be empowered to provide accountability. The Account Management Team will be staffed with qualified resources along with additional resources to provide sufficient back-up support in the event that the principal resources become unavailable.

- The Wholesaler's designated Primary Account Representatives for MMCAP Infuse will be Wendy Sease, Director State Government, <u>wendy.sease@cardinalhealth.com</u>, 651-247-0695, Clay Miller, Manager State Government, <u>clay.miller@cardinalhealth.com</u>, 614-757-6763, and Alex Fox, Manager State Government Compliance, <u>alex.fox@cardinalhealth.com</u> 614-757-9449.
- 2. Additional functional contacts are:

a. Contract issues/discrepancies (product stocking, product loading, pricing): Tiffany Kuhel, Consultant <u>tiffany.kuhel@cardinalhealth.com</u>, 614-757-7528.
b. Class of trade issues (contract eligibility, denials, etc.): Tiffany Kuhel, Consultant <u>tiffany.kuhel@cardinalhealth.com</u>, 614-757-7528.
c. Issues concerning MMCAP Infuse's invoice auditing service: Tiffany Kuhel, Consultant <u>tiffany.kuhel@cardinalhealth.com</u>, 614-757-7528.
d. Wholesaler distribution service fees: Alex Fox, Manager State Government Compliance, <u>alex.fox@cardinalhealth.com</u>, 614-757-9449.
e. Data/reporting issues: Alex Fox, Manager State Government Compliance, <u>alex.fox@cardinalhealth.com</u>, 614-757-9449.
f. Shareback fee process: Jason Gawlik, Consultant Account Management, Jason.gawlik@cardinalhealth.com , 614-757-7468
g. Electronic invoice auditing dispute resolution: Tiffany Kuhel, Consultant <u>tiffany.kuhel@cardinalhealth.com</u> , 614-757-7528.

h. Service fee /cost of goods discounts:

Regional Leaders and Senior Specialists will be responsible for any service fee discount inquiries specific to their assigned member states. Any escalated inquiries surrounding service fee/cost of goods discounts should be directed to Clay Miller, <u>clay.miller@cardinalhealth.com</u>, 614-757-6763.

i. DSCSA: Alex Fox, Manager State Government Compliance, <u>alex.fox@cardinalhealth.com</u> , 614- 757-9449

j. Accounts receivable: Michelle Janlin, Collections Manager,

michelle.janlin@cardinalhealth.com, 614-822-4135

k. Accounts Payable: Alex Fox, Manager State Government Compliance,

alex.fox@cardinalhealth.com , 614- 757-9449

- 3. In the event the MMCAP Infuse determines the Primary Account Representative is nonresponsive, MMCAP Infuse will escalate to Brad Cochran, Senior VP National Markets Pharmaceutical Division, Brad.Cochran@cardinalhealth.com, 614-553-3635, to take appropriate corrective action for problem resolution.
- 4. The Wholesaler must provide advanced written notification to MMCAP Infuse of changes in the Wholesaler's key administrative personnel. Any employee of Wholesaler, who, in the sole opinion of MMCAP Infuse, is unacceptable, will be removed from the project upon written notice to the Wholesaler, provided such removal is for lawful reasons. In the event that an employee is removed pursuant to a written request from MMCAP Infuse's authorized representative, the Wholesaler will have ten (10) business days in which to fill the vacancy with an acceptable employee. There will be no charge to MMCAP Infuse or the MMCAP Infuse Members for replacement personnel assigned and Wholesaler agrees that each such replacement has acquired the necessary orientation and background to make a productive contribution.
- 5. Business Review
 - a. Wholesaler will hold monthly business reviews at MMCAP Infuse's office with the Wholesale's Primary Account Representative(s), as deemed necessary by MMCAP Infuse's Pharmacy Distribution Services Coordinator.
 - b. Wholesaler will hold quarterly business reviews at MMCAP Infuse's office with the Wholesaler's Primary Account Representative(s) and others from the Wholesaler's Corporate Office to address, at a minimum, the following:
 - Sales Data
 - Contract Financials (discounts, fees, cost of goods, etc.)
 - Contract Compliance/Category Breakdown
 - Inflationary/Budget Related Data
 - Managed Care News/Updates
 - Service Levels by distribution center, by MMCAP Infuse Members (state and facility), and for MMCAP Infuse as a group
 - Contract Activity
 - Success Stories and Opportunities Ongoing.
 - DSCSA Updates
 - Any federal and/or state legislation affecting MMCAP Infuse Members and/or the pharmaceutical industry
 - Proactive Product Information
 - Pharmaceutical distribution impacts and trends; pharmaceutical industry updates
 - Contract Activity Reporting
 - Compliance Activity Reporting
 - Purchase Activity Reporting
 - EDI Setup Audits
 - Customer Satisfaction
 - Relevant current and planned initiatives, both of MMCAP Infuse and the Wholesaler, and any associated action plans

- Wholesaler Performance
- 6. Wholesaler and MMCAP Infuse agree to conduct a complete contract review no later than January 31, 2020 to determine areas of non-compliance from both parties. This review will be done annually, with the due date tied to the anniversary date of the effective date of the Contract.

B. Customer Service to MMCAP Infuse Participating Facilities

1. Customer Service Department

Wholesaler will provide the MMCAP Infuse Participating Facilities access to the Wholesaler's customer service department, which at a minimum, consists of the following:

- 1. Customer support centralized in two national call centers located in Radcliff, Kentucky and Little Rock, Arkansas.
- 2. Wholesaler's overseas call center may be used only for business continuity situations, unless approved in writing by MMCAP Infuse. Wholesaler will provide prompt notice of any overseas call center use and will provide a monthly report to MMCAP Infuse detailing the number of calls going to the overseas call center.
- 3. Access to customer service representatives with principal responsibilities in the areas of order entry, Drop Shipment ordering, stocking issues, and general customer service requests.
- 4. Customer service hours of operation are 7:30 a.m. 9:00 p.m. (Eastern Standard Time) Monday through Friday (excluding the following national holidays: Christmas, New Years Day, Thanksgiving Day, Memorial Day, the Fourth of July, and Labor Day).
- 5. Wholesaler's customer service can be reached toll free at 866-641-1199, by fax at 866-551-0530, or by e-mail at <u>GMB-P_SPL_V_GOV@cardinalhealth.com</u>. Faxed orders should include Member account number, CIN and/or NDC, quantity, and PO is applicable.
- 6. Wholesaler's technical support is available from 7:00 AM 8:00 PM EST, Monday through Friday, by calling 1-833-518-4555. Wholesaler's technical staff on site will check voicemail every hour and will respond in the order the voicemail is received. From 8:00 PM until 7:00 AM EST and on weekends, the line will transfer to an off-shore Wholesaler staff member.
- 7. Emergency Call Procedures are for life critical emergency situations only that require product before the Next Scheduled Delivery Day:

Emergency Call Procedure for the Fastest Response

- a. During normal business hours (Monday-Friday 7:30 am to 9:00 pm Eastern Standard Time), call customer service at 866-641-1199.
- b. Outside normal business hours, please call 877-772-0346. An answering service representative will take the message and a Cardinal Health employee will promptly return the call. MMCAP Infuse Participating Facilities will need to provide their servicing distribution center name, account name and number, a contact name, and a call back phone number available.

2. MMCAP Infuse Members' Customer Account Representatives

- MMCAP Infuse State Contacts. Each MMCAP Infuse State Contact will have a designated account management Regional Leader appointed by the Wholesaler's Primary Account Manager to meet with both MMCAP Infuse Field Services representative, Senior Account Executive, where regionally available, and MMCAP Infuse State Contact and other state representatives on a quarterly basis to discuss, at a minimum, the following:
 - a. Customer satisfaction
 - b. Wholesaler performance Service Levels
 - c. Purchases
 - d. State account performance (COGs, payment terms, etc.)
 - e. Reports (e.g., contract compliance, contract opportunities)
 - f. Opportunities for Improvement
 - g. Projects and Initiatives
 - h. Other
- MMCAP Infuse Participating Facilities. Wholesaler will provide an account management Regional Leader for each MMCAP Infuse Participating Facility with average volume of \$25,000 per month or more. This Regional Leader will serve as a liaison between the MMCAP Infuse Participating Facility and Wholesaler, managing the working and strategic relationship to ensure quality of service



delivery and customer satisfaction. In managing the relationship, the assigned Regional Leader will utilize various relationship management contact options, including the MMCAP Infuse Field Services representatives, Senior Account Executives, whenever possible, dependent upon the needs of the MMCAP Infuse Participating Facilities. Dedicated Senior Specialists are assigned to support the Regional Leaders and will also have individual account management responsibilities for those MMCAP Infuse Participating Facilities with an average volume of less than \$25,000 per month. The Regional Leaders will make routine on-site visits to discuss performance issues and solve problems according to the following schedule:

Average Monthly Purchasing Volume	Frequency of Contact with MMCAP Infuse Participating Facility	Type of Contact
\$0 - \$5,000	Dialogue with MMCAP Infuse Participating Facility once every six (6) calendar months unless otherwise requested by the MMCAP Infuse Participating Facility.	Telephone Call
\$5,001 - \$10,000	Dialogue with MMCAP Infuse Participating Facility once every three (3) calendar months unless otherwise requested by the MMCAP Infuse Participating Facility.	Telephone Call
\$10,001 - \$25,000	Dialogue with MMCAP Infuse Participating Facility once every thirty (30) calendar days unless otherwise requested by the MMCAP Infuse Participating Facility.	Telephone Call Onsite visits available upon reasonable request
\$25,001 – and up	 Customer Business Reviews offered quarterly. Dialogue with MMCAP Infuse Participating Facilities once every thirty (30) calendar days or as needed 	 On-site visit or Telephone Call On-site visit or Telephone Call
State Purchasing Contact	Dialogue offered monthly or as desired by State Purchasing Contact. State contacts are to be included in quarterly Member Customer Business Reviews desired.	On-site visit or telephone call

- 3. Quarterly business reviews where issues are raised by any of the participants, MMCAP Infuse State Contact, MMCAP Infuse Participating Facilities, or the assigned MMCAP Infuse Senior Account Executive, Wholesaler will have a formal process of follow-up for issue resolution. A committed timeline to resolution is to be established, and completion of that resolution is to be provided to the participants.
- 4. Additional Resources. Wholesaler will provide adequate staffing resources for both field operations to provide direct service for the MMCAP Infuse Members and corporate operations to assist MMCAP Infuse. These resources will provide facility targeted approaches to solve specific problems and determining solutions for operational, contract compliance and inventory management issues. Designated resources may fluctuate up or down depending on volume and business need.
- 5. While issue resolution times may vary based upon the specific request being made, Wholesaler will acknowledge receipt and respond to a MMCAP Infuse Member's issue immediately when contacted by phone, and within one business day when unable to be reached, or if contacted via eMail. Additionally, Wholesaler has an intentional backup/escalation structure in place to address MMCAP Infuse Member issues or concerns when the primary Account Management resource is out of the office or unavailable.
- 6. The Wholesaler's State Government Account Management Regional Leaders will maintain both a working and strategic relationship with MMCAP Infuse Member-assigned MMCAP Infuse Senior Account Executives. The Regional Leaders will make every effort to coordinate schedules between any MMCAP Infuse State Contact, and/or MMCAP Infuse Participating Facility, along with the assigned MMCAP Infuse Senior Account Executive. Given travel scheduling for MMCAP Infuse Senior Account

Executives, Wholesaler should provide at least fifteen (15) business days advance notification of any scheduled meeting between the Wholesaler, and any potential MMCAP Infuse State Contact or MMCAP Infuse Participating Facility when the meeting topics include, but not limited to, use of this Contract, legislative activities concerning any products or services covered by this Contract, requests for proposal, or expansion of the Wholesaler's presence in that organization or state. If an MMCAP Infuse Senior Account Executive is not an attendee at a scheduled meeting, the Wholesaler agrees to provide a detailed account of the meeting to the Senior Account Executive and will make its best efforts to provide this information no later than five (5) business days after the meeting.

3. MMCAP Infuse State Contacts and MMCAP Infuse Participating Facility Satisfaction Survey

Wholesaler will solicit an MMCAP Infuse pre-approved, annual survey with all MMCAP Infuse State Contacts and a representative random sample of MMCAP Infuse Participating Facilities. The goal is an overall average survey score of 3.5 out of 5 points. The Wholesaler will share the raw survey responses for those survey areas that score below 3.5 and will devise an action plan(s) to address deficiencies, presenting status updates at quarterly Executive Business Reviews, or more frequent as appropriate.

4.4 Contract Transition and Implementation

If the MMCAP Infuse Member is currently contracting with the Wholesaler for the services, or substantially similar services, as set forth in this Attachment A, Wholesaler will transition each MMCAP Infuse Member from the existing contract (and existing contract terms) to this Contract (and its terms) on the Contract execution date. If a facility becomes an MMCAP Infuse Member currently utilizing the Wholesaler under an alternative distribution contract and wants to transition to the MMCAP Infuse contract with the Wholesaler, the new MMCAP Infuse Member will transition 1st day of the next available month.

If the MMCAP Infuse Member is not currently contracting with the Wholesaler for the services or substantially similar services, as set forth in Attachment A, Wholesaler will develop a transition plan for the MMCAP Infuse Member, deploy the plan, and implement this Contract (and its terms) for the MMCAP Infuse Member on the Contract execution date.

Transition from an existing contract to this Contract must occur on the Contract execution date or on the 1st day of a month, and no other day. Transitions to and from this Contract can occur during the Contract term. Transition plan timelines will be identified, with a minimum of a 60 (sixty) calendar day transition plan.

In completing this transition, Wholesaler shall work with MMCAP Infuse Staff and MMCAP Infuse Participating Facilities to determine the appropriate steps and schedule, subject to the above, for the transition. Wholesaler acknowledges that the transition may be dependent upon the terms of the existing contracts and subject to the notice provisions contained therein. MMCAP Infuse and MMCAP Infuse Participating Facilities acknowledge that the transition is dependent on Wholesaler receiving all documentation from the MMCAP Infuse Participating Facility required for account set-ups. This plan will detail the phase-in of the Wholesaler's operations at the MMCAP Infuse Member with a 100% operating level at the onset of the contract effective date.

Satisfaction of a 100% operating level will include:

- 1. Installation and testing of all electronic ordering equipment
- 2. Training of employees
- 3. Bar coding and shelf labeling
- 4. Price loading of all MMCAP Infuse Contract Products
- 5. Wholesaler's internal inventory preparation and distribution system, based on current MMCAP Infuse Participating Facilities' sales and usage data
- 6. Wholesaler's plan to ensure that stocking and chargeback agreements are in place with all MMCAP Infuse-contracted vendors

Wholesaler's standard procedure for implementing a new MMCAP Infuse Participating Facility is:

Week 1

Wholesaler Distribution Services Contract Signed

A minimum of ninety (90) calendar days up to six (6) months detailed usage provided from MMCAP Infuse to Wholesaler

Provide site listing from MMCAP Infuse to Wholesaler

Cardinal CONSENT - BAHR

Communicate conversion team contact listing and schedule calls Fax/email/mail DEA and state pharmacy licenses Obtain MMCAP Infuse roster and confirm eligibility Assess customer technology requirements and begin pre-work Review customer attributes, needs, and expectations Obtain digital certificate for CSOS

Week 2

Assess customer needs for product catalogs Establish delivery plan, times, and requirements Review DC/Customer-Specific Order Cut-Off Time Load usage, activate/create items, and place orders Continue ordering pre-work (EDI, Order Express, etc) Complete account set-up and provide account numbers

Week 3

Delivery route set-ups with couriers are completed Technology work completed and tested Create electronic version of new customer Welcome Kits Confirm pricing eligibility and attach contracts to sites Create new reports as necessary

Weeks 4 and 5

Send new customer Welcome Kits to each site Complete site or webinar training for Order Express Send CII blanks, product catalogs, etc. in tote as test order Outbound calls to each site as follow-up on test delivery and site visit Confirm Product is received and ready for day-1 orders

Week 6

Schedule post-implementation review Schedule Business Review meeting

Wholesaler will be responsible for notifying both new and existing MMCAP Infuse Participating Facilities in writing specifying Wholesaler required documentation and instructions sufficient to enable the MMCAP Infuse Participating Facilities to transition to the new Contract. Wholesaler will promptly notify the MMCAP Infuse Participating Facilities in reasonable detail of any missing or incomplete documentation required for account setup.

Wholesaler requires the following documents be completed and submitted to Wholesaler prior to opening a new account:

- 1. Confirmation of MMCAP Infuse Membership (i.e., MMCAP Infuse ID, etc.)
- 2. DEA License
- 3. State License
- 4. State Controlled Substance License (if applicable)
- 5. Sales Tax Exempt Certificate
- 6. Signed Prescription Drug Marketing Act (PDMA) Form
- 7. Customer Item Usage File (most recent ninety (90) days to six (6) months of purchases)
- 8. Other forms as applicable, specific to class of trade requirements

Wholesaler does not require a credit application for MMCAP Infuse Members.

Once a new account number has been established for the MMCAP Infuse Member, Wholesaler will validate the MMCAP Infuse contract eligibility against the roster provided by MMCAP Infuse and attach the appropriate base contracts. Communication will be sent out to manufacturers/suppliers to determine for which additional MMCAP Infuse tiered contracts the MMCAP Infuse Member is eligible. Eligible contracts will be attached accordingly.

Wholesaler's Account Management Team, with support from the Wholesaler's technical marketing team, will provide any necessary training to MMCAP Infuse Members, including initial account set-up as well as any

continuing training needs. Training after initial account set-up will need to be communicated by the MMCAP Infuse Member to their Wholesaler contact.

No documentation is required by Wholesaler outside of notification that a Member intends to use one of the applicable services for repackaging, invoice auditing, and returned goods services. However, in order for Wholesaler to send data to DSCSA 3T Data subscription services, Wholesaler requires the completion of the "Notice of Release for DSCSA Transaction Data to 3rd Party" form.

Wholesaler will provide an inventory of MMCAP Infuse Contract Products sufficient to meet the needs of the MMCAP Infuse Participating Facilities from the beginning of the MMCAP Infuse contracting period. Historical usage data will be provided by MMCAP Infuse six weeks prior to the start of the contract period. Wholesaler must have all MMCAP Infuse Contract Products loaded in its ordering system, Order Express. Wholesaler is fully committed to being able to support inventory needs of a state at Contract start date.

4.5 Inventory Management

A. MMCAP Infuse-Contracted Manufacturers

For the term of this Contract, Wholesaler will have contracts with all MMCAP Infuse-contracted manufacturers as required to provide all MMCAP Infuse Contract Products and perform the services described in this Contract to MMCAP Infuse Participating Facilities. Exceptions must be approved in writing by MMCAP Infuse.

B. Bid-Roll

For the term of this Contract, Wholesaler will agree to work with MMCAP Infuse during Bid-Roll intervals for both generic and brand MMCAP Infuse Contract Products. During each of these intervals, the Wholesaler is required to provide resources to work with MMCAP Infuse, supporting weekly, or more frequent, meetings for status check-ins, beginning with the receipt of the MMCAP Infuse contract files forty-five (45) calendar days in advance of the effective date of the specific Bid-Roll interval. The Wholesaler is required to establish and update a confirmation log, which will be utilized for the weekly updates. As the effective date approaches, if daily check-ins should become necessary to meet process goals, the Wholesaler will support any escalated efforts to ensure that preparations are in place to manage the inventory stocking requirements.

The Wholesaler agrees to provide Inventory Reporting, specific to products that are:

- 1. Manufacturer Allocated
- 2. Manufacturer discontinued
- 3. Wholesaler discontinued
- 4. NDC changes
- 5. Backorders
- 6. No contract with manufacturer status
- 7. No Loads
- 8. Stock status by distribution center (DC)

to ensure that Bid-Roll is synchronized for the specific effective date interval of the Contract Product roll. Wholesaler's ability to stock MMCAP Infuse Contract Products may be delayed if there is a delay in the receipt of manufacturer/supplier setup information, product availability, and supplier lead-time. In addition, if there are manufacturer/supplier minimum order requirements, or if the product does not meet minimum usage requirement of 3 units per month per distribution center, stocking could be impacted.

The Wholesaler will process Bid-Roll reporting to shift purchasing demand from one item to another based on MMCAP Infuse Contract Product changes, managing inventory to reflect that shift demand.

The Wholesaler agrees to complete an audit of the contract load prior to the effective date of the specific Bid-Roll interval and weekly through the first month that the new contracts are in place.

C. MMCAP Infuse Contract Products

The Wholesaler will be required to sufficiently stock MMCAP Infuse Contract Products. Wholesaler will be required to stock inventory of MMCAP Infuse Contract Product unless there are fewer than three (3) units sold per month per distribution center. If there is volume of three (3) units or more of an equivalent product, Wholesaler will be required to stock inventory of MMCAP Infuse Contract Product based on equivalent product sales as requested by MMCAP Infuse. MMCAP Infuse Contract Products that do not meet the units sold

threshold and which are not stocked will be expected to still be viewable within Wholesaler's online ordering system and orderable through Customer Service with a request to stock the specific product.

- 1. Wholesaler will not create unreasonable barriers in order to stock an MMCAP Infuse Contract Product.
- 2. MMCAP Infuse must be notified in writing no later than five (5) business days if any of the
- MMCAP Infuse contracted manufacturers' contracts are terminated or expire via a Weekly Contract Changes report found in Section 4.20 D. MMCAP Infuse reserves the right to modify the MMCAP Infuse-contracted manufacturers list at any time during the Contract term.
- 3. Wholesaler will load all contract pricing changes and product additions or deletions within five (5) business days following receipt from the manufacturer/supplier. Wholesaler will cooperate with MMCAP Infuse to ensure the smooth transition of portfolio changes. Such cooperation will include timely loading of new manufacturer/supplier agreements, timely loading of new products to the ordering system catalog, and moving inventory demand from equivalent products purchased by MMCAP Infuse Members to the newly awarded contracted item. Product will generally be in stock at the distribution centers no longer than twenty (20) business days.
- 4. Wholesaler acknowledges and agrees to carry utilization (demand) history for a minimum of sixty (60) calendar days. If any Product has not been ordered after sixty (60) calendar days, utilization history can be decreased in Wholesaler's inventory management system.
- 5. Wholesaler is fully committed to being able to support inventory needs of a state at Contract start date. Thereafter, Wholesaler's buying system will acknowledge created demand and purchase inventory to meet said demand. Inventory will be maintained according to Wholesaler's Service Level and inventory parameters. See also Section 4.4, Contract Transition and Implementation.
- 6. Wholesaler will carry the inventory essential to exceed targeted service levels. Inventory levels may vary by Distribution Center and product category depending on MMCAP Infuse Members mix and risk factors in the product portfolio. Wholesaler carries an average of twenty-two (22) calendar days inventory on hand across their distribution network.
- 7. Wholesaler is responsible for providing an inventory forecasting report to MMCAP Infuse as requested. This report will monitor and forecast ordering, usage patterns, as well as, identify significant trends, including increases and decreases in purchases. Monthly contract compliance reports to monitor purchases of Non-Contract Products will also be available to MMCAP Infuse upon request.
- 8. Wholesaler may not discontinue stocking an MMCAP Infuse Contract Product unless there are fewer than three (3) units sold per month per distribution center. For Products marked as non-stock, Wholesaler must submit a monthly report detailing how equivalent generic purchasing is impacting nonmovement.
- Timeline for new MMCAP Infuse Contract Product additions. For newly added MMCAP Infuse Contract Products that are currently available, Wholesaler will have the Products loaded, stocked and viewable in its system and ready for delivery in accordance with the goals specified in Table 4.5E: Wholesaler Created Stock Outage.
- 10. Timeline for MMCAP Infuse Contract Products that are not stocked. For MMCAP Infuse Contract Products that are not stocked, an MMCAP Infuse Participating Facility may request the Wholesaler to add the Product to inventory at the applicable distribution center by contacting customer service or its account representative. Wholesaler will have the Products loaded, stocked and viewable in its system and ready for delivery in accordance with the goals specified in Table 4.5E: Wholesaler Created Stock Outage, unless the MMCAP Infuse Contract Product is delayed due to manufacturer unavailability or other factors outside Wholesaler's control. In the event the fulfillment of any of the requests will take longer than what is specified in Table 4.5E: Wholesaler Created Stock Outage, Wholesaler will provide prior written notice of the delay and the reason for the delay to the requesting MMCAP Infuse Participating Facility and MMCAP Infuse.
- 11. Wholesaler will transfer product from other distribution centers for critical needs if product is available for transfer. When there is a supply disruption, the Wholesaler will deploy the fastest path back to stock, which could be the National Logistics Center (NLC), another distribution center or ordering product directly from the manufacturer/supplier. If Wholesaler cannot bring an item in to the network of distribution centers, Wholesaler will set up an ordering process of drop shipping product utilizing Wholesaler's customer service team to generate purchase orders with the direct manufacturers/suppliers if allowed by the manufacturer/supplier.
- 12. In the event MMCAP Infuse chooses to process Failure to Supply claims on behalf of MMCAP Infuse Participating Facilities, the Wholesaler is to receive thirty (30) days' advance written notice. Wholesaler agrees to accept electronic claims from MMCAP Infuse, and/or MMCAP Infuse Participating Facilities. Electronic claims will identify the specific Contract Products for which alternative products were

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purchased and the amount of reimbursement claimed on behalf of each MMCAP Infuse Participating Facility for the additional cost incurred in purchasing the alternative products. Reimbursement amounts will be calculated by subtracting the MMCAP Infuse Product invoice amount from the purchase invoice amount, excluding all other fees. Wholesaler must pay such claims in the form of a credit within fifteen (15) calendar days of resolution of a claim described above. If the Wholesaler does not pay such claim within such thirty (30) calendar day period, MMCAP Infuse will have the right to charge, and the Wholesaler agrees to pay, a late fee equal to the statutory maximum, defined in Minn. Stat. § 16D.13, as the allowable percentage per month of the amount of any unpaid claim.

13. Wholesaler's designated contacts for all usage, inventory, and special order questions for MMCAP Infuse are Marie Rineveld, <u>marie.rineveld@cardinalhealth.com</u>, 614-757-4173. MMCAP Infuse Participating Facilities can also contact their account representatives or customer service.

D. Public Interest Programs

MMCAP Infuse participates in Public Interest Pricing (PIP) Programs to assist MMCAP Members in acquiring certain products that are considered necessary for a crisis, for example NARCAN® for the opioid crisis. The Wholesaler is expected to work in partnership with MMCAP Infuse to participate in these programs in the contract price requirements, contingent on a mutual agreement between MMCAP, Cardinal Health, and the manufacturer.

Wholesaler will provide NARCAN® at Public Interest Pricing less the applicable service fee discount (cost of goods).contingent on a continued mutual agreement between MMCAP, Cardinal Health, and the manufacturer of NARCAN®.

E. Special Orders

- 1. All large, one-time orders should be requested through the MMCAP Infuse Participating Facility's Wholesaler account representative or customer service.
- Special requests may be, but are not limited to: a) special one-time orders, b) governmental entities
 placing large orders at the end of their fiscal year, c) items to be added to usage information to ensure
 they are included as routine stock items at the distribution center, d) large quantities of identical lot
 numbers
- 3. For large volume orders, no more than ten (10) business days for processing and delivery will be required, subject to supplier availability. Wholesaler will need additional time for special requests requiring the same lot number.
- 4. Large, one-time orders are not returnable without prior approval of manufacturer or Wholesaler. Wholesaler commits the resources to working with the MMCAP Infuse Participating Facility and the manufacturer to find a solution if the product must be returned.
- 5. Stockpiling Program orders will be facilitated through the Wholesaler Contract Consultant to provide timely review of the specific items to be purchased, dating, and stocking availability for the order to be fulfilled. Appropriate communication throughout the process, from initiation to delivery, will be provided to the MMCAP Infuse Participating Facility as well as the MMCAP Infuse Stockpiling Program Coordinator and MMCAP Infuse Pharmacy Distribution Services Assistant Coordinator.

F. Wholesaler Created Stock Outages

- 1. Backorders due to Wholesaler created Stock Outages will be fulfilled in accordance with the goals specified in Table 4.5E: Wholesaler Created Stock Outage.
- 2. Wholesaler will have the manufacturer ship directly to the MMCAP Infuse Participating Facility for Next Day Delivery if available by the manufacturer and if the Product is deemed critical by the MMCAP Infuse Participating Facility. MMCAP Infuse agrees to work with Wholesaler on abusive situations.
- MMCAP Infuse Participating Facilities that have MMCAP Infuse Contract Products, deemed critical, drop shipped to them directly from a manufacturer as a result of Wholesaler created Stock Outages will not be charged additional fees.
- 4. Manufacturer fees or fees to expedite orders for MMCAP Infuse Contract Products drop-shipped due to Wholesaler created Stock Outages are not allowed.
- 5. MMCAP Infuse Contract Products that are drop-shipped due to Wholesaler created Stock Outages will have Wholesaler's service fee discount applied.
- 6. MMCAP Infuse Participating Facilities can place Products on backorder by calling Wholesaler's customer service department, otherwise orders for Products on backorder will be cancelled. Placing a Product on backorder enables the MMCAP Infuse Participating Facility to receive the Product upon availability without placing a reorder. The option to utilize auto-backorder function is available, but must

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be approved by the MMCAP Infuse Participating Facility. Use of Order Express will allow the MMCAP Infuse Participating Facility to select order exceptions from the Order Confirmation, and choose to add the Product(s) on a Backorder List. This Backorder List displays updated availability information and may be edited by the MMCAP Infuse Participating Facility. When a backorder Product comes back into stock and is allocated to the order, the MMCAP Infuse Participating Facility will receive an alert in Order Express that the Product is available to ship.

- 7. If Product is transferred from an alternative distribution center in order to resolve a Stock Outage situation due to Wholesaler created Stock Outages no fees will apply.
- 8. If the Wholesaler fails to make prompt shipment of MMCAP Infuse Contract Products due to Wholesaler created Stock Outages, Wholesaler's ordering system(s) view errors, cancellations by Wholesaler, or backorders (excluding manufacturer back-orders), the ordering MMCAP Infuse Participating Facility may buy an alternate equivalent (generic) substitute Product from Wholesaler for the period in which the Wholesaler is unable to provide the Product. The Wholesaler will be liable to the MMCAP Infuse Participating Facility for any excess cost over the MMCAP Infuse Contract Product price and the alternate price of the Non-Contract Product. This will be in effect for ninety (90) calendar days from the date the Wholesaler is first unable to supply the Product to an MMCAP Infuse Participating Facility. Credits due to an MMCAP Infuse Participating Facility based on excess Product procurement costs caused by a Wholesaler created Stock Outage or cancellation/backorder will be routed from the Wholesaler back to the participating MMCAP Infuse Participating Facility in the form of an account credit.
- 9. When an MMCAP Infuse Participating Facility calls in regard to a Product that is temporarily out of stock, customer service will coordinate efforts through the servicing Distribution Center and applicable Inventory Departments to bring the requested Product into stock, as long as the minimum stocking requirement of three (3) units per month is met. It is acknowledged by MMCAP Infuse that applicable Pedigree requirements may limit the Wholesaler's ability to provide alternate service for temporarily out of stock and other product shortages.
- 10. Wholesaler will notify MMCAP Infuse at least ten (10) business days in advance of any changes to the list of possible inventory stocking codes viewable on its online ordering system. A complete list of all possible stocking codes and thorough descriptions of each code will be provided. MMCAP Infuse and MMCAP Infuse Participating Facilities must be informed of any potential changes to demand shift logic and stocking request procedures.

Wholesaler created "Stock Outages"	Goal to have stock available to ship to an MMCAP Infuse Participating Facility	Criteria for when Failure to Supply (FTS)* Applies		
Current Contract Products				
MMCAP Infuse Contract Product not in stock in Distribution Center and stock is available from national warehouse if applicable.	 Goal: Three (3) business days. 	 FTS applies when Wholesaler has exceeded four (4) business days. FTS applies when Wholesaler has exceeded six (6) business days for MMCAP Infuse Contract Products that are not stocked due to utilization levels 		
MMCAP Infuse Contract Product not stocked in distribution center, available from another distribution center (if applicable) where there may be a Contract Product item surplus.	 Goal: Three (3)business days. 	 FTS applies when Wholesaler has exceeded four (4) business days. 		

Table 4.5 F: Wholesaler Created Stock Outage

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Wholesaler created "Stock Outages"	Goal to have stock available to ship to an MMCAP Infuse Participating Facility	Criteria for when Failure to Supply (FTS)* Applies
Current Contract Products MMCAP Infuse Contract Product not in stock at a specific distribution center, and not stocked at the national warehouse or another distribution center, when the MMCAP Infuse Participating Facility attempts to order and subsequent request to stock is made to Wholesaler (assumes Contract Product is not MBO or on Manufacturer Allocation).	• Goal: Five (5) business days.	 FTS applies when Wholesaler has exceeded eight (8) business days for Rx and twelve (12) business days for Consumer Health/OTC products for MMCAP Infuse Products currently meeting three (3) units of usage at the distribution center. FTS applies when Wholesaler has exceeded twelve (12) business days for MMCAP Infuse Contract Products that are not stocked due to utilization levels.
Newly Added Contract Products New Contract Product – relationship with Mfg/Sup already established and NDC/UPC is already stocked at the distribution center for other Wholesaler's customers.	 Goal: Three (3) Business Days. 	 FTS applies when Wholesaler has exceeded four (4) business days from the time the Wholesaler receives notification that the Product has been added to the MMCAP Infuse Contract.
New Contract Product– relationship with Mfg/Sup already established; product is not stocked at National Logistics Center or distribution centers for other customers.	• Goal: Ten (10) Business Days.	 FTS applies when Wholesaler has exceeded twelve (12) business days from the time the Wholesaler receives notification that the Product has been added to the MMCAP Infuse Contract.
New Contract Product – relationship with Mfg/Sup needs to be established	Goal: Not to exceed ninety (90) calendar days from the time the Wholesaler receives notification that the Product has been added to the MMCAP Infuse Contract.	Due to the variability in the timing of establishing a new manufacturer/supplier relationship, an MMCAP Infuse Participating Facility will not have access to a Failure to Supply remedy, unless Wholesaler fails to inform MMCAP Infuse, in writing, of difficulties with the specific manufacturer/supplier.

Table 4.5 F:	Wholesaler Created Stock	Outage	(Cont.))
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Outages"	Goal to have stock available to ship to an MMCAP Infuse Participating Facility	Criteria for when Failure to Supply (FTS)* Applies
Shift Demand		
Shift demand of Cardinal Key equivalent(s) when a lower priced product comes on as a new Contract Product Assumes manufacturer has product available to ship to the Wholesaler, as of the specified effective date.	• Goal: Ten (10) business days.	 FTS applies when Wholesaler has exceeded twelve (12) business days MMCAP Infuse provides notification to the Wholesaler or the new Contract Product effective date, whichever is later, to ensure the new generic Product is loaded, viewable, and stocked at each distribution center where there is MMCAP Infuse Contract and/or Non-Contract usage for Cardinal Key equivalents.
When a dual/multiple award Contract Product is discontinued, demand is to be shifted to a less active, Cardinal Key equivalent, alternative Contract Product. This demand shift and stocking is required as not to disrupt access to an alternative Contract Product. Assumes manufacturer has product available to ship to the Wholesaler, as of the specified effective date.	Goal: Five (5) business days.	 FTS applies when Wholesaler has exceeded eight (8) business days for Rx and twelve (12) business days for Consumer Health/OTC from when MMCAP Infuse provides notification to the Wholesaler of Contract Product being discontinued, to ensure the less active, alternative Contract generic Product is loaded, viewable, and stocked at each distribution center, for MMCAP Infuse Products currently meeting three (3) units of usage at the distribution center. FTS applies when Wholesaler has exceeded twelve (12) business days for MMCAP Infuse Contract Products that are not stocked due to utilization levels.

Table 4.5 F: Wholesaler Created Stock Outage (Cont.)

difference between the lower cost Contract Product not available and the higher cost product (either Contract or Non-Contract) that is purchased from Wholesaler as a result of the Wholesaler exceeding the specified business days in stocking the Contract Product. Wholesaler will not be responsible to pay FTS claims for MMCAP Infuse Contracted products that are on supplier disruption (i.e., manufacturer backorder, manufacturer allocation, etc.) or products in which the supplier cannot support the additional volume requested. All FTS claims will be subject to the same exclusionary rules as identified in Section 4.5, G Service Levels, under MBO Units.

Failure to Supply (FTS) MMCAP Infuse Contracted Products Process:

- 1. If Wholesaler fails to maintain sufficient inventory of MMCAP Infuse Contract Products to meet the anticipated needs of MMCAP Infuse Participating Facilities, an MMCAP Infuse Participating Facility may purchase an alternate equivalent generic product from Wholesaler for the period in which Wholesaler is unable to provide the Product. Wholesaler will be liable for any excess cost over the MMCAP Infuse Contract Price for a period of ninety (90) calendar days from the date the Wholesaler is unable to supply the MMCAP Infuse Contract Product to an MMCAP Infuse Participating Facility.
- 2. Wholesaler will use the price of the MMCAP Infuse Contract Products and the invoice price of the alternate generic product to determine the amount of reimbursement for failure to supply claims.
- 3. An MMCAP Infuse Participating Facility will submit the following information to Wholesaler for each MMCAP Infuse Contract Product that reimbursement is expected:
 - MMCAP Infuse Participating Facility Name, Address, City, State, Zip
 - MMCAP Infuse Participating Facility DEA or HIN
 - MMCAP Infuse Participating Facility point of contact for reimbursement (including telephone number and e-mail address)
 - Product description
 - Proof of shorted order
 - Generic Source price
 - MMCAP Infuse Participating Facility's purchase price
 - Alternate NDC
 - Alternate NDC manufacturer
 - Alternate NDC purchase price
 - Alternate NDC guantity purchased
 - Alternate NDC date purchased
 - Amount due
 - Reason (e.g., brief description)
 - A copy of the invoice showing the purchase of an equivalent generic product from the Wholesaler
- 4. Wholesaler must pay claims directly to the MMCAP Infuse Participating Facility via credit memo within thirty (30) calendar days of receipt of a claim.
- 5. Wholesaler will be responsible for payment of Failure to Supply claims for ninety (90) calendar days from the date the Wholesaler is first unable to supply the Product to an MMCAP Infuse Participating Facility. Credits due to an MMCAP Infuse Participating Facility based on excess product procurement costs caused by the Wholesaler's stocking failure will be routed from the Wholesaler back to the MMCAP Infuse Participating Facility in the form of an account credit.
- 6. Wholesaler's address for FTS reimbursement: Electronic filing address: <u>tiffany.kuhel@cardinalhealth.com</u>

Wholesaler will provide training to MMCAP Infuse Participating Facilities using Wholesaler's Generic Drug Program to include:

- 1. Order training to all MMCAP Infuse Participating Facilities desiring training, to include ordering of non-stocked MMCAP Infuse Contract Products to be stocked as inventory in Wholesaler's distribution center and available for prompt delivery.
- 2. Ranking for both MMCAP Infuse and Wholesaler's Generic Drug Program contracts by contract and by price.
- 3. Filtering and sorting products to find the lowest priced item by purchased size or unit of measure.

G. Manufacturer Backorders

- 1. Wholesaler's order entry system will provide notification prior to order of all Manufacturer Backorders.
- 2. Wholesaler will also list all Manufacturer Backorders on its ordering website and the MMCAP Infuse Participating Facilities can call customer service.
- 3. Notifications of Manufacturer Backorders will be provided by Wholesaler's weekly "Service Flash," which is available via Wholesaler's website or push e-mail. Backorder notices will contain an expected date of resolution as well as the reason for the backorder (e.g., raw material shortage), if the information is available from the supplier. When information is not forthcoming from the supplier, the Wholesaler's standard procedure is to make the "date out" two (2) months from the notification, following up with the supplier on an every two week basis to obtain the appropriate updated information as to when products

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will be available. Wholesaler's "Service Flash" will also list recalled Products, discontinued Products, and Products on allocation.

- 4. Wholesaler acknowledges and agrees that its policy is to kill or fill all orders at order placement unless the MMCAP Infuse Participating Facility is set up to receive backorders.
- 5. MMCAP Infuse Participating Facilities with questions in regard to recalled, allocated, and discontinued Products on backorder should call Wholesaler's customer service.

H. Service Levels

- Raw and Adjusted Fill Rates will be calculated on a monthly basis for each MMCAP Infuse Participating Facility's account(s) (including 340B Drug Pricing Program accounts) serviced by the Wholesaler. Raw and Adjusted Fill Rates will also be calculated for MMCAP Infuse as a group as well as by each distribution center servicing MMCAP Infuse Participating Facilities.
- 2. Wholesaler must submit a Raw and Adjusted Fill Rate Report using the calculations defined below (Service Level Definitions) for each MMCAP Infuse Participating Facility, distribution center serving MMCAP Infuse Participating Facilities, and by MMCAP Infuse as a group to MMCAP Infuse on a monthly and a quarterly basis. See also Section 4.20 Mandatory Reports, for report requirements.
- 3. Service Levels will be defined as follows:
 - a. Raw Fill Rate will be calculated by dividing the number of units delivered by the number of units ordered.

Raw Fill Rate = <u>Number of Units Delivered</u> Number of Units Ordered

Orders for Products that are not filled as a result of Wholesaler being out of stock of such Products will be considered as a line item for Product ordered in this calculation regardless of the reason for Wholesaler being out of stock.

b. Adjusted Fill Rate will be calculated by dividing the number of units delivered by the number of units ordered minus the number of Manufacturer Backorder (MBO) units.

Adjusted Fill Rate = <u>Number of Units Delivered</u> Number of Units Ordered - MBO Units

MBO Units will include:

- Orders for Products made but not shipped because of industry wide shortages or other issues beyond the control of Wholesaler as demonstrated by Wholesaler to the reasonable. satisfaction of the MMCAP Infuse Managing Director, lead pharmacist, and lead financial representative (e.g., Manufacturer Unable to Supply, Manufacturer Allocations, Manufacturer Backorders, Manufacturer Recalls, and Manufacturer Discontinued).
- Purchases of Products which exceed 150% of the previous month's average demand per order.
- Products ordered which are filled and delivered within twenty-four (24) hours of the original order.
- Partial shipments if 75% or more of the order can be completely filled within 48 hours.
- Unavailable Products repeatedly ordered within seventy-two (72) hours of the original order
- Special orders requiring shipment from the manufacturer.
- Non-stock Products that are not under contract with MMCAP Infuse.
- Contract rolls/awards where notifications from MMCAP Infuse are received with less than 4 weeks' notice prior to transition of addition (e.g., bid year transition). Wholesaler may only include Products in MBO Units for thirty (30) calendar days after notification.
- c. Non-Contract OTC Products will not be included in the Adjusted Fill Rate.
- 4. Wholesaler agrees to maintain a monthly Adjusted Fill Rate for pharmaceutical Products of at least 98.5% (calculated as set forth above) for each MMCAP Infuse Participating Facility account. Pharmaceutical Products include but are not limited to: MMCAP Infuse Contract and Non-Contract prescription drug Products, MMCAP Infuse Contract OTC Products, IV solutions, contrast media, nutritionals, and anesthesia gases.
- 5. If the monthly Adjusted Fill Rate for pharmaceutical Products (calculated as set forth above) for a MMCAP Infuse Participating Facility account falls below 98.5%, Wholesaler will provide the affected

MMCAP Infuse Participating Facility an action plan for improvement upon request and will work in good faith to resolve the Adjusted Fill Rate issue.

6. Service level requirements for MMCAP Infuse Participating Facilities currently utilizing the Wholesaler will begin thirty (30) calendar days following the effective date of this Contract. The service level for new MMCAP Infuse Participating Facilities added to this Contract after the effective date will begin thirty (30) calendar days from the time Wholesaler receives the MMCAP Infuse Participating Facility's first order.

I. Shift Demands

The Wholesaler will perform weekly maintenance in the Wholesaler's procurement system, shifting demands for additions and deletions where applicable. The Wholesaler will use Cardinal Key, (specific for active ingredient, route, dosage form, pack size and strength), rather than NDC to aid in shift demand stocking decisions. Brand to Generic Shift. When a branded pharmaceutical Product patent release approaches, Wholesaler will utilize the following process to ensure MMCAP Infuse Contract Products are expedited for the newly awarded generic.

- a. Ten (10) business days prior to patent expiration:
 - Wholesaler will run a sales report capturing three (3) months of purchase history on the branded pharmaceutical Product.
 - Sales history will be provided to MMCAP Infuse and a reminder sent that the Wholesaler plans to shift demand from the branded pharmaceutical Product to the awarded generic Product.
 - MMCAP Infuse will notify Wholesaler of the awarded generic Product at the same time MMCAP Infuse notifies the awarded generic Product manufacturer.
 - Wholesaler will provide MMCAP Infuse with a summary of the shift demand that occurred per distribution center.
 - Upon manufacturer launch and/or availability, Wholesaler will have demands shifted and will expedite the new MMCAP Infuse generic Contract Product into applicable distribution centers.
- b. A shift demand will occur for all Product presentations for which there was a brand Product available. For example, if the brand Product was available in 100-count bottles, 500-count bottles and unit dose packaging (UD100ea x 1), Wholesaler will shift demand generically for all three presentations, if available.
- c. Shift demands will be converted even if bottle or package size varies. For example, if the brand Product was available in 60-count bottles but the generic Product is available in 100-count bottles, demand will be shifted to the 100-count bottles.
- d. Shift demands will not take place on additional bottle sizes or unit dose packaging that was not previously available unless Wholesaler is directed by MMCAP Infuse to do so. MMCAP Infuse will notify Wholesaler of expected shift demands through its weekly contract update process.
- 1. Generic to Generic Shift. Wholesaler will process shift demands for multi-source generic Products added to contract upon notification of an award from MMCAP Infuse. Wholesaler has ten (10) business days from the time of MMCAP Infuse notification or until the product effective date, whichever is later, to have the new generic Product loaded, viewable, and stocked at each distribution center where there is MMCAP Infuse contract and/or non-contract usage for equivalent generic Products. This time line assumes that the manufacturer has the Contract Product ready to ship to the Wholesaler on the effective date specified. Wholesaler will provide MMCAP Infuse with a summary of the shift demand that occurred per distribution center.
- 2. Additional Services and Activities
 - a. Wholesaler will provide a weekly price change report to MMCAP Infuse to assist in monitoring price reductions for multi-source generics. Wholesaler will do shift demands for price decreases upon MMCAP Infuse request.
 - b. Weekly maintenance is run in the Wholesaler's procurement system, shifting demands for additions and deletions where applicable.

4.6 Management of MMCAP Infuse Contract Products

A. Price Loading and Pricing Accuracy

1. Wholesaler will be responsible for processing the MMCAP Infuse Contract File Updates, or the files sent to the Wholesaler by MMCAP Infuse which specify the Products and pricing that MMCAP Infuse has negotiated with its contracted manufacturers. Wholesaler will load and make viewable in its ordering

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system(s) all data lines from MMCAP Infuse's Contract File Update notifications within five (5) business days from the date of receipt or by the MMCAP Infuse Contract File Update effective date, whichever is later. When manufacturer verification is needed in order to load an MMCAP Infuse Contract Product and the MMCAP Infuse-contracted manufacturer has not responded or provides data that is inconsistent with the MMCAP Infuse Contract File Updates, Wholesaler will promptly notify MMCAP Infuse in writing no later than two (2) business days (after the five (5) business days allowed for Wholesaler processing).

- 2. Wholesaler agrees that any notice received from an MMCAP Infuse-contracted manufacturer or supplier for a price or Product change on an MMCAP Infuse Contract Product will be forwarded to MMCAP Infuse in the form of a weekly contract change report (see Section 4.20, Mandatory Reports). Wholesaler agrees to provide credits/rebills at no charge to correct pricing in the event that MMCAP Infuse and its contracted manufacturers disagree in regard to price and Product loading.
- 3. Price change reports will be available to all MMCAP Infuse Participating Facilities at any time via Wholesaler's ordering system(s).
- 4. Provided that Wholesaler has received all requested account set-up information, Wholesaler will have all MMCAP Infuse contract and individual contracts loaded prior to the MMCAP Infuse Participating Facility's first order. This includes all tiered contracts, if applicable, per receipt of documentation from the supplier.

B. Product Additions/Deletions

- Wholesaler will process product adds/deletes/price changes based on documentation received from manufacturers/suppliers and perform weekly audit of previous week changes, notifying MMCAP Infuse of any specific discrepancies in writing to the MMCAP Infuse Contracts Box at <u>MMCAP.Contracts@state.mn.us</u>. In addition to providing specific discrepancies, Wholesaler will support the product adds/deletes/price changes process through the weekly Contract Change report which lists all changes made within the past week to the MMCAP Infuse contract (see Section 4.20, Mandatory Reports).
- 2. Wholesaler agrees to maintain an Adequate Supply for a Product that is added to the MMCAP Infuse contract due to a change in the NDC number, Product deletion, and replacement of a Product by the manufacturer, and in situations where Wholesaler is notified that MMCAP Infuse has determined a need to switch its procurement selections. Immediately upon notification of the change, Wholesaler will generate a usage report for the old item. This report will be used to decrement the old item(s) and increment the new item(s) as needed, to procure Product in a timely manner to satisfy MMCAP Infuse Participating Facilities' needs.

C. Convenience and Individual Contracts

- 1. MMCAP Infuse Contract Products priced at Wholesale Acquisition Cost zero percent (WAC 0%) will be reported as on-contract purchases based on receipt of supplier documentation effectively adding the item to the manufacturer/suppliers' contract.
- 2. Wholesaler agrees that contract purchases for WAC 0% will receive Wholesaler's service fee discount, as set forth in Attachment C, Service Fee Discount Matrix.
- Wholesaler will not charge any delivery fees for MMCAP Infuse Contract WAC 0% Products if they fall within the MMCAP Infuse Participating Facility's normal delivery schedule, as set forth in Attachment B, Discounts and Fees.
- 4. Upon request of an MMCAP Infuse Participating Facility Wholesaler will supply and distribute Products acquired under contracts individually negotiated with (e.g., pharmaceutical) manufacturers by an MMCAP Infuse Participating Facility and notify MMCAP Infuse of individually negotiated contract attachment. Service fee discounts will be applied to purchases made from MMCAP Infuse Participating Facility individually negotiated contracts, in accordance with Attachment C, Service Fee Discount Matrix.

D. Product Expiration Dating

- 1. At a minimum, expiration dating for all MMCAP Infuse Contract Products and Non-Contract Products delivered under this Contract must have a minimum shelf life of six (6) months expiration dating remaining upon delivery to the MMCAP Infuse Participating Facilities.
- 2. Wholesaler will facilitate special dating product requests as requested by the MMCAP Infuse Participating Facility based on what is available from the product's manufacturer/supplier.
- 3. Shipment of Product with expiration dating of less than six (6) months requires the prior approval of the MMCAP Infuse Participating Facility before release and delivery of the short-dated Product.
- 4. If Wholesaler distributes short dated Product to an MMCAP Infuse Participating Facility without prior approval, the Product may be returned to Wholesaler, with the MMCAP Infuse Participating Facility

being credited for the return, subject to Attachment A, Section 4.13 H, Goods Returned to the Wholesaler.

D. Service Organization Controls

Service Organization Controls (SOC) allow organizations to demonstrate that processes and practices are within required levels of oversight across their organization, specifically, monitoring of unusual system activity, authorized and unauthorized system configuration changes, and user access levels. Wholesaler is expected to conduct SOC reporting to validate quality assurance and quality control processes, and to provide SOC reporting, as requested by MMCAP Infuse or any MMCAP Infuse Member, as long as mutually agreed Non-Disclosure Agreement is in place.

4.7 Distribution Center Environmental Conditions

A. Compliance

- Wholesaler will comply with U.S. Department of Transportation in Title 49 of the Code of Federal Regulations, International Air Transportation Association (IATA) and International Dangerous Goods Code (IMDG) regulating the ground, air and vessel transportation of hazardous materials. This includes having strict policies to comply with regulatory requirements with regards to picking, packing, and transporting specialize materials.
- 2. Wholesaler will be held accountable to reviews of industry guidance for testing and qualification of cold chain systems related to refrigerated storage and packaging. Some of these guidelines include, but are not limited to: USP (United States Pharmacopeia) General Guidance Chapter 1079, Good Storage and Shipping Practices, American Society for Testing and Materials, ASTM D 3103-99 Standard Test Method for Thermal Insulation Performance of Distribution Packages, and the International Safe Transit Association.
- 3. Wholesaler is required to comply with supply chain integrity, as to ensure patient safety. The Wholesaler will use tested redundancy effective environments for both winter and summer shipping conditions, guaranteeing that products arrive within the specified temperature and handling parameters specified by the manufacturer/supplier.
- 4. In extreme weather conditions or regional emergency situations that may cause delivery delays due to concerns with keeping the product within the specified temperature and handling parameters specified by the manufacturer/supplier, Wholesaler will provide timely notification to all impacted MMCAP Infuse Members.

B. Daily Environmental Conditions

- 1. Wholesaler is required to ensure conditions related to temperature, relative humidity, light, and air quality are tracked in the distribution centers through conducting at a minimum daily recordings and controls.
- 2. Wholesaler is required to keep records, documenting the daily environmental conditions in all dry/room temperature areas in each of its distribution centers including the refrigeration and freezer areas where products are stored and retain those data logs.
- While it is generally understood that the Wholesaler's data logs regarding storage conditions are for internal use only, Wholesaler with work with MMCAP Infuse and MMCAP Infuse Members with any reasonable request regarding these logs.

4.8 Ordering Equipment

A. Ordering System

- Wholesaler will provide to each MMCAP Infuse Participating Facility an ordering method that allows the facility to quickly and accurately order MMCAP Infuse Contract Products, within the technological capabilities of the MMCAP Infuse Participating Facility. At a minimum, Wholesaler's ordering system must provide the following functionalities:
 - a. Clearly identify all eligible MMCAP Infuse Contract Products and whether these Products are in stock
 - b. Build and place electronic orders
 - c. Review pending orders for correctness and contract compliance
 - d. Provide online allocation of ordered amounts
 - e. Receive Order Confirmation reports

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- 2. Wholesaler currently supports the following ordering methods: Internet-based ordering system, EDI, direct call to customer service, mobile device ordering, and fax orders. All ordering methods described below require minimal setup and implementation work with the exception of EDI.
 - a. Order Express[™] is a web-based order entry and inventory management system that will provide MMCAP Infuse Participating Facilities with real-time access to up-to-date product information including product availability, immediate order confirmations, 36 months of purchase history for reporting, and other reporting capabilities.
 - b. EDI Capabilities Wholesaler's EDI solutions can accommodate any inbound (ANSI X.12) and outbound (ANSI X.12, comma delimited, and flat file) data translation. The Wholesaler facilitates several EDI transactions, including item price catalogs (EDI 832), sales reporting (EDI 867) and a number of specialized transactions. The process for Electronic Purchase Orders begins with the receipt from a customer of an EDI PO (850), followed by the delivery to the customer of an Order Confirmation (855), an Advanced Shipment Notice (ASN) (856) is created once the order is picked, then an Electronic Invoice (810), which is followed by a Electronic Funds Transfer Remittance Advice (820) from the customer. The Wholesaler is required to support all 810, 894 and 880 EDI protocol documents for electronic invoicing as well as 820 notices for electronic remittances. If an MMCAP Infuse Participating Facility chooses to implement an EDI solution, Wholesaler will have a dedicated staff who will work with the MMCAP Infuse Participating Facility and the third party vendor to develop the appropriate interface to begin trading files.
 - c. Punch-Out Option Wholesaler offers a punch-out option on Order Express, utilizing standard cXML and EDI integration technologies. With punch-out, an MMCAP Infuse Participating Facility can gain the full use of the advanced Order Express ecommerce platform. Advantages of a punch-out versus a hosted catalog (EDI updates) include real time stock status and pricing, intelligent order analysis tools, and the ability to collaborate within Order Express on the building and review of orders. In addition, with punch-out technologies, retention all of the capabilities and benefits of a third-party system including order approval, accounts payable and receivables processes, and others as per the capabilities of the specific software.

Wholesaler will partner with MMCAP Infuse Members on punch-out implementations, however, due to resource requirement to interface with third party solutions, there are fees associated with performing this option. Fees associated with punch-out implementations are found in Attachment B.

d. **Mobile Order Express with MC40** - allow a user to build and place an order, perform physical inventory and receive their shipment of orders all on the device with no need to cradle or sync to a computer. The Mobile website seamlessly integrates with the desktop experience on Order Express giving the user easy access to the best of both features. With instant synchronization of data between the desktop and mobile experience, any user can review and modify actions throughout the ordering process. The MC40 scans directly in the Mobile Order Express website obtaining the most recent catalog and pricing which provides the pharmacy with accurate stock and pricing information.

The MC1000/MC2180 is a basic scanner that builds an order, takes inventory offline, and syncs with Order Express to allow easy access to ordering and inventory files. The basic scanner carries a limited catalog of available products and displays product details remotely on the device.

e. Order Express Application. – A FREE app that that can be utilized on any Android or iOS Smartphone or tablet. The app turns the device into a scanner allowing you to build daily orders or perform periodic inventories. Email order or inventory files right to the computer without the need to sync data and then import into Order Express. The app comes with over 100,000 products that are updated every month increase your scan accuracy ensuring orders and inventories are accurate.

B. Software and Devices

- 1. Wholesaler agrees that all fees charged for software and/or ordering devices will be listed in Attachment B, Discounts and Fees.
- 2. Wholesaler's handheld devices require the installation of Microsoft's Active Sync 4.5 which is currently provided by Microsoft as freeware.

- 3. Bundled with Order Express is CSOS Anywhere, the Wholesalers online CSOS application, which allows secure electronic controlled substances ordering and eliminates the need for paper DEA Form 222. CSOS Anywhere is entirely online, requires no software installation, and is accessible from any computer and many mobile devices. The online certificate management, allows a MMCAP Infuse Participating Facility to upload their DEA signing certificates, enabling CSOS Anywhere to automatically apply the proper certificate. CSOS Anywhere also provides increased accessibility from multiple workstations/devices at a time, as it is entirely online.
- 4. Wholesaler offers a free iPhone and Android app which allows MMCAP Infuse Participating Facilities to use their smart devices to scan products to build orders, inventories or perform their daily receiving. Benefits of the app include:
 - a. No cost
 - b. Inventory in either full or partial counts
 - c. No software or special admin rights to transmit the inventory from the app to the computer; simply send an email and save the attachment to the desktop.
 - d. Faster, more accurate scanning with intuitive interface
 - e. Can be used on as many or few devices or times as preferred; then can simply be deleted from the phone; everyone who has a smartphone, on a MMCAP Infuse Participating Facility's team can participate simultaneously
 - f. Immediate access to over 100,000 catalog items, with the ability to look-up alternatives and substitutes, while scanning the shelf, to build an accurate order.

C. Installation and Training

- 1. Wholesaler agrees that all provided software and ordering devices will be fully functional at time of installation.
- 2. Software updates, system changes, and training will be facilitated through a variety of communication methods. Scheduled maintenance as well as new Product offerings and enhancements will be detailed on the MMCAP Infuse Participating Facility's Order Express home page. Training can either be provided on-site by the business/IT team or the MMCAP Infuse Participating Facility will have the option to participate in application training webinars.
- 3. Wholesaler's software for CSOS and Mobile Solutions can be downloaded from the Internet. System requirements and installation instructions for CSOS and Mobile Solutions will be available from Wholesaler upon request.
- 4. Training will include:
 - a. Proper use of order entry devices including computer and hand held units
 - b. How to access and interpret Wholesaler's inventory status
 - c. Order placement process (Product inquiry, placement, order edit, printback confirmation, etc.)
 - d. Any required ordering system maintenance
 - e. Downloading price changes
 - f. Performing file maintenance
 - g. Requesting or printing bar code labels
 - h. Download/Run/Print/Export contractually required reports
 - i. Operation of Inventory Management program
 - j. Identifying MMCAP Infuse Contract Products (e.g., contract ranking)
 - k. Where applicable, CSOS Anywhere, including how to upload DEA signing certificates
 - I. Any other commercially available training in use of the equipment or ancillary items
 - m. Contact information in case of questions regarding ordering
 - n. Training guides or manuals and system operating manuals, accessible on-line (including all updates), for all equipment and software furnished by the Wholesaler to each individual ordering facility
 - o. Assigning of account login IDs and passwords
 - p. Item Return Processing Training
 - q. Technical support to interface hand held devices with each facility's PC/network infrastructure.
- 5. Wholesaler will make available to each facility online training documents and videos for the Order Express ordering system being used by the MMCAP Infuse Participating Facility that outlines all of the functions on the online ordering tool. Wholesaler will work with MMCAP Infuse to develop other training processes.

D. Inventory at an MMCAP Infuse Participating Facility

Wholesaler will provide, at no cost to the MMCAP Infuse Participating Facility, training, software, and reports to perform an onsite inventory. Extra handheld devices and hiring a physical inventory company is not

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included in these services. Requests for inventory support need to be made directly with the MMCAP Infuse Participating Facility's Wholesaler account representative or customer service. Wholesaler recommends at least fourteen (14) calendar day lead time to reserve extra handheld devices for use in performing inventory; Wholesaler will take reservations for handheld devices up to 60 calendar days prior to the inventory date. MMCAP Infuse Participating Facilities may also request a set of shelf labels to be printed using the facilities' purchase history. The labels can be printed in Brand or Generic name order for ease of use. Training on the inventory procedure may be on-site or online.

E. Ordering System(s) Back-up Service, Maintenance

Wholesaler agrees to provide all software updates and system maintenance at no cost for the term of this Contract. Order Express, while web-based, requires routine maintenance. Wholesaler agrees that maintenance on the ordering system will only occur on weekends and MMCAP Infuse Participating Facilities will be notified in advance. The Wholesaler reserves a maintenance window Order Express of Saturday 8pm through Sunday 8am EST. Faxes and calling the customer service department will serve as back-ups for Wholesaler's ordering system.

F. Label and Marking

Wholesaler's online ordering system, Order Express, will print shelf labels, on-site, on demand. MMCAP Infuse Participating Facilities may also call Customer Service to request shelf labels. Wholesaler can provide contract status on its shelf labels. Wholesaler's sticker has a contract identifier, for prescription pharmaceuticals, which identifies if the item was purchased from an eligible contract.

4.9 Order Placement

A. Wholesaler's Ordering System(s)

- 1. Wholesaler's ordering system(s) will display the following information:
 - MMCAP Infuse Participating Facility's name
 - Wholesaler assigned account number
 - Product Name
 - Wholesaler's Product Number
 - Generic Name
 - Product Description
 - Strength
 - Packaging
 - Manufacturer
 - Unit dose indicator
 - Form (e.g., tablet, capsule, etc.)
 - National Drug Code (NDC) for applicable Products
 - Average Wholesale Cost (AWP when available)
 - Orange Book Rating Referred to as AB rating
 - Universal Product Code (UPC), where applicable
 - Product Control Schedule (e.g., CII)
 - DEA number (where applicable)
 - HIN (where applicable)
 - Type of contract contract identification or code that identifies product as an MMCAP Infuse Contract Product, Non-Contract, 340B Drug Pricing Program contract, or alternate contract Product
 - Contract price (specific to the pricing and contract eligibility of each MMCAP Infuse Participating Facility).
 - Product denoted as available as a Drop Shipment
 - Product inventory status (e.g., stocked, unavailable due to MBO, Wholesaler Out of
 - Stock, or allocation situations)
 - Real-time Product inventory quantity available (Product in stock minus those allocated
 - to orders)
 - Alternate Product search option
 - Product inquiry search option
 - Automatic substitution information option

- Average Wholesaler Price, when available
- 2. Wholesaler's ordering system(s) cannot display the following information:
 - Universal Product Number (UPN), not currently on development plans for an addition to ordering systems(s) data fields
 - Wholesale Acquisition Cost
- 3. Wholesaler agrees that all new MMCAP Infuse Participating Facilities will be started with a standard default ordering set-up to ensure MMCAP Infuse contract compliance. This default set-up will be approved by MMCAP Infuse prior to being deployed.
- 4. MMCAP Infuse Contract Products and MMCAP Infuse Participating Facility individually negotiated contracts will be loaded in the prime or first position (with price being the ranking determinant between MMCAP Infuse Contract Products and individually negotiated contracts) upon initial set-up and ongoing, and be visible in Wholesaler's ordering system. This prime or first position includes being in the prime or first position ahead of the Wholesaler's generic portfolio. In situations where the MMCAP Infuse Contract Product and another item are the same price, the MMCAP Infuse Contract Product and visible. When there is a lower cost option for which there is a shared NDC, the lower cost option will be visible. Wholesaler's ordering system will clearly identify MMCAP Infuse Contract Products.
- 5. Wholesaler's ordering screen will clearly identify special orders such as controlled substances (e.g., CIIs), Drop Shipments, and Closed Distribution Products. Closed Distribution Products and Drop Shipment Products are identified in the Stock Status and/or Notes fields. Drop Shipment Products are denoted with a "DSHP" within the item description.

B. Automatic Substitution

Automatic substitution will only be permitted upon specific request by an MMCAP Infuse Participating Facility, with prior written notification provided by Wholesaler to MMCAP Infuse. In instances where the Wholesaler uses the Automatic Substitution process, the MMCAP Infuse Participating Facility must be notified of the substitution and the substituted Product must be annotated as such on the MMCAP Infuse Participating Facility's Order Confirmation. Once such an agreement is entered into between the Wholesaler and the MMCAP Infuse Participating Facility, the Wholesaler will be required to maintain an Adequate Supply of the alternate Product. There will be no commitment to buy the alternate Product and any order consisting of alternate Products will still require the prior approval of the MMCAP Infuse Participating Facility's prior approval is prohibited. Upon request, Wholesaler will supply MMCAP Infuse with a list of facilities using automatic substitution.

C. Confirmation Printback/Order Confirmation

- All orders processed through Wholesaler's electronic ordering system will receive a Confirmation Printback or Order Confirmation generated from the Wholesaler's system and sent to the ordering MMCAP Infuse Participating Facility. Order Express can generate an immediate Order Confirmation is provided to the user. Additionally, the MMCAP Infuse Participating Facility can elect to have the Order Confirmation print automatically to a local printer for each order submitted.
- 2. Any additional fees for Product distribution will show as a separate line charge on an invoice, but not on the Order Confirmation.
- 3. Order Confirmations can be viewed on Order Express once the order has been allocated. The timeframe for allocation is approximately five (5) minutes from the time Wholesaler receives the order. If the MMCAP Infuse Participating Facility chooses to receive an EDI Order Confirmation, the Order Confirmation is still generated at the time of allocation, however the file may take anywhere from 10 to 30 minutes to be transmitted to the MMCAP Infuse Participating Facility to allow for file translation time.

D. Controlled Substances Ordering System (CSOS)

- 1. Wholesaler's Controlled Substance Ordering System, CSOS Anywhere will allow MMCAP Infuse Participating Facilities to submit secure, electronic orders for controlled substances, eliminating the need for paper DEA Form 222.
- 2. CSOS Anywhere is bundled with Order Express.
- 3. Where needed by a MMCAP Infuse Member, Wholesaler's standard turnaround time for the hard copy version of DEA Form 222 is 24 hours to 48 hours, depending on location. If CSOS orders are received by the distribution centers' cutoff time, they will be delivered the next day.
- 4. Controlled substances ordered on a hard copy version of DEA Form 222 will be shipped upon Wholesaler's receipt of the form or on the Next Scheduled Delivery Day. Wholesaler will not impose

any additional shipping charges for ordering controlled substances if the controlled substances are shipped separately from the original order or on the Next Scheduled Delivery Day.

- 5. For controlled substance orders using electronic CSOS (electronic DEA Form 222), Wholesaler's standard turnaround time is 24 hours. Wholesaler will not apply additional shipping charges for controlled substances when shipped separately from another order due to process delays.
- 6. All fees for the use of CSOS or for using the hard copy version of DEA Form 222 will be listed on Attachment B, Discounts and Fees.

E. Technical Support for Ordering

Wholesaler's technical support is available from 7:00 AM – 8:00 PM EST, Monday through Friday, by calling 1-833-518-4555. Wholesaler's technical staff on site will check voicemail every hour and will respond in the order the voicemail is received. From 8:00 PM until 7:00 AM EST and on weekends, the line will transfer to an off-shore Wholesaler staff member.

F. 340B Drug Pricing Program

Wholesaler is and must remain for the term of this Contract an Authorized Distributor for the 340B Drug Pricing Program. Wholesaler is required to provide notice in writing to MMCAP Infuse, immediately, in the event of a status change. For MMCAP Infuse Participating Facilities that are eligible and participating in the 340B Drug Pricing Program, the Wholesaler will maintain separate purchasing accounts to separate ordering MMCAP Infuse Contract Products from 340B Drug Pricing Program contract products. Each account will be set up with default contract-priority rankings that allow the MMCAP Infuse Member to access the lowest cost contract product when an NDC is ordered.

Wholesaler is required to have sufficient subject matter expertise available to MMCAP Infuse Participating Facilities to support the complex intricacies of this program.

Service fee/cost of goods discounts are to be applied to 340B purchases, with the exception of the Apexus Source contract which only covered entities who roster with Apexus are eligible to receive. All 340B purchase volume to be included in the total purchasing volume for the state, as it relates to the service fee/cost of goods discount volume matrix.

4.10 Delivery

A. Routine Delivery

- 1. Wholesaler agrees that all fees charged for delivery will be listed on Attachment B, Discounts and Fees. Wholesaler will not charge any additional fees for routine service to Alaska or Hawaii.
- 2. All routine scheduled order shipments will be F.O.B. destination, freight prepaid.
- 3. Wholesaler will provide delivery services based on average monthly purchasing volume as summarized below. Scheduled delivery days will be communicated at setup.

Average Monthly Purchasing Volume	Number of Free (No-Charge) Deliveries per Week
\$0 - \$25,000	5*
\$25,000 and up	5**

* One mid-week delivery per week for MMCAP Infuse Participating Facilities located in Hawaii.

- ** Two mid-week deliveries per week for MMCAP Infuse Participating Facilities located in Hawaii.
- 4. Wholesaler agrees that it will not charge a fuel surcharge for the term of this Contract and any extensions.
- 5. Wholesaler will provide a daily order and delivery schedule for each MMCAP Infuse Participating Facility, with a delivery window of 7 AM to 3 PM, Monday through Friday, depending upon the MMCAP Infuse Participating Facility location and distance from the distribution service center providing service to that MMCAP Infuse Participating Facility. For any deliveries made after 3PM local time, Wholesaler will obtain approval from the MMCAP Infuse Participating Facility. All deliveries will be made next day or on the Next Scheduled Delivery Day (excluding Alaska and Hawaii), unless communicated otherwise.

The table below identifies the distribution center local cut-off time at each of Wholesaler's facilities:

Distribution Center	Local Cut-Off Time
Wheeling	8:00PM EST
Aurora	8:00PM CST
Greensboro	8:00PM EST
Swedesboro	8:00PM EST
Seattle*	8:00PM PST
Valencia*	8:00PM PST
Syracuse	8:00PM EST
Boston	8:00PM EST
Knoxville	8:00PM EST
Lakeland	8:00PM EST
Sacramento*	8:00PM PST
Hudson	8:00PM CST
Dallas	8:00PM CST
Kansas City	7:00PM CST
Phoenix	8:00PM PST
Jackson	7:00PM CST
St. Louis	7:00PM CST
Denver	8:00PM MST
Houston	8:00PM CST
Salt Lake	8:00PM MST

* Local cut-off time for service does not apply to servicing Alaska or Hawaii.

- 6. Orders received Monday through Thursday will be delivered the following day. Orders received Friday will be delivered the next business day (Monday). Wholesaler's distribution centers will make a good faith effort to deliver before noon local time. Instances in which an existing MMCAP Infuse Participating Facility delivery time would change from morning to afternoon, Wholesaler is required to obtain MMCAP Infuse Participating Facility approval.
- 7. Wholesaler will provide a Holiday Schedule to each MMCAP Infuse Participating Facility and MMCAP Infuse throughout the term of this Contract. Wholesaler will notify MMCAP Infuse Participating Facilities of the holiday schedule by using tote stuffers.
- 8. Wholesaler usually makes normal deliveries via its contracted couriers. Wholesaler generally has multi-year agreements with third-party couriers who are qualified in quality and reliability in each delivery area they serve. Each courier representative completes mandatory overall and customer-specific training, drug screening, and possesses the necessary vendor certifications and licensure to fulfill their deliveries. Wholesaler requires drivers to be appropriately dressed so they can be easily identified by MMCAP Infuse Members. Wholesaler is to prohibit clothing that is inappropriate, by including specific provisions within the terms and conditions negotiated with the contracted couriers.
- 9. In the event of a contracted courier change, Wholesaler will provide the affected MMCAP Insure Member(s) with proper and timely communication related to the change, providing this notification as far in advance as possible. In addition, Wholesaler will provide notification to the MMCAP Infuse's Authorized Representative of the resulting contracted courier changes.
- 10. Delivery to locations outside of the continental US will be accomplished via commercial air, vessel, and local couriers.
- 11. Wholesaler will stock and deliver Products that require special handling and shipping, such as controlled substances, refrigerated or temperature-controlled Products, oncology or chemotherapy Products, and any hazardous materials. Wholesaler will only ship hazardous materials as allowed by the appropriate government regulations.
- 12. Same day delivery is not available unless the service can be available through emergency delivery.
- 13. Damaged Products must be reported to Wholesaler's customer service department as set forth in Section 4.13 I, Goods Returned to Wholesaler, and applicable credits will be issued within three (3) business days from receipt of the damaged item.

- Lost Products must be reported to Wholesaler's customer service department as set forth in Section 4.13 I, Goods Returned to Wholesaler. Upon reconciliation, Wholesaler will apply credit for lost items as applicable within three (3) business days.
- 15. Wholesaler will develop metric reporting on damaged product/short product, available upon demand by MMCAP Infuse or MMCAP Infuse Members, WHOLESALER uses a metric called Defects Per Million Opportunity (DPMO), which tracks damages, shorts, etc. and can be made available upon request by MMCAP Infuse or MMCAP Infuse Members.
- 16. Wholesaler must have the ability to ship palletized deliveries via freight companies and must be able to use large companies for dock deliveries instead of small couriers. Orders should be shipped as ordered (by case or by pallet) to the facility so they can be properly unloaded and stored. Wholesaler will ship palletized and case quantity orders on a weekly or twice monthly basis for all distribution centers.
- 17. MMCAP Infuse agrees to work with Wholesaler on abusive situations involving MMCAP Infuse Participating Facilities which request special delivery vehicles or methods for routine deliveries.

B. Drop Shipments

- 1. All fees associated with Drop Shipments are listed in Attachment B, Discounts and Fees.
- 2. The Wholesaler will act as a conduit to expedite and simplify the ordering and payment of drop shipped Products.
- 3. Unless approved by the MMCAP Infuse Participating Facility, Drop Shipments directly from product suppliers for recurring orders are prohibited.
- 4. Products requiring Drop Shipment must be easily identified in Wholesaler's ordering system(s). Wholesaler's Drop Shipment Products are denoted in Order Express as DSHP.
- 5. Timelines for the delivery of Drop Shipment Products will be made per the request of the MMCAP Infuse Participating Facility (e.g., expedited shipment, standard delivery, etc). Wholesaler will place Drop Shipment requests with manufacturers or suppliers within one (1) business day of receiving the request from the MMCAP Infuse Participating Facility.
- 6. In the event that Wholesaler is unable to fill an MMCAP Infuse Participating Facility's order for an MMCAP Infuse Contract Product, Wholesaler will have the Product drop shipped directly from the manufacturer. The MMCAP Infuse Participating Facility will not be assessed a fee for this shipment.

C. Delivery for Special Products

- Wholesaler will maintain appropriate temperatures and environmental conditions in accordance with manufacturer requirements for delivery to the MMCAP Infuse Participating Facilities. All refrigerated Products will be shipped in returnable coolers with appropriate packaging to maintain the required temperature range. Products requiring refrigeration will be clearly marked as such. Wholesaler will use phase change panels to maintain orders at proper temperatures.
- All Products will be adequately packaged by Wholesaler. If an MMCAP Infuse Participating Facility
 refuses Product that has been inadequately packaged, the MMCAP Infuse Participating Facility
 must notify Wholesaler's customer service department to log the complaint. Any costs associated
 with the return of Product due to improper packaging or transport will be at the expense of the
 Wholesaler.
- 3. Wholesaler will comply with all DEA requirements for controlled substances. To help ensure that the Wholesaler is operating within full compliance of all applicable laws, rules and regulations, Wholesaler deploys a Suspicious Order Monitoring (SOM) program. This program uses threshold methodology that is continually developed and refined by Wholesaler's Quality and Regulatory Affairs (QRA) department. The methodology is based upon a variety of factors, including the prescription volume of the pharmacy and the historical purchase volumes supplied to Wholesaler. Each unique DEA number within the MMCAP Infuse Member's network will have its own customized ordering thresholds.

MMCAP Infuse Participating Facilities' orders will be tracked according to the above-described methodology. Wholesaler will communicate with the MMCAP Infuse Participating Facility's pharmacy personnel before thresholds are reached, to allow the MMCAP Infuse Participating Facility to conduct a review of their pharmacy's purchases and to determine the legitimacy of those orders in light any changes in purchases for that particular DEA-registered location.

In the event that regulatory action is taken against a distribution center, the Wholesaler will ensure continuity of product delivers to the impacted MMCAP Infuse Members by shipping controlled substances from a back-up distribution center, already identified as part of Business Continuity

planning.

- 4. Wholesaler must not distribute MMCAP Infuse Contract Products through associated specialty distributors without the prior written approval of MMCAP Infuse or without the manufacturer requiring the Wholesaler to do so. Wholesaler has a relationship with Cardinal Health 108, LLC d/b/a Specialty Pharmaceutical Distribution (SPD). SPD is a wholly owned subsidiary of Cardinal Health, Inc. MMCAP Infuse acknowledges that certain MMCAP Infuse-contracted suppliers have limited distribution networks and that Cardinal Health SPD will be distributing these manufacturers' products for MMCAP Infuse Participating Facilities. Wholesaler is required to apply service fee/cost of goods discounts to any MMCAP Infuse Contract Products distributed by Cardinal Health SPD, as set forth in Attachment C, Service Fee Discount Matrix, and ensure that MMCAP Infuse is paid the distributor administration fee on same said products distributed by Cardinal Health SPD. Wholesaler is also required to ensure that sales distributed by Cardinal Health SPD are included in the Sales Data Report, as specified in Section 4.20 Mandatory Reporting.
- 5. In the event a manufacturer charges Cardinal Health SPD for shipping due to an expedited request by an MMCAP Infuse Participating Facility, Wholesaler will line item invoice the MMCAP Infuse Participating Facility for the same shipping cost charged by the manufacturer. Backup documentation will be available upon request for any shipping fees that are charged to the MMCAP Participating Facility for products supplied by Cardinal Health SPD.

D. Delivery of Bulky Items.

Bulky items are those products that may be exceptionally cumbersome to deliver. Examples of these products may include cases of nutritional products, IV fluids, etc. In the event that the MMCAP Infuse Participating Facility approves the Wholesaler's request to have bulky items drop shipped, the product manufacturer and drop-ship notification is to be annotated on the MMCAP Infuse Participating Facility's order confirmation.

Service fee/cost of goods discounts are required to be applied to orders for bulky items for which MMCAP Infuse has a contract, as set forth in Attachment C, Service Fee Discount Matrix.

E. Emergency Order, Placement and Delivery

Wholesaler's procedure for placement of emergency orders during non-business hours will be made available to each MMCAP Infuse Participating Facility upon startup of service. Each MMCAP Infuse Participating Facility will be provided twelve (12) emergency orders per calendar year free of charge. Any additional emergency orders beyond the twelve per year that are free will be assessed a fee as detailed in Attachment B, Discounts and Fees. An emergency order is defined as one necessary for immediate and specific patient care which falls outside the normal order and delivery parameters. Using air and ground options, Wholesaler will exhaust all resources in delivering emergency Product in the most timely and efficient methods. Air services may be used at the discretion of the Wholesaler based on the severity of the emergency situation. Wholesaler will make a good faith effort to make emergency deliveries within four (4) hours following receipt of the order; emergency deliveries to Alaska and Hawaii will likely take longer. OTC Products are not considered necessary for immediate and specific patient care which free emergency orders. Service fee discounts will be applied to emergency orders as set forth in Attachment B, Discounts and Fees.

4.11 DSCSA (Pedigree)

In the passage of the Drug Quality and Security Act (H.R. 3204) on November 27, 2013, Title II of the Act (DSCSA), establishes a national system for tracing pharmaceutical products through the supply chain and sets national licensing standards for wholesale distributors. This legislation preempts state pedigree and serialization laws.

As the DSCSA has a national licensing standard requirement for pharmaceutical wholesalers, Wholesaler will maintain licensing standards such that it remains an Authorized Trading Partner. If there is a licensing standards issue, whereby the FDA deems the Wholesaler no longer eligible to have the status of an Authorized Trading Partner, for any of its legal entities or a specific distribution center, Wholesaler will provide prompt written notification to MMCAP Infuse.

If any new transitions of the DSCSA which require change(s) to the Wholesaler's current pharmaceutical distribution procedure(s), a minimum of 30 calendar days' notice of the change(s) will be provided so MMCAP Infuse Participating Facilities can prepare.

Wholesaler will retain all 3T Data per the requirements specified by the DSCSA, a minimum of six (6) years, for MMCAP Infuse Members served by the Wholesaler, regardless of whether or not the MMCAP Infuse Members are presently utilizing the Wholesaler for pharmaceutical distribution services. Access to the 3T Data, for the required timeline, will be provided at no charge to MMCAP Infuse Members. Access will be consistent with the requirement to respond to the FDA within 48 hours for product inquiries.

MMCAP Infuse Participating Facilities will have the responsibility of utilizing the third-party end user agreement to document that the Wholesaler will hold and retain 3T data.

As part of the quarterly executive business review with MMCAP Infuse, the Wholesaler will be required to provide updates on DSCSA transitions and how the Wholesaler is integrating compliance aspects into its work deliverables to MMCAP Infuse Participating Facilities and MMCAP Infuse.

4.12 Contract Compliance

A. On-Contract Purchasing

Wholesaler agrees to encourage MMCAP Infuse Participating Facilities to purchase MMCAP Infuse Contract Products. Wholesaler must not condone or encourage in any way the purchase substitution of an MMCAP Infuse Contract Product with that of a Non-Contract Product. However, if the purchase substitution is to a product within the product portfolio(s) available to MMCAP Participating Facilities under the Wholesaler's Generic Drug Program (4.17 Other Value –Added Services, A. Wholesaler's Generic Drug Program), this is an allowable purchase substitution practice. To ensure overall MMCAP Infuse Participating Facility contract compliance, Wholesaler may be asked to provide, at no cost to the MMCAP Infuse State Contacts in each state served by the Wholesaler, a monthly report containing the following fields:

- 1. MMCAP Infuse Participating Facility name
- 2. Wholesaler account number
- 3. Contract volume (in dollars) by facility
- 4. Not-on-contract volume (in dollars) by facility
- 5. Total volume (in dollars) amounts by facility
- 6. Number of line items shipped to the facility

B. Compliance Calculations

Wholesaler agrees to report contract compliance using MMCAP Infuse's preferred calculations when requested by MMCAP Infuse, MMCAP Infuse Participating Facilities, or any other entities designated by MMCAP Infuse.

1. Raw Contract Compliance:

MMCAP Infuse Contract Sales^a

Total Sales^b

- a. MMCAP Infuse Contract Sales: Products for which MMCAP Infuse has negotiated a contract
- b. Total Sales consist of MMCAP Infuse Contract Sales, Alternate Contract Sales, Wholesaler's Generic Drug Program pricing, and non-contract sales.

2. Adjusted Contract Compliance:

MMCAP Infuse Contract Sales^a + Alternate Contract Sales^b

Total Sales^c

- a. MMCAP Infuse Contract Sales: Products for which MMCAP Infuse has negotiated a contract
- b. Alternate Contract Sales consist of Products purchased under the 340B Drug Pricing Program, Products purchased from contracts individually negotiated by the MMCAP Infuse Participating Facilities, and/or Products purchased from the Wholesaler's Generic Drug Program.

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- c. Total Sales consist of MMCAP Infuse Contract Sales, Alternate Contract Sales, and Non-Contract Sales.
- d. In the event that an MMCAP Infuse Participating Facility has a 340B account, that portion of the MMCAP Infuse Participating Facility's business will be assigned a separate account number and Contract Compliance will be calculated in the same manner for that account.
- 3. Wholesaler will encourage the use of MMCAP Infuse Contract Products by providing training and services to MMCAP Infuse Participating Facilities during the bid roll and throughout the term of this Contract.
- 4. Order Express will offer "Contract Ranking" settings to assist MMCAP Infuse Participating Facilities in color coding and sets a search result ranking bringing preferred contracts to the top of the users search screen.
- 5. In special situations where deemed necessary, Wholesaler will provide sub logic to MMCAP Infuse to support corporate initiatives (e.g., market share agreements, contract switches and other potential formulary initiatives).
- 6. In the case where an MMCAP Infuse Participating Facility is denied contract pricing (e.g., vendor block), Wholesaler agrees to send notification to MMCAP Infuse via e-mail (mmcap.contracts@state.mn.us).

C. Reporting Tools

- 1. Wholesaler agrees to provide online electronic access to all purchasing data relating to the Products that are purchased by each MMCAP Infuse Participating Facility to MMCAP Infuse and MMCAP Infuse Participating Facilities. Wholesaler will provide a system for reporting each individual MMCAP Infuse Participating Facility's purchases, as well as be capable of running reports on select groups of facilities. Users must be able to manipulate the data to build reports based on each MMCAP Infuse Participating Facility's individual needs/requirements directly through the system or through the ability to transfer data into spreadsheets in a Microsoft Office compatible format.
- 2. Wholesaler agrees to provide each MMCAP Infuse Participating Facility and MMCAP Infuse with Standard and Advanced Reporting on Order Express, and Advance Reporting will be provided at no additional charge to MMCAP Infuse or to MMCAP Infuse Members.
- 3. At a minimum, Wholesaler will provide the following on-line reporting tools:
 - 80/20 (Velocity) Purchase Summary Report: ranks items by sales value over a designated period of time
 - Manufacturer Backorder reporting
 - Contract missed opportunities
 - Therapeutic interchange analysis
 - Brand-to-generic saving analysis
 - Budgetary forecasting and analysis
- 4. Wholesaler will set up a user login on Wholesaler's online ordering system for each MMCAP Infuse Member State and MMCAP Infuse with all MMCAP Infuse Participating Facility accounts for the purpose of reporting at no cost.
- 5. Wholesaler will provide the technology to allow one user (e.g., super-user) to run reports for several MMCAP Infuse Participating Facilities' accounts at one time.

4.13 Invoicing

A. Order Invoice

- Wholesaler agrees that MMCAP Infuse Participating Facilities will be invoiced at the MMCAP Infuse contract price for MMCAP Infuse Contract Products, plus or minus the negotiated service fee discount, throughout the term of this Contract and any extensions. Service fee discounts will be applied to all Non-Contract Products with the exception of Non-Contract Bulky Products, as set forth in Attachment B, Discounts and Fees.
- 2. Wholesaler agrees that all service fee discounts will be in accordance with Attachment C, Service Fee Discount Matrix.

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- 3. Wholesaler agrees that any fees besides cost for both MMCAP Infuse Contract Products and Non-Contract Products will be listed on Attachment B, Discounts and Fees.
- 4. Wholesaler will not add any fee, percentage, or other cost to the Products purchased under this Contract unless the fee, percentage, or cost is defined and approved in writing by MMCAP Infuse prior to implementation.
- 5. Wholesaler will submit an invoice with each order. Invoices must be only for the amount of Product delivered, not the amount ordered. Quantity ordered and quantity shipped must be based on the packaging associated with the NDC number.
- 6. MMCAP Infuse's definition of Bulky Products include food and food products, home healthcare products (durable medical equipment, such as walking aids, bathroom safety products, wheelchairs and accessories, scooters and lift chairs, etc.), non-contract nutritionals, school and office supplies, non-contract large volume parenterals, and non-contract IV Fluids. All service fee discounts and fees for the delivery of Bulky Products are listed on Attachment B, Discounts and Fees. No fees or special handling charges will be assessed for MMCAP Infuse contract nutritionals, MMCAP Infuse contract large volume parenterals, or MMCAP Infuse contract IV fluids throughout the term of this Contract. Service fee discounts will be applied to MMCAP Infuse Contract Products that are also Bulky Products, including MMCAP Infuse contract nutritionals, MMCAP Infuse contract large volume parenterals, and MMCAP Infuse contract IV fluids throughout the term of the assessed for MMCAP Infuse contract Products that are also Bulky Products, including MMCAP Infuse contract Nutritionals, MMCAP Infuse contract IV fluids through parenterals, and MMCAP Infuse contract IV fluids, as set forth on Attachment B, Discounts and Fees.
- 7. Cardinal Health SPD is required to utilize the MMCAP contract price associated with MMCAP Contract Products distributed through Cardinal Health SPD. If Cardinal Health SPD has the same NDC available through its contracting as is contracted under MMCAP, Cardinal Health SPD will provide the CIN utilizing the MMCAP contract pricing. Service fee discounts will be applied to MMCAP Contract Products that are drop shipped through Cardinal Health SPD, as set forth in Attachment C, Service Fee Discount Matrix. Cardinal Health SPD is required to stock or make available those MMCAP contracted Blood Factor and MMCAP-contracted Plasma Products, ensuring primacy of these Contract Product items. In a secondary placement, Cardinal Health SPD-contracted Blood Factor and Cardinal Health SPD contracted Plasma Products that are not MMCAP Contract Products will be billed at market price, as communicated to the MMCAP Participating Facility prior to purchase, and for which the market price may exceed WAC.
- 8. Except as otherwise set forth herein, any non-contract brand prescription product purchases will be invoiced at no more than WAC, unless a State specific administrative fee would require an adjustment.
- 9. All additional fees (e.g., service fees, shipping charges, emergency orders, etc.) charged by Wholesaler will be in line item detail separated from the product's cost and will be tied back to an original invoice number. Wholesaler's invoices have a memo field that is used to reference the original invoice in instances where fees or credits are billed to the MMCAP Infuse Participating Facility. Wholesaler will populate this memo field for all MMCAP Infuse Participating Facility orders, if applicable.

10. At a minimum, the Wholesaler's invoice will contain the following fields:

MMCAP Infuse Participating Facility Name Wholesaler-assigned account number for the MMCAP Infuse Participating Facility Invoice number Invoice line number MMCAP Infuse Participating Facility's purchase order number Invoice date Wholesaler's SKU item number NDC (11 digit) Controlled substance classification Product Name/Description Packaging as associated with NDC number Unit price Quantity ordered Quantity shipped Extension (unit price multiplied by the quantity shipped) Total invoice price Type of transaction (Contract, Non-Contract) Bill to address Ship to address Applicable omit codes (e.g., Manufacturer Backorder, wholesaler temporarily out, manufacturer discontinued, etc.)

11. Wholesaler's invoice note codes indicate the type of transaction and are as follows:

Code	Definition
Т	Taxable
СО	Contract Item Override
СТ	Contract
SN	Special net
CS	Source Contract
SP	Special pricing
OV	Price Override

12. Wholesaler's omit codes are:

Code	Definition
С	Dropship
2	DC out
3	Mfr out
4	Not stocked
5	Mfr disc
6	DC disc
7	Drug recall
8	New item/stock unavailable
9	Restricted item
S	Regulatory Review

13. List Chemical Designations

Code	Definition
E	Ephedrine
Р	Phenylpropanolamine
S	Pseudoephedrine
L	Other List Chemical

B. Invoice Rounding

Wholesaler is required to have invoicing procedures that follow standard rounding methodology. The standard invoicing methodology will round down if the third digit after the decimal is 4 or less and round up if the third digit after the decimal is 5 or more. Wholesaler agrees that any rounding will occur at the line item.

C. Credits and Rebills

- 1. Wholesaler agrees to process and issue credits and rebills as manufacturer notifications are received. In the case of an invoice dispute, Wholesaler will issue credits/rebills within two (2) business days after dispute resolution.
- 2. Wholesaler will make credits and rebills available to each MMCAP Infuse Participating Facility online, with the option to print a hard copy.
- 3. Wholesaler will notify MMCAP Infuse Participating Facility of credit balances through a monthly report showing all credits that were paid and any existing credit that is still available upon request.
- 4. Wholesaler will provide credits issued to MMCAP Infuse Participating Facilities without an expiration date, and for all dollar amounts; credits will not be subject to a minimum amount.
- 5. Wholesaler agrees that in the event of a facility closure or other extreme event where the MMCAP Infuse Participating Facility will not be making another purchase through the Wholesaler, the MMCAP Infuse Participating Facility may cash out its credit(s).
- 6. Wholesaler agrees that if it is directed by an MMCAP Infuse Participating Facility, a credit can be transferred from one account to another account.
- 7. Wholesaler will clearly identify Credits as a credit.

- 8. The Wholesaler will take all necessary steps to ensure that credits that become available close to the end of the MMCAP Infuse Participating Facility's Fiscal Year are available for use by the MMCAP Infuse Participating Facility not later than five (5) business days prior to the end of the fiscal year.
- 9. Wholesaler's credit memo will contain:
 - a. Original purchase order
 - b. Original Wholesaler invoice number
 - c. Original invoice date
 - d. Itemized listing of the product(s) affected
 - e. Any rebill associated with the credit
 - f. Reason(s) for the credit (e.g., manufacturer credit, merchandise return, etc.)
 - g. Net credit amount available to the MMCAP Infuse Participating Facility
- 10. Wholesaler will clearly identify Rebills as a rebill. Rebilled invoices can be found online within Order Express, using Standard Reports.
- 11. Wholesaler's rebill memo will contain:
 - a. Original purchase order
 - b. Original Wholesaler invoice number
 - c. Original invoice date
 - d. Itemized listing of the product(s) affected
 - e. Credit memo associated with the rebill
 - f. Reason(s) for the rebill (e.g., manufacturer chargeback denial, pricing error, etc.)

D. Non-Contract Accounts

Where an MMCAP Infuse Member has determined that it does not want to purchase at the MMCAP Infuse Contract price, or any contract price, for instance where purchases need to be at WAC for potential third-party reimbursement, Wholesaler will establish a separate account. This separate account will not be attached to MMCAP Infuse contract pricing or any other contracts. To delineate this type of account, Wholesaler will implement a specific naming convention for easy identification of these WAC based priced accounts.

E. Price Audits and Corrections

- In the event of a pricing error (e.g., late pricing load, etc.) that is solely attributable to the Wholesaler, Wholesaler agrees to no longer process credit/rebills after the greater of 90 calendar days or the maximum allowed by the supplier. Wholesaler agrees to actively pursue any available remedies with suppliers on behalf of MMCAP Infuse Participating Facilities' interests and agrees to seek exceptions to supplier imposed limitations if necessary. This clause will in no way be deemed a limitation on the Parties as it relates to the future auditing and/or correction of invoices.
- 2. When Wholesaler, an MMCAP Infuse Participating Facility, MMCAP Infuse, or an MMCAP Infuse contracted service vendor, like an invoice auditing service provider, discovers an error in pricing for an MMCAP Infuse Contract Product that affects one MMCAP Infuse Participating Facility, Wholesaler will issue credits/rebills to ALL MMCAP Infuse Participating Facilities for the time period from the date the error began to the date it is corrected.
- 3. Price Audits and Corrections: Throughout the terms of this Contract, Wholesaler will conduct contract pricing audits matching pricing information provided by MMCAP Infuse against contract pricing provided by Manufacturers. If Wholesaler discovers discrepancies, the Wholesaler will notify manufacturer and MMCAP Infuse of the discrepancy in order to reach resolution. Upon resolution, Wholesaler will correct the errors, will create a sales history report, and enter credit(s)/rebill(s) for each MMCAP Infuse Participating Facility connected to the contracts within five (5) business days. Wholesaler is expected to continue to provide the process, which was the outcome of the collaboration between the Wholesaler and MMCAP Infuse, to deliver comprehensive and efficient means to provide continuous price audit data.
- 4. MMCAP Infuse and the MMCAP Infuse Participating Facilities acknowledge that if a pricing discrepancy is the fault of the applicable manufacturer, such manufacturer may limit recovery arising from such pricing discrepancy and Wholesaler will not have any responsibility for such discrepancy or any such limitation.

F. Chargeback Denials

MMCAP Infuse requires the Wholesaler to provide prompt electronic notification upon receipt by the Wholesaler of a legitimate chargeback denials from manufacturers that have denied MMCAP Infuse Participating Facilities contract pricing. Notification will be communicated to MMCAP Infuse via a notification from a member of the Wholesaler's Account Management team. Wholesaler will provide this



notification within two (2) business days of validation with the supplier. Wholesaler may require support from MMCAP Infuse to rectify eligibility issues with MMCAP Infuse-contracted suppliers, and Wholesaler agrees to resubmit chargebacks for the MMCAP Infuse Participating Facility upon eligibility resolution. Notifications are to be sent to: mmcap.contracts@state.mn.us.

G. Invoice Disputes

Subject to state law, the MMCAP Infuse Participating Facility will notify Wholesaler of any known dispute with an invoice within thirty (30) calendar days of receipt of the invoice.

The MMCAP Infuse Participating Facility will pay all portions of a disputed invoice, unless prohibited by state law, subject to resolution of that dispute. If upon resolution, the disputed invoice was found to be in error, Wholesaler will credit the original amount of the invoice or invoice line and rebill the MMCAP Infuse Participating Facility.

Where complete payment of a disputed invoice is prohibited by an MMCAP Infuse Member State's applicable law(s), the Wholesaler will comply with requirements of that state's law(s) related to disputed invoices. In addition, Wholesaler agrees that any outstanding amount on a disputed invoice will not be held against the MMCAP Infuse Participating Facility when calculating the weighted average payment date as applicable to service fee discounts. For any disputed invoice, the Wholesaler agrees to code the invoice as disputed to ensure the service fee calculation for the MMCAP Infuse Participating Facility is not impaired.

Wholesaler will make a good faith effort to resolve known disputes related to contract pricing within 30 calendar days of notice of the dispute. This clause will in no way be deemed a limitation on the Parties as it relates to the future auditing and/or correction of invoices.

Where a disputed invoice is determined not to have been in error, the MMCAP Infuse Participating Facility will not be liable for interest and penalties related to the disputed amount.

H. 810 EDI Invoices and Auditing

Wholesaler must provide 810 EDI invoices to MMCAP Infuse, MMCAP Infuse Participating Facilities, and any other entity designated by MMCAP Infuse. Wholesaler is required to work with MMCAP Infuse's contracted invoice auditing vendor. Wholesaler will research product pricing that appears to have a discrepancy and will confirm that pricing and information with the manufacturer. Wholesaler will review and make a reasonable effort to resolve errors within ten (10) business days of notification from MMCAP Infuse-contracted invoice auditing vendor. Wholesaler will not charge MMCAP Infuse or the MMCAP Infuse Participating Facility for use of an invoice auditing service or for invoice dispute resolution. Wholesaler will issue credits/rebills within three (3) days of manufacturer verification.

I. Goods Returned to the Wholesaler

Goods returned to Wholesaler will be managed in accordance with Attachment D, Wholesaler's Returned Goods Policy.

J. Recalls

If any Product distributed by the Wholesaler under this Contract is recalled or removed by the manufacturer or the Wholesaler itself, or if a recall is suggested or mandated by a regulatory or official Agency, Wholesaler will send notice to each ship-to location for which Wholesaler has a sales history within the affected recall timeframe. Recall notices will be sent with the MMCAP Infuse Participating Facility's next delivery or via mail if the MMCAP Infuse Participating Facility does not have a delivery the day the recall notice is released.

Depending on the class of the recall, Wholesaler will, after initiating a recall, send to any MMCAP Infuse Participating Facility that did not provide Wholesaler verification they received the recall notice, a second notice three weeks and/or six weeks after recall initiation.

Wholesaler will send recall notices to inactive MMCAP Infuse Participating Facilities that have ordered the recalled Product up to 12 months after the last purchase.

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4.14 Verification of Authorized Purchasers and Late Payment

A. Verification of Authorized Purchasers

As a condition for purchasing under this Contract, purchasers must be MMCAP Infuse Participating Facilities in good standing with MMCAP Infuse. Upon request of MMCAP Infuse, Wholesaler must verify that it provides goods and services under this Contract only to MMCAP Infuse Participating Facilities. Wholesaler will not be compensated for goods delivered or services performed under a Purchase Order by any entity other than the MMCAP Infuse Participating Facility that issued the Purchase Order.

B. Late Payment

This clause will not apply to an MMCAP Infuse Participating Facility when prohibited by that MMCAP Infuse Participating Facility's applicable state law.

If any MMCAP Infuse Participating Facility fails to comply with the agreed upon payment terms, Wholesaler will have the right to change the Service Fee Discount to that which the MMCAP Infuse Participating Facility is entitled to prospectively, to reflect that MMCAP Infuse Participating Facility's actual payment practices. An MMCAP Infuse Participating Facility will be deemed to have failed to comply with the payment terms if it does not make timely payment for a period lasting two cycles or, with respect to MMCAP Infuse Participating Facilities selecting the 30 Day Pay, 45 Day Pay, or 90 Day Pay for a period of sixty (60) calendar days.

Wholesaler will use commercially reasonable efforts to work with the MMCAP Infuse Participating Facility in the event payments are not timely made. Wholesaler may, at its election, either reduce payment terms to a shorter number of days or place an MMCAP Infuse Participating Facility on C.O.D status under the following circumstances: (i) if Wholesaler has not received payment of outstanding invoices in full as set forth above, or (ii) there is a material adverse change in the financial condition of the MMCAP Infuse Participating Facility. In either instance, the situation shall be immediately elevated to an executive team from both the MMCAP Infuse Participating Facility and Wholesaler in an effort to rectify the situation and restore the MMCAP Infuse Participating Facility's then current payment terms. In the event of such elevation, if the executives are unable to reach a mutually acceptable resolution within a period of twenty (20) calendar days and any undisputed amounts remain unpaid for more than ten (10) calendar days thereafter, Wholesaler reserves the right to refuse orders from the MMCAP Infuse Participating Facility.

Notwithstanding anything to the contrary that may be contained herein, Wholesaler shall have, and it hereby reserves, all the rights and remedies otherwise available to it under the Uniform Commercial Code, as in effect from time to time.

4.15 Administrative Fee

In consideration for services provided by MMCAP Infuse, the Wholesaler will pay an administrative fee on all purchases (less any credits and returns) made through Wholesaler and the Wholesaler's Specialty Products Distribution division, as specified in Attachment B. Administrative fees will not be paid on 340B, PHS, or ADAP sales or prime vendor DSH sales. The administrative fee must be paid as soon as is reasonable after the end of each month, but no later than 30 calendar days after the end of the month. Payments due MMCAP Infuse are to be remitted to the following address:

Financial Management & Reporting - MMCAP Infuse 50 Sherburne Avenue, Suite 309 St. Paul, MN 55155

The Wholesaler will not pay MMCAP Infuse Member state specific administrative or procurement fees that are not considered "pass through". "Pass Through" fees are included in state specific terms and conditions requiring the Wholesaler to increase Service Fees, and then passing them through in the form of a check to the designated State entity.

MMCAP Infuse reserves the right to collect interest on payments 30 calendar days past due at a rate of 18% annually, consistent with Minn. Stat. § 16A.124.

Wholesaler will submit monthly administrative fee data for all sales made through Wholesaler and the Wholesaler's Specialty Products Distribution division. All required administrative fee data files must be sent to: <u>Mn.MMCAP@state.mn.us</u> at the end of each month, but no later than 30 days after the end of the month. Failure to comply with this provision may constitute breach of this Contract.

4.16 MMCAP Infuse Service Contracts

A. Contract Price Auditing

The Wholesaler is required to have the ability to provide 810 EDI invoices to MMCAP Infuse, MMCAP Infuse Participating Facilities, and any other entity designated by MMCAP Infuse. It is expected that the Wholesaler will work with MMCAP Infuse's contracted invoice auditing vendor and that the Wholesaler will research product pricing that appears to have a discrepancy and will confirm that pricing and information with the manufacturer, making a reasonable effort to resolve errors within ten (10) business days of the notification from MMCAP Infuse-contracted invoice auditing vendor. The Wholesaler will then be expected to issue credits/rebills within three (3) days of manufacturer verification.

The Wholesaler will not charge any fees, to either MMCAP Infuse or the MMCAP Infuse Participating Facilities, for the transmissions made to MMCAP Infuse's contracted invoice auditing vendor.

B. Reverse Distribution Processor

Wholesaler must have an agreement throughout this contract period with the MMCAP Infuse-contracted returned goods processor(s) to allow all MMCAP Infuse Participating Facilities to fully participate in the services offered by the MMCAP Infuse Returned Goods Contract. The Returned Goods Processor(s) is subject to change at any time. The Wholesaler will not withhold or delay application of a credit from a returned goods processor to the MMCAP Infuse Participating Facility's account for any reason. Wholesaler will not withhold credit owed to MMCAP Infuse Participating Facilities when the credit is from a manufacturer that is in arrears with the Wholesaler. All fees associated with reverse distribution, including returns from alternate processors that are not the awarded reverse distribution processing vendor for the MMCAP Infuse Returned Goods Program, are listed on Attachment B, Discounts and Fees.

C. Repackaging Services

Wholesaler is required to have an agreement throughout the term of the Contract period with the MMCAP Infuse-contracted repackaging vendor(s) to allow all MMCAP Infuse Participating Facilities to fully participate in the services offered by the MMCAP Infuse Repackaging Services Contract. It is expected that the Wholesaler will have contracts with all MMCAP Infuse contracted repackaging vendor(s), and to note the Repackaging Services vendor(s) is subject to change at any time.

Process Steps:

- a. The MMCAP Infuse Participating Facility notifies the Wholesaler that they would like to utilize an MMCAP Infuse repackaging services contract.
- b. Once the Wholesaler is notified, the Wholesaler begins the set-up work with the identified repackaging vendor.
- c. The repackaging vendor will then work directly with the MMCAP Infuse Participating Facility to qualify their needs. Paperwork will be sent to the MMCAP Infuse Participating Facility and a list of the drugs that that are being requested to have repackaged should be provided (NDCs, quantities, repackaging format, etc.)
- d. Once the MMCAP Infuse Participating Facility has been qualified by the repackaging vendor and all documentation is completed, the MMCAP Infuse Participating Facility will then request a new ship-to/bill-to account be setup by the Wholesaler.
- e. The NDCs that are intended to be repackaged should be shared with the Wholesaler to ensure stocking adjustments have been made at the distribution center that would be servicing the repackaging vendor's facility on behalf of the MMCAP Infuse Participating Facility.
- f. The Wholesaler would set up the new account to have all of the MMCAP Infuse Participating Facility's standard contracts and pricing applied.
- g. The MMCAP Infuse Participating Facility will make the determination if invoicing for the repackaging services is to be through the Wholesaler or direct billed by the repackaging vendor.

- h. MMCAP Infuse Participating Facility places their first order through the new repackaging account once fully setup and order-ready.
- i. Repacking vendor receives MMCAP Infuse Participating Facility's order the next day from the Wholesaler and processes the repackaging order according to the MMCAP Infuse Participating Facility requirements.
- j. The repackaging vendor then ships the product directly to the MMCAP Infuse Participating Facility via UPS/FedEx.
- k. Invoicing is generated based on the determination made by the MMCAP Infuse Participating Facility.

While the Wholesaler can require a repackaging vendor to pay a fee to the Wholesaler for services rendered, Wholesaler is not allowed to charge an additional fee to the MMCAP Infuse Participating Facility for utilizing this service. However if the MMCAP Infuse Participating Facility has exceeded the free delivery quota for the period of time applicable, the Wholesaler can charge a delivery fee in keeping with the delivery fee associated with exceeding the free delivery quota for the specified period of time.

The set-up of the repackaging account should not impair any account limitations or incur any initial account set-up fees to the MMCAP Infuse Participating Facility.

D. Influenza Vaccine/Medical Supplies.

Both influenza vaccine distribution and medical supplies distribution are independent, separate service offerings. It is required that reasonable efforts will be made by Wholesaler to direct MMCAP Infuse Participating Facilities to MMCAP Infuse for guidance on these service offerings. Unless Wholesaler is also awarded one or both of these other service offerings through a separate contract award processes, it is required that Wholesaler will not solicit MMCAP Infuse Participating Facilities for influenza vaccine distribution and medical supplies distribution service offerings.

4.17 Other Value-Added Services

A. Wholesaler's Generic Drug Program

Many MMCAP Infuse Members have state procurement mandates requiring the purchase of the lowest cost product. Adherence to the requirement to stock MMCAP Infuse Contract Products is in place to support the procurement mandates of MMCAP Infuse Members.

In addition to MMCAP Infuse Contract Products to support the procurement mandates of MMCAP Infuse Members MMCAP Infuse expects the Wholesaler to provide a fluid warehousing approach whereby the Wholesaler will be permitted to load its best-priced tier Generic Drug Program, offered side-by-side, in the stocking of like products. This fluid approach would allow the MMCAP Infuse Participating Facilities to choose a product from the Wholesaler's generic drug program if the product was at a lower price than the MMCAP Infuse Contract Product. The choice would be based on price, not on the Wholesaler's generic drug product being the only product stocked.

The fluid warehousing approach requires strict adherence to the following conditions:

- a. The applicable MMCAP Infuse State Contact has not opted out of the Wholesaler's Generic Drug Program.
- b. Wholesaler is not allowed to use MMCAP Infuse's contract pricing to calculate its Generic Drug Program Pricing.
- c. For consistency in communicating program savings, if Wholesaler receives requests for program savings, a demonstration of program savings, or cost avoidance regarding Wholesaler's generic drug program, Wholesaler is required to direct all inquiries to MMCAP Infuse.
- d. For consistency in communications in promoting Wholesaler's generic drug program, Wholesaler agrees to work with MMCAP Infuse on material content and potential co-branding.
- e. Wholesaler is required to clearly label any products on its Generic Drug Program as such in its ordering system.
- f. Wholesaler is required to identify Wholesaler's Generic Drug Program products as such when Wholesaler reports sales data to MMCAP Infuse.

- g. Wholesaler will be required to pay a monthly administrative fee of 3% to MMCAP Infuse on all sales of Wholesaler's Generic Drug Program products sold to MMCAP Infuse Participating Facilities, in addition to any distributor administrative fee payments. Payments due MMCAP Infuse are to be remitted to the following address:
 - Financial Management & Reporting MMCAP Infuse
 - 50 Sherburne Avenue, Suite 309
 - St. Paul, MN 55155
- h. Service fee discounts extended to MMCAP Infuse Participating Facilities will be applied to all Generic Drug Program sales, as set forth in Attachment C, Service Fee Discount Matrix.
- i. A complete list of products and pricing under the Generic Drug Program will be available to MMCAP Infuse Participating Facilities upon request to the Wholesaler. Wholesalers ordering system will show its Generic Drug Program pricing on those items that are lower priced, or for items that are not MMCAP Infuse Contract products. Wholesaler will provide MMCAP Infuse complete list of products and pricing under the Generic Drug Program as long as a mutually agreed Non-Disclosure Agreement (NDA) is in place.
- j. Products in Wholesaler's Generic Drug Program available to MMCAP Infuse Participating Facilities will be generic pharmaceuticals (including vitamins and over the counter products) and will not contain medical supplies or health and beauty products, unless approved by MMCAP Infuse.
- k. Wholesaler will notify all MMCAP Infuse Participating Facilities participating in the Generic Source program and MMCAP Infuse of switches in products covered under the Generic Source program.
- Wholesaler is required to only institute automatic substitution upon specific request of an MMCAP Infuse Participating Facility and upon written notification by the Wholesaler to MMCAP Infuse.
- m. If the same NDC is the same price on both an MMCAP Infuse contract and on Wholesaler's Generic Drug Program, the sale will be applied to MMCAP Infuse.
- n. Wholesaler agrees to stock all MMCAP Infuse Contract Products where the minimum stocking requirement of three (3) units per month per DC is met.
- o. Wholesaler is required to send MMCAP Infuse's contracted invoice auditing vendor a weekly pricing file that will include all the data necessary for the invoice auditing vendor to be able to audit the pricing invoiced to MMCAP Infuse Participating Facilities as long as a mutually agreed Non-Disclosure Agreement (NDA) is in place.
- p. Wholesaler's ordering system will have capability to accept an MMCAP Infuse Participating Facility's zero order. MMCAP Infuse Participating Facilities will need to call Customer Service to request Wholesaler stock an MMCAP Infuse Contract Product.

In order to audit compliance and non-competitiveness with the requirements above, Wholesaler must provide a report on a monthly basis to MMCAP Infuse that details each product that is currently available on the Wholesaler's Generic Drug Program and the product price so that MMCAP Infuse can validate that the Wholesaler's Generic Drug Program is not competing with MMCAP Infuse Contract Products. Wholesaler will provide as long as a mutually agreed Non-Disclosure Agreement (NDA) is in place. The minimum data fields required are listed below:

Minimum data fields required
NDC (11-digit format)
Wholesaler product identification number
SKU or Manufacturer's part number
Product description (generic name)
Packaging
Supplier name (Manufacturer)
Quantity Purchased
Total Sales
Wholesaler's Generic Drug Program Price per Unit

Wholesaler will not use MMCAP Infuse pricing or manufacturer contract terms in the Wholesaler's generic pricing program for any other use beyond managing the MMCAP Infuse Contract for MMCAP Infuse Participating Facilities, nor will MMCAP Infuse use the Wholesaler's pricing for the same purposes. Wholesaler and MMCAP Infuse will maintain appropriate policies, procedures, and information technology and infrastructure to ensure that only those employees of the Wholesaler and MMCAP Infuse that have a need to know for performance under this Contract have access to product lists, discounts, prices, and any other information that would qualify as competitive information in connection with the contracts, subject to Minn. Stat. Ch. 13.

B. MMCAP Infuse Participating Facility Negotiated Contracts

There will likely be instances where MMCAP Infuse Participating Facilities may enter into contracts individually negotiated by MMCAP Infuse Participating Facilities. In those instances, the Wholesaler is required to agree that the ordering, delivery, payment, and reporting terms of the overlying contract with MMCAP Infuse will apply to contracts individually negotiated by MMCAP Infuse Participating Facilities, including any associated service fees.

C. Pharmacy Interfaces

Wholesaler's pharmacy interfaces with software/dispensing systems will be developed and implemented as set forth in Attachment B, Discounts and Fees. Training and technical support available from Wholesaler related to pharmacy interfaces will be provided at no cost.

D. Business Development

MMCAP Infuse Members benefit when opportunities to increase purchase volumes are optimized, as well as creating business wins for MMCAP Infuse vendor partners. To strengthen current relationships and develop new ones, MMCAP Infuse deploys Field Services staff to provide front-line support to current MMCAP Infuse State Contacts and MMCAP Infuse Participating Facilities and to engage state eligible entities by explaining to them the benefits available to them through leveraging the MMCAP Infuse membership contracts to their purchasing benefit. The Wholesaler will support business development opportunities, utilizing joint engagement strategies with MMCAP Infuse Field Services, to increase the use of the MMCAP Infuse contracts. Should said efforts place the Wholesaler in a position where the Wholesaler would be in breach of contract with another business partner, the Wholesaler can exempt themselves from a business development opportunity.

E. Supplemental/Additional Services

The Wholesaler must make supplemental/additional services and products that are available to its general customers, not specifically mentioned within the resulting contract with MMCAP Infuse, available to all MMCAP Infuse Participating Facilities upon request and agreement by MMCAP Infuse and the MMCAP Infuse Participating Facilities. Wholesaler shall not solicit MMCAP Infuse Participating Facilities to participate in Wholesaler's supplemental/additional services and products programs, where such programs are already provided by MMCAP Infuse to MMCAP Infuse Participating Facilities. Prior to providing these supplemental/additional services, the Wholesaler must provide full disclosure of the services or product fees and costs to MMCAP Infuse and receive approval from MMCAP Infuse before these services and products are provided to any MMCAP Infuse Participating Facilities.

Supplemental/additional services and products offered by Wholesaler, if approved by MMCAP Infuse, will be managed through an amendment to the Contract.

4.18 Business Interruption Plan

Wholesaler must have in-place during the term of this Contract, an emergency preparedness and business continuity plan. Upon request, Wholesaler will work with the MMCAP Infuse Participating Facility to develop a pre-selected list of Products that would be needed in the event of a national or regional emergency and shipped upon availability. The Wholesaler's emergency preparedness and business continuity plan is to include specificity on how the Wholesaler will ensure that MMCAP Infuse Participating Facilities would continue to receive medications during a regional/national disaster or other unforeseen malfunction in pharmaceutical distribution. A Disaster Recovery Plan is available upon request from MMCAP Infuse or MMCAP Infuse Participating Facilities.

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As part of the Business Continuity Plan, Wholesaler will provide:

- 1. Up to three backup locations for each distribution center
- 2. Emergency customer support and centralized command and control centers
- 3. Procedures for contacting employees
- 4. Strong relationships with suppliers to maintain fuel supply in the event of a shortage
- 5. Working relationships with government agencies and industry trade associations

4.19 Shareback Credits

Wholesaler will manage, at no additional cost or fee withheld to MMCAP Infuse or MMCAP Infuse Participating Facilities, the MMCAP Infuse annual shareback credit according to the schedule below:

- MMCAP Infuse will provide Wholesaler a list of MMCAP Infuse Participating Facilities receiving a credit, the credit amount for each facility, and a check for the total amount of all credits to be provided.
- 2. Wholesaler is required to apply the credit to all listed MMCAP Infuse Participating Facilities within fifteen (15) business days of the receipt of the funds and the list of facilities receiving credit has been received from MMCAP Infuse.
- 3. Within 30 business days of the receipt of the funds and the list of facilities receiving credit, Wholesaler is required to provide to MMCAP Infuse an Excel Spreadsheet detailing the credit memo information. This Excel listing must include the following fields: distribution center, account number, facility name, facility address, facility city, facility state, DEA, HIN, date of credit memo, credit memo number, and credit memo amount. In addition to supplying the credit memo detail to MMCAP Infuse, the Wholesaler will also provide a listing of all accounts that are inactive that cannot have a credit memo issued.
- 4. Credit memo issued to MMCAP Infuse Participating Facilities reflects the description "MMCAP Infuse Shareback." A description that refers to the Shareback credit as a "rebate" is not acceptable.
- 5. Within 60 days of the date credits were applied and the inactive accounts are communicated as stated in process step #3, MMCAP Infuse must provide W-9 documents to the Wholesaler for any facilities found on the "Inactive Account" listing provide that expect to receive their credits in the form of a check. All other outstanding credits will be refunded to MMCAP Infuse in the form of a check at the end of the 60 day waiting period.
- 6. The Wholesaler will work with MMCAP Infuse to identify all MMCAP Infuse Participating Facilities in an effort to issue all credits before refunding dollars back to MMCAP Infuse. Prior to any funds returned to MMCAP Infuse, written approval must be received from MMCAP Infuse.
- 7. Within 15 business days of written approval for funds to be returned, Wholesaler is required to issue a refund to MMCAP Infuse of the remaining dollars for which it was unable to issue credit.
- Upon initiating the refund to MMCAP Infuse, Wholesaler will provide a copy of the original Shareback Credit spreadsheet detailing the credit information (received from MMCAP Infuse), the reason for non-application of funds, and the dollar amount of the funds being returned to MMCAP Infuse.
- 9. MMCAP Infuse Participating Facilities are not allowed to convert a credit provided through Shareback to a cash refund. If an MMCAP Infuse Participating Facility requests a check be issued to close out an unapplied credit memo, the Wholesaler:
 - a. Determines if said credit memo is due to the application of MMCAP Infuse Shareback;
 - b. If credit memo is due to the application of MMCAP Infuse Shareback, advise the MMCAP Infuse Participating Facility that the credit memo is not eligible to be closed out via a check;
 - c. Direct the MMCAP Infuse Participating Facility to MMCAP Infuse for any additional questions about the ineligibility of the credit memo to be closed out via a check.

Should MMCAP Infuse change its process for the Shareback Credit to a more frequent interval (semiannual, quarterly), any time during the term of this Contract, the Wholesaler will continue to manage this process as a service inclusion, with no additional cost or fee withhold to MMCAP Infuse or MMCAP Infuse Participating Facilities.

4.20 Mandatory Reports

Wholesaler will provide the reports listed herein for all MMCAP Infuse Participating Facilities regardless of a primary GPO affiliation other than MMCAP Infuse. Reports will not include pricing or other contract details

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for GPO purchases not associated with MMCAP Infuse. Wholesaler agrees that any similar reports provided to other GPOs for shared MMCAP Infuse Participating Facilities will not include MMCAP Infuse pricing or contract details.

Wholesaler is required to comply with specified formats, timing, and provision of all the reports listed in this Section. Reporting is a wholesaler work product requirement, for which the Wholesaler will provide, without additional cost to either MMCAP Infuse or MMCAP Infuse Participating Facilities.

1. Reports provided to MMCAP Infuse:

A. Sales Data Report

Wholesaler will supply to MMCAP Infuse accurate monthly sales data on or before the 10th day of the second subsequent month (e.g., June's data will be due July 10th). This report MUST include the following for every transaction between the Wholesaler and the MMCAP Infuse Participating Facility, including those transactions that come through the Wholesaler's Specialty Products Distribution division:

- i. The first table details the required fields for the sales data report
- ii. The second table details the required record layout in fixed record format.

Required Data Field Full Name for Sales Data Report
MMCAP Infuse -assigned facility ID
MMCAP Infuse Facility Name
Vendor Distribution Center Code
Vendor-assigned Account number for the MMCAP Infuse Facility
Invoice Number
Invoice Line Number
Required Data Field Full Name for Sales Data Report
Purchase Order Number
Invoice date (mmddccyy)
Buyer name or equivalent of buyer ID for person submitting the
invoices
Vendor's (distributor) SKU item number
NDC of purchased product in 5-4-2 format as stored in First
DataBank, Inc.
Label Name
Unit Dose
Pack Size
Unit
Case Size
Dose
Strength
Route
Unit Price (99999.9999)
Quantity ordered (not Vendor repackaged or re-bundled
quantity)(999999.9999)
Quantity shipped (not Vendor repackaged or re-bundled
quantity) (999999.9999)
Extension (unit price multiplied by the quantity shipped)
EXTENDED PRICE (9999999999)
Type of transaction (MMCAP Infuse contract purchase, other
contract purchase (340B,PHS), not on contract purchase)
1=contract item, 2=other contract, 3=not on contract
Bill to Address 1

Bill to City
Bill to State (2 alpha postal code)
Bill to Zip (standard 5-4 format, no dash necessary)
Ship to Address 1
Ship to City
Ship to State (2 alpha postal code)
Ship to Zip (standard 5-4 format, no dash necessary)
Service Fee (9999.9999)
MMCAP Infuse Contract Number (MMSxxxxx) or Generic
Source Contract Identifier
Admin fee for non-contract items (9999.9999)
Credit Indicator (C for credit)
MMCAP Infuse Assigned Wholesaler Code (Codes will be
assigned to Wholesaler's during implementation period of
the contract)
Manufacture Name (MFG Name)
Class of Trade
340b Purchase

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ATTACHMENT 1

Attachment A Scope of Work - Cardinal

MMCAP Infuse Contract Number MS1900113

Monthly Sales Data Usage Report - Fixed Length Fields

	Eletet Manua	Data Tuna	decimals are to be	Cine	Nulls	Begin Column	Colu
Required Data Field Full Name	Field Name MMCAP id	Data Type	included)	Size 7	NUIIS		CON
		Alpha Numeric				8	
MMCAP Facility Name	MMCAP_Name	Alpha Numeric		30		38	
	DistributionCenter	Alpha Numeric		10			
Vendor-assigned Account number for the MMCAP Facility	VendAccountNo	Alpha Numeric					
Invoice Number	InvoiceNumber	Alpha Numeric		15	1		
Invoice Line Number	InvoiceLineNo	Alpha Numeric		4		66	
Purchase Order Number	poNumber	Alpha Numeric		15	1		
	InvoiceDate	numeric	mmddccyy	8	1		
	BuyerName	Alpha Numeric		20	1	93	
Vendor's (distributor) SKU item number	SKU	Alpha Numeric		13	1	113	
NDC of purchased product in 5-4-2 format as stored in First DataBank, Inc.	NDC	Alpha Numeric	999999999	11	1		
Label Name	LabelName	Alpha Numeric		40	1		
Unit Dose	UD	numeric	9	1	1		
Pack Size	Pack_Size	numeric	99999.999	9			
Unit	Unit	Alpha Numeric		2	1	187	
Case Size	Case_Size	numeric	9999	4	1	189	
Dose	D	Alpha Numeric		10	1	193	
	STR	Alpha Numeric		10	1	203	
Route	RT	Alpha Numeric		10	1	213	
Unit Price (99999.9999)	UnitPrice	numeric	99999,9999	10	1	223	
Quantity ordered (not Vendor repackaged or re-bundled quantity)(999999.9999)	QuantityOrdered	numeric	999999.9999	11	1	233	
Quantiy shipped (not Vendor repackaged or re-bundled quantity) (999999.9999)	QuantityShipped	numeric	999999.9999	11	1	244	
Extension (unit price multiplied by the quantity shipped) EXTENDED PRICE (99999999.999)	ExtendedPrice	numeric	999999999.999	13	1	255	
Type of transaction (MMCAP contract purchase, other contract purchase (340B,PHS), not on contract purchase) 1=contract item, 2=other contract,							
3=not on contract	SaleType	Alpha Numeric		1	1	268	
Bill to Address 1	billtoaddress1	Alpha Numeric		30	1	269	
Bill to City	billtocity	Alpha Numeric		20	1	299	
Bill to State (2 alpha postal code)	billtostate	Alpha Numeric		2	1	319	
Bill to Zip (standard 5-4 format, no dash necessary)	billtozip	Alpha Numeric		9			
Ship to Address 1	shiptoaddress1	Alpha Numeric		30	1	330	
Ship to City	shiptocity	Alpha Numeric		20	1	360	
Ship to State (2 alpha postal code)	shiptostate	Alpha Numeric	1	2	1		
Ship to Zip (standard 5-4 format, no dash necessary)	shiptozip	Alpha Numeric		9		382	
Service Fee (9999.9999)	ServiceFee	numeric	9999.9999	9	1	391	
MMCAP Contract Number (MMSxxxxx)	contractnumber	Alpha Numeric		10	1		
Admin fee for not-on-contract items (9999.9999)	AdminFee	numeric	9999,9999	9		410	
Credit Indicator (C for credit)	CreditIndicator	Alpha Numeric		1	1	419	
MMCAP Assigned Wholesaler Code (AmeriSource-Bergen=0401, Cardinal Health=0301, Morris-Dickson=0701, Bergen=0201, (New codes will be assigned to PPV's during implementation period of the contract) Manufacture Name (MFG Name)	WholeCode MfgName	Alpha Numeric Alpha Numeric		40	0	420	
Class of Trade	ClassofTrade 340b	Alpha Numeric Alpha Numeric		4	1		
340b Purchase	34UD	Alpha Numeric		1	1	408	<u> </u>

Attachment A Scope of Work – Cardinal

MMCAP Infuse Contract Number MS1900113

B. Monthly Payment Report

Wholesaler will provide to MMCAP Infuse accurate monthly payment data on or before the 10th day of the second subsequent month (e.g., June's data will be due July 10th).

- 1. The first table details the required fields for the monthly payment report
- 2. The second table details the required record layout in fixed record format.

MMCAP Infuse Payment Data Fields
MMCAP Infuse-assigned facility ID
MMCAP Infuse Facility Name
Vendor-assigned Account number for the
MMCAP Infuse Facility
Invoice Number
Invoice Line Number
Purchase Order Number
Vendor's (distributor) SKU item number
NDC of purchased Product in 5-4-2 format as stored in First DataBank, Inc.
Payment Due Date (mmddccyy)
Label Name
Packaging as associated with NDC Number
Date Payment Credited to Account (mmddccyy)
Quantity Purchased-must be expressed in terms of the packaging associated with the NDC (not Vendor repackaged or re-bundled quantity) (999999.9999)
Dollar Amount of Transaction-to the third decimal. The dollar amount must be the actual acquisition cost, after any discounts and service fees.
Credit Indicator (C for credit)
ID for person making the payment

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Attachment AScope of Work – CardinalMMCAP Infuse Contract Number MS1900113Record Layout for the Monthly Payment File - Fixed Length Fields

			Format				
			(note decimals are to be				
Long Name (from original MMCAP Infuse Contract)	Field Name	Data Type	included)	Size	Nulls	Begin Column	End Column
MMCAP Infuse -assigned facility ID	MMCAP_id	Alpha Numeric		7	1	1	7
MMCAP Infuse Facility Name	MMCAP_Name	Alpha Numeric		30	1	8	37
Vendor-assigned Account number for the MMCAP Infuse Facility	VendAccountNo	Alpha Numeric		10	1	38	47
Invoice Number	InvoiceNumber	Alpha Numeric		15	1	48	62
Invoice Line Number	InvoiceLineNo	Alpha Numeric		4	1	63	66
Purchase Order Number	poNumber	Alpha Numeric		15	1	67	81
Vendor's (distributor) SKU item number	SKU	Alpha Numeric		13	1	82	94
NDC of purchased Product in 5-4-2 format as							
stored in First DataBank, Inc.	NDC	numeric	999999999999	11	1	95	105
Payment Due Date (mmddccyy)	DueDate	numeric	mmddccyy	8	1	106	113
Label Name	LabelName	Alpha Numeric		40	1	114	153
Packaging as associated with NDC Number	Packaging	Alpha Numeric		16	1	154	169
Date Payment Credited to Account (mmddccyy)	PaymentCDate	numeric	mmddccyy	8	1	170	177
Quantity Purchased-must be expressed in terms of the packaging associated with the NDC (not Vendor repackaged or re-bundled quantity) (999999.9999)	QuantityOrdered (Shipped)	numeric	999999.9999	11	1	178	188
Dollar Amount of Transaction-to the third decimal. The dollar amount must be the actual acquisition cost, after any discounts and service fees.	TranDollar	numeric	999999999.999	13	1	189	201
Credit Indicator (C for credit)	CreditIndicator	Alpha Numeric		1	1	202	202
ID for person making the payment	BuyerName	Alpha Numeric		20	1	203	222

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MMCAP Infuse Contract Number MMS1900113

C. Kill/Fill Report

Wholesaler will provide to MMCAP Infuse accurate kill/fill data on or before the 10th day of the second subsequent month (e.g., June's data will be due July 10th). This data must be provided in an Excel format and be submitted electronically to <u>mn.multistate@state.mn.us</u>. The following table details the required fields for the Kill/Fill data report:

Field Long Name
MMCAP Infuse ID
Customer Name
PPV Customer DC Number
Customer Distribution Center
PPV Customer Number
Address
City
State
NDC of Product in 5-4-2 format as stored in
First DataBank
Invoice Number
Invoice Date
Short Reason Code
Short Reason Description
Product Trade Name
Product Generic Name
Pack Qty
Pack Size
Order Quantity
Shipped Quantity
Killed Qty
Extended Sales

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Cardinal Health 47 Attachment A MMCAP Infuse Contract Number MMS1900113

D. Contract Change Report

Wholesaler will provide to MMCAP Infuse accurate Contract Change data on or before the first day of each week. This data must be provided in an Excel format (may be zipped) and be submitted electronically to <u>mn.multistate@state.mn.us</u>. The table below details the required fields from the Contract Change Report. This report must include the following for every Product added to, changed, or deleted from the MMCAP Infuse contract.

Long Field Description Name – Contract Change
Report
MMCAP Infuse Office Assigned PPV Number
Contract Start Date
Contract End Date
Pharmaceutical Manufacturer Contract Number
Vendor Product ID Number
Pharmaceutical Manufacturer
Description
NDC (11 digit format)
Packaging
Current Price
Previous Price
Effective Date
Change Type (e.g., price increase, price decrease, NDC
change, etc.)

E. Contract File Audit Report

Wholesaler will provide to MMCAP Infuse accurate contract data on or before the first day of each week. This data must be provided in an Excel format (may be zipped) and be submitted electronically to mn.multistate@state.mn.us. The table details the required fields for the Contract Audit Report. This report MUST include the following for every product loaded and attached to the MMCAP Infuse contract:

Long Field Description Name – Contract Audit Report
Vendor Name
MMCAP Infuse Contract Number
Product Item Unit Number
NDC of Product in 5-4-2 format as stored in First
DataBank
Manufacturer
Item Description
Vendor Reference Contract Number
Size
Form
UOM
MMCAP Infuse Contract Cost
Contract Start Date
Contract End Date

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F. Off-Contract with Alternative On-Contract Report

Wholesaler will provide to MMCAP Infuse accurate Off-Contract with Alternative Item On-Contract report on or before the 10th day of the subsequent month (e.g., June's data will be due on July 10th). This report must be provided in an Excel format and be submitted electronically to mn.multistate@state.mn.us. The table details the required fields for the Off-Contract with Alternative On-Contract Report. This report MUST include the following for every transaction where an MMCAP Infuse Contract Product was available for an off-contract purchase:

Field Long Name – Off-Contract with
Alternate On-Contract Report
MMCAP Infuse ID
Customer Name
PPV Customer DC Number
Customer Distribution Center
PPV Customer Number
Address
City
State
NDC of Product in 5-4-2 format as stored in
First DataBank Off Contract
Product Generic Name
Product Trade Name
Pack Size
Order Quantity
Cost
NDC of Product in 5-4-2 format On MMCAP
Infuse contract
Product Generic Name
Product Trade Name
Pack Size
Cost
Difference in price from off contract to on
contract

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Cardinal Health 49 Attachment A Attachment A Scope of Work – Cardinal

MMCAP Infuse Contract Number MMS1900113

G. Raw and Adjusted Fill Rate Report

Wholesaler will provide to MMCAP Infuse a Raw and Adjusted Fill Rate Report. The Raw and Adjusted Fill Rate Report must be received on or before the 10th day of the subsequent month (e.g., June's data will be due on July 10th). The table details the required fields for the Raw and Adjusted Fill Rate Report. This report must be provided in an Excel format and be delivered electronically to <u>mn.multistate@state.mn.us</u>. This report MUST include the following fields:

Field Long Name – Raw and Adjusted Fill Rate Report
MMCAP Infuse ID
Customer Name
PPV Customer DC Number
Customer Distribution Center
PPV Customer Number
Address
City
State
Raw Fill Rate
Adjusted Fill Rate

H. Wholesaler Participating Facility Listing

Wholesaler will provide a listing to MMCAP Infuse of the MMCAP Infuse Participating Facilities attached to the MMCAP Infuse contract on or before the 10th day of the subsequent month (e.g., June's data will be due on July 10th). The data must be submitted electronically to mn.multistate@state.mn.us.

Field Long Name - Wholesaler Member	Listing
MMCAP ID	
DC	
VendAccountNo	
shiptoname	
shiptoaddress	
shiptocity	
shiptostate	
shiptozip	
billtoname	
billtoaddress	٦
billtocity	
billtostate	
billtozip	
DEA	
HIN	
Service Fee Discount (COGS)	

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Attachment A Scope of Work – Cardinal MMCAI

MMCAP Infuse Contract Number MMS1900113

I. Manufacturer Backorders

Wholesaler will provide to MMCAP Infuse, at a minimum, weekly a listing of all MMCAP Infuse Contract Products backordered due to the manufacturer's inability to supply the Product. The report is to be delivered the first business day of each week. The Excel report must be delivered electronically to <u>mn.multistate@state.mn.us</u> and any other sources MMCAP Infuse designates (e.g., current vendor hosting MMCAP Infuse's online catalog).

Required MBO Report Fields and Re	ecord Layout
Product Description	
Manufacturer	
NDC	
Packaging	
Reason	
Restock Date	
Distributior Information	

Manufacturer is to be spelled out, no abbreviations. NDC - 11 digit format as defined in First Data Bank

J. Discontinued Product Report.

A monthly, or more frequent, report detailing MMCAP Infuse Products which the Wholesaler deems to be discontinued. This report must identify reason for discontinuation (e.g. manufacturer discontinued, wholesaler discontinued, etc.). A monthly frequency reporting cycle is to be provided on or before the 10th day of the subsequent month (e.g., June's data will be due on July 10th) and the Excel report must be delivered electronically to mn.multistate@state.mn.us. The table below details the required fields from the Discontinued Product Report:

Required Discontinued Product Report
NDC
Vendor Name
tem Description
Strength
Packaging
Contract Price
Status (e.g., Mfr Disc, Wlsr Disc)

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K. Service Level Report.

Monthly report detailing service levels provided on or before the 10th day of the subsequent month (e.g., June's data will be due on July 10th) and the Excel report must be delivered electronically to <u>mn.multistate@state.mn.us</u>. The table below details the required fields from the Service Level Report:

Field Name - Long Name	Service Level	Report
DC Number		
DC Name		
Distributor Customer Acco	unt Number	
MMCAP ID		
Customer Name		
Bill to State		
Total Sales		
Order Qty		
Ship Qty		
Total Pieces not Shipped		
Raw SL %		
Adj SL %		

L. Service Fee Discount Report.

Quarterly report detailing applicable Service Fee Discount for each MMCAP Infuse Participating Facility based on payment terms and purchase volume. Report is to be provided not later than the 20th of the month following the end of the quarter for an effective date of the last day of the month following the end of the quarter. For example, Q1 of a fiscal year is July – September. The updated Service Fee Discount report is due to MMCAP Infuse not later than October 20th, for an effective date change of October 31st. The Excel report must be delivered electronically to mn.multistate@state.mn.us . The table below details the required fields for the Service Fee Discount (COG) report:

Field Name - Long Name	Service Level Discount (COG) Report
Distribution Center Name	
DC Number	
Distibutor Account Number	
MMCAP ID	
Customer Name	
City	
State	
Payment Terms	
3 Month Average Sales	
Previous Quarter - 3 Month	Average Sales
Matrix Volume	
NEW COGS %	
OLD COGS %	
Comment	

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Attachment A Scope of Work – Cardinal MMCAP Infuse Contract Number MMS1900113

M. MMCAP Infuse Participating Facility Credit Report

Quarterly report detailing credits available to MMCAP Infuse Participating Facilities by account number. The report must be submitted electronically to mn.multistate@state.mn.us and is due by the 15th of the month, following the end of the quarter.

Report Requirements
MMCAP Infuse Participating Facilities Number
Facility Name
Facility State
DC
Wholesaler Account Number
Credit Issue Date
Credit Balance

N. Miscellaneous Fees Charged to MMCAP Infuse Participating Facilities

Wholesaler will provide a monthly report to MMCAP Infuse of any miscellaneous fees charged to MMCAP Infuse Participating Facilities which are not related directly to Product cost or not specified in Attachment B. Report is to be submitted on or before the 10th day of the subsequent month (e.g., June's data will be due on July 10th) and the Excel report must be delivered electronically to mn.multistate@state.mn.us.

Report Requirements
MMCAP Infuse Participating Facility Number
Facility Name
Facility State
DC
Wholesaler Account Number
Invoice Number
Invoice Date
Amount Charged
Description of Charge

2. MMCAP Infuse Member Reporting:

The following reports, are the minimum reporting requirements for the Wholesaler to make available to all MMCAP Infuse Members and these reports are to be made available online in printable copy and electronic/exportable formats (e.g., Excel).

If the Wholesaler has multiple levels of reporting packages, it is required that the Wholesaler allow MMCAP Infuse Participating Facility access to any and all reporting, whether standard, advance or analytics type of reporting, provide support to train both general and super-user of the reporting tools, as well as set-up support for super-user account structures for appropriate MMCAP Infuse Member oversight. These tools, regardless of level (standard, advance, analytics) must be provided to MMCAP Infuse Members at no additional cost for the full term of the Wholesaler Distribution Services Contract

If applicable, reports must be sortable by generic or label name, units, date range, or dollars. Additionally, units reported must correspond to the packaging associated with the NDC. Wholesaler is required to meet the reporting requirements for frequency (e.g., daily, monthly, quarterly, annually, etc.), using on-line tools for generating frequency specified reporting or ad hoc reporting options. All reporting is required to accurate for all reporting types. Standard, aggregated, and enhanced reports are to including but are not limited to the following:

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- a. Reports detailing total purchases (payment amount and units) by individual item (e.g., NDC, SKU, supplier, generic name, and/or label name);
- b. Cost savings reports associated with the use of either MMCAP Infuse Contract Products or other alternative contracts (should be compared to relevant retail pricing);
- c. Reports displaying purchases of controlled substances and the associated invoice and/or purchase order numbers along with MMCAP Infuse Participating Facility name, account number, NDC number, invoice number, invoice line number, label name, date shipped, amount paid, date payment credited, FDA schedule category, and DEA number;
- d. Velocity (80/20) report (fastest moving and highest dollar) containing forecasted velocity codes with order points and order quantities; contains cumulative percentages;
- e. Price change report, indicating products with price changes; includes percentage change in price;
- f. Credit and Rebill reconciliation reporting;
- g. Physical inventory reports sorted by American Hospital Formulary Service (AHFS) pharmaceutical category. These reports must show the label name, NDC, quantity, cost per unit and the extended cost of the product units on hand;
- Drug usage (amount paid and units) reports by AHFS category. Percentages for each category must be provided. MMCAP Infuse Participating Facilities must be able to select all AHFS categories as well as select specific AHFS categories;
- i. A report detailing all items that were ordered, but that will not be delivered, provided to the MMCAP Infuse Participating Facility the same day the order is generated by the same method that the order was transmitted;
- Manufacturer backorder reports, identifying where products were not available due to manufacturers' inability to supply that captures all product alternatives purchased in its place;
- k. Product category breakdown reports, which display total procurement dollar volume for categories such as brand, generic, OTC, 340B, contract, non-contract, etc.;
- I. Invoice reports, selected by invoice number, account number, purchase order number, or at billing statement intervals;
- m. On- and off- contract reports that display total dollars spent on and off contract; MMCAP Infuse Members should be able to drill down into item purchases;
- n. Off-contract purchases with contract alternatives report; and
- o. Any other reports required by law.

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ATTACHMENT B

DISTRIBUTOR ADMINISTRATIVE FEE (Payable by Wholesaler to MMCAP Infuse)

<u>0.40%</u> will be paid to MMCAP Infuse on all MMCAP Infuse Member purchases (less any credits and returns) made through the Wholesaler under this Contract. Distributor Administrative fees will not be paid on 340B Drug Pricing Program Sales or 340B DSH sales.

OTHER FEES (Payable by MMCAP Infuse Member To Wholesaler)

1. Deliveries

Deliveries	Routine	Emergency
Regardless of dollar volume	5 per week*	12 per year**

* For MMCAP Infuse Participating Facilities located in Hawaii, one mid-week per week delivery for average monthly purchase volumes of \$25,000 or less, and two mid-week deliveries per week for average monthly purchase volumes greater than \$25,000.

** Wholesaler will make a good faith effort to make emergency deliveries within four (4) hours following receipt of the order; emergency deliveries to Alaska and Hawaii will likely take longer.

- a. If a MMCAP Infuse Member requires more deliveries beyond the allotments specified for routine and emergency deliveries, the Wholesaler will pass on the cost of the delivery to the MMCAP Infuse Member.
- b. There will be no charges for the delivery of MMCAP Infuse Contract or Non-Contract Bulky Products so long as the delivery falls within the MMCAP Infuse Member's normal delivery schedule.
- c. Wholesaler will not assess a delivery fee to an MMCAP Infuse Member for drop shipped deliveries, unless delivery charges are passed onto Wholesaler by the supplier.
- d. Wholesaler will not assess a delivery fee to an MMCAP Infuse Member for Specialty deliveries, unless delivery charges are passed onto Wholesaler/SPD by the supplier.
- e. Wholesaler will not access delivery fee to an MMCAP Infuse Member for products shipped to MMCAP Infuse's contracted repackaging vendor(s), unless delivery charges are passed onto the Wholesaler by the repackager.
- f. Control substances shipping if held to be shipped with MMCAP Infuse Member's regular order and not shipped with regular order, there will be no charge to the Member to ship it and there will be no impairment to the weekly allotment.
- g. MMCAP Infuse Members are responsible for notifying the Wholesaler of any expected facility closures (holiday, inventory, etc.). In the event Wholesaler attempts to make a delivery of an order for an MMCAP Infuse Member that has failed to notify the Wholesaler of an expected facility

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closure, and the delivery attempt results in a non-delivery, requiring the order to be returned to the distribution center, the Wholesaler will be allowed to assess the MMCAP Infuse Member a sixty dollar (\$60) fee for failure to notify. This fee will not be assessed if the delivery attempt failure is due to an unexpected facility closure.

2. MMCAP Infuse Service Contracts

Service	Fees
DSCSA 3T Data Storage and	No Charge
Access	
Contract Price Audit	No Charge
Reverse Distribution	No Charge
Repackaging*	No Charge

*Note 1.e. on Delivery charges.

3. DSCSA

Wholesaler will retain all 3T Data per the requirements specified by the DSCSA, a minimum of six (6) years, for MMCAP Infuse Members served by the Wholesaler, regardless of whether or not the MMCAP Infuse Members are presently utilizing the Wholesaler for pharmaceutical distribution services. Access to the 3T Data, for the required timeline, will be provided at <u>no charge</u> to MMCAP Infuse Members. Wholesaler access will be consistent with the requirement to allow the MMCAP Infuse Member enough time to respond to the FDA within 48 hours for product inquiries.

MMCAP Infuse Participating Facilities will have the responsibility of utilizing the third-party end user agreement to document that the Wholesaler will hold and retain 3T data.

4. Reporting

Reporting	Standard	Advanced Reporting
	No	No Charge*
	Charge	

*The value of such advanced reporting programs (\$99 per month for six (6) dashboards; \$30 per month for individual dashboards) constitutes a "discount or other reduction in price," as such terms are defined under the Medicare/Medicaid Anti-Kickback Statute (42 U.S.C. § 1320a-7b(b)(3)(A) and the "safe harbor" regulations regarding discounts or other reductions in price set forth in 42 C.F.R. § 1001.952(h)), on the products purchased by MMCAP Infuse Members under the terms of this Contract. MMCAP Infuse Members may have an obligation to accurately report, under any state or federal program which provides cost or charge based reimbursement for the products or services covered by this Contract, or as otherwise requested or required by any governmental agency, the net cost actually paid by MMCAP Infuse Members. In lieu of accepting this free service, MMCAP Infuse Members may elect to pay for such advanced reporting programs, at the rates set forth above. Upon request of MMCAP Infuse, Wholesaler agrees to provide a

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list of MMCAP Infuse Members utilizing advanced reporting programs and whether or not they have elected to pay for the service.

5. Inventory Supp	ort
Inventory Support	Fees
Restocking Fee	Returns subject to specific requirements outlined within Attachment D (Wholesaler's Returned Goods Policy).
Shelf Labels	No Charge
On-site support of physical inventory	No Charge
Handheld devices	 Price per Device MC 1000 – Long Term Lease, minimum 3 month requirement, \$25/month or \$250 per year Physical Inventory Single Unit, 1 docking station \$50 Small Bundle, 4 handhelds, 1 docking station \$150 Large Bundle, 6 handhelds, 2 docking stations \$250 MC 40 – Long Term Lease \$100 per month MC1000/MC2180 \$40 per month

6. Pharmacy Interfaces.

Fees will vary depending on scope of work and third party punch-out requirements. Wholesaler will not assess additional fees for Wholesaler staff resources, however, fees incurred by third party solution providers will be passed on to the MMCAP Infuse Member dollar for dollar.

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Attachment C Service Fee Discount Matrix

Cardinal MMCAP Infuse Contract MMS1900113

ATTACHMENT C

Table 1: Service Fee Discount Pricing Matrix					
	State Monthly Purchase Volume				
Facility Payment Terms	\$1 to \$500,000	\$500,001 to \$1,000,000	\$1.000,001 to \$2,000,000	\$2,000,001 to \$4,000,000	\$4,000,001 to \$6,000,000
30 Day Pre-Pay	-5.79%	-6.37%	-6.86%	-7.16%	-7.37%
15 Day Pre-Pay	-5.50%	-6.08%	-6.57%	-6.87%	-7.08%
7 Day Pre-Pay	-5.32%	-5.90%	-6.39%	-6.69%	-6.90%
Next Day Pay	-5.14%	-5.72%	-6.31%	-6.61%	-6.82%
7 Day Net	-5.00%	-5.58%	-6.22%	-6.52%	-6.73%
15 Day Net	-4.82%	-5.40%	-6.04%	-6.34%	-6.55%
30 Day Net	-4.53%	-5.11%	-5.75%	-6.05%	-6.26%
45 Day Net	-4.08%	-4.51%	-5.10%	-5.40%	-5.61%
60 Day Net	-3.07%	-3.45%	-3.94%	-4.24%	-4.45%
90 Day Net	-2.26%	-2.84%	-3.13%	-3.43%	-3.64%
Facility Payment Terms	\$6,000,001 to \$12,000,000	\$12,500,001 to \$18,000,000	\$18.000,00 1 to \$24,000,00 0	\$24,000,00 1 and above	2
	to	to	1 to \$24,000,00	1 and	
Payment Terms	to \$12,000,000	to \$18,000,000	1 to \$24,000,00 0	1 and above	
Payment Terms 30 Day Pre-Pay	to \$12,000,000 -7.72%	to \$18,000,000 -7.82%	1 to \$24,000,00 0 -8.07%	1 and above -8.32%	
Payment Terms 30 Day Pre-Pay 15 Day Pre-Pay	to \$12,000,000 -7.72% -7.43%	to \$18,000,000 -7.82% -7.53%	1 to \$24,000,00 0 -8.07% -7.78%	1 and above -8.32% -8.03%	
Payment Terms 30 Day Pre-Pay 15 Day Pre-Pay 7 Day Pre-Pay	to \$12,000,000 -7.72% -7.43% -7.25%	to \$18,000,000 -7.82% -7.53% -7.35%	1 to \$24,000,00 0 -8.07% -7.78% -7.60%	1 and above -8.32% -8.03% -7.85%	
Payment Terms 30 Day Pre-Pay 15 Day Pre-Pay 7 Day Pre-Pay Next Day Pay	to \$12,000,000 -7.72% -7.43% -7.25% -7.12%	to \$18,000,000 -7.82% -7.53% -7.35% -7.22%	1 to \$24,000,00 0 -8.07% -7.78% -7.60% -7.47%	1 and above -8.32% -8.03% -7.85% -7.72%	
Payment Terms 30 Day Pre-Pay 15 Day Pre-Pay 7 Day Pre-Pay Next Day Pay 7 Day Net	to \$12,000,000 -7.72% -7.43% -7.25% -7.12% -7.03%	to \$18,000,000 -7.82% -7.53% -7.35% -7.22% -7.13%	1 to \$24,000,00 0 -8.07% -7.78% -7.60% -7.47% -7.38%	1 and above -8.32% -8.03% -7.85% -7.72% -7.63%	
Payment Terms 30 Day Pre-Pay 15 Day Pre-Pay 7 Day Pre-Pay Next Day Pay 7 Day Net 15 Day Net	to \$12,000,000 -7.72% -7.43% -7.25% -7.12% -7.03% -6.85%	to \$18,000,000 -7.82% -7.53% -7.35% -7.22% -7.13% -6.95%	1 to \$24,000,00 0 -8.07% -7.78% -7.60% -7.47% -7.38% -7.20%	1 and above -8.32% -8.03% -7.85% -7.72% -7.63% -7.45%	
Payment Terms 30 Day Pre-Pay 15 Day Pre-Pay 7 Day Pre-Pay Next Day Pay 7 Day Net 15 Day Net 30 Day Net	to \$12,000,000 -7.72% -7.43% -7.25% -7.12% -7.03% -6.85% -6.56%	to \$18,000,000 -7.82% -7.53% -7.35% -7.22% -7.13% -6.95% -6.66%	1 to \$24,000,00 0 -8.07% -7.78% -7.60% -7.47% -7.38% -7.20% -6.91%	1 and above -8.32% -8.03% -7.85% -7.72% -7.63% -7.45% -7.16%	

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Table 2: Annual Volume Incentive:

MMCAP Infuse Volume Per	Additional Service Fee Discount	
Year*	Adjustment	
\$0 - \$199,999 ,999	75 Basis Points (0.75%)	
\$200,000,000 - \$499,999,999	50 Basis Points (0.50%)	
\$500,000,000 - \$749,999,999	25 Basis Points (0.25%)	
\$750,000,000 - \$999,999,999	No Additional Service Fee Discount Adjustment	
\$1,000,000,000 - \$1,999,999,999	-15 Basis Points (-0.15%)	
\$2,000,000,000 and Above	-25 Basis Points (-0.25%)	

*Total book of business between MMCAP Infuse and Wholesaler

The following payment term options shall be available to each MMCAP Infuse Member:

30 Day Pre-Pay:

Option 1 Pre-Pay: A one time deposit equal to 30 days purchase value is due by the 25th of the previous month. Thereafter, payment is due on or before seven calendar days from the date of invoice.

Option 2 Pre-Pay Draw: A deposit made monthly equal to either previous three months average OR previous one month's purchases; whichever is greater is due by the 23rd of the previous month. Following the close of the month, monthly reconciliation and true up process is conducted to determine any over payment/underpayment and determine next month's pre-pay payment.

15 Day Pre-Pay:

Option 1 Pre-Pay: A one-time deposit equal to 15 days purchase value is due by the 25th of the previous month. Thereafter, payment is due on or before seven calendar days from the date of invoice.

Option 2 Pre-Pay Draw: A deposit made monthly equal to either previous three months average OR previous one month's purchases; whichever is greater is due by the 7th of the present month. Following the close of the month, monthly reconciliation and true up process is conducted to determine any over payment/underpayment and determine next month's pre-pay payment.

7 Day Pre-Pay:

Option 1 Pre-Pay: A one-time deposit equal to 7 days purchase value is due by the 25th of the previous month. Thereafter, payment is due on or before seven calendar days from the date of invoice.

Option 2 Pre-Pay Draw: A deposit made monthly equal to either previous three months average OR previous one month's purchases; whichever is greater is due by the 7th of the present month. Following the close of the month, monthly reconciliation and true up process is conducted to determine any over payment/underpayment and determine next month's pre-pay payment.

<u>Next Day Net:</u> Next Day Net means that the MMCAP Infuse Member will pay Wholesaler in full on or before the next calendar day of when the invoice is generated within Wholesaler's ordering system.

<u>Seven (7) Day Net:</u> 7 Day Net means that the MMCAP Infuse Member will pay Wholesaler in full on or before the 7th calendar day of when the invoice is generated within Wholesaler's ordering system.

<u>Fifteen (15) Day Net:</u> 15 Day Net means that MMCAP Infuse Member will pay Wholesaler in full on or before the 15th calendar day of when the invoice is generated within Wholesaler's ordering system.

<u>Thirty (30) Day Net:</u> 30 Day Net means that MMCAP Infuse Member will pay Wholesaler in full on or before the 30th calendar day of when the invoice is generated within Wholesaler's ordering system.

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Attachment C Service Fee Discount Matrix

Cardinal MMCAP Infuse Contract MMS1900113

<u>Forty-Five (45) Day Net:</u> 45 Day Net means that MMCAP Infuse Member will pay Wholesaler in full on or before the 45th calendar day of when the invoice is generated within Wholesaler's ordering system.

<u>Sixty Day (60) Day Net:</u> 60 Day Net means that MMCAP Infuse Member will pay Wholesaler in full on or before the 60th calendar day of when the invoice is generated within Wholesaler's ordering system.

<u>Ninety Day (90) Day Net:</u> 90 Day Net means that MMCAP Infuse Member will pay Wholesaler in full on or before the 90th calendar day of when the invoice is generated within Wholesaler's ordering system.

If any of the above-specified Payment Term due dates fall on a weekend day or local, state, or federal holiday, payment will be due on the on the preceding business day.

Each MMCAP Infuse Member may select one of the payment term options indicated above by indicating its selection to Wholesaler. At any time during the term of this Contract, an MMCAP Infuse Member may change its manner of paying the Wholesaler upon thirty (30) days' prior written notice to Wholesaler.

Wholesaler will accept Electronic Funds Transfer (EFT) for payment, but does not offer any additional discounts for paying by EFT. Government Purchasing Cards (P-Cards) are not an allowable payment modality.

Wholesaler will apply service fee discounts to all emergency deliveries.

Wholesaler will apply service fee discounts to all MMCAP Infuse Contract Products. Service fee discounts will be applied to MMCAP Infuse Contract Products that also meet the definition of Bulky Products. Service fee discounts will be applied to Non- Contract Products, (including Wholesaler's Generic Drug Program Products), with the exception of Non-Contract Products that also meet the definition of Bulky Products and/or priced from the Apexus Source contracts.

Service fee discounts will not be applied to Non-Contract Bulky Products.

Service fee discounts will be applied to MMCAP Infuse Contract Drop Shipments. Service fee discounts will be applied to Non-Contract Products that must be drop shipped due to a Wholesaler-created Stock Outage (excluding cases where the manufacturer is unable to supply the MMCAP Infuse Contract Product). Service fee discounts will be applied to Non-Contract Drop Shipment Products that do not meet the definition of Bulky Products.

Service fee discount exception (Table 3) will be applied to all products drop shipped through Cardinal Health SPD.

The purchase price for the below listed items are not subject to the standard Service Fee Discount Pricing Matrix, and will instead be priced according to the below Service Fee Discount Exceptions, unless an MMCAP Infuse Member's applicable Service Fee Discount is lower, in which case, the lower Service Fee Discount will be applied. For example if an MMCAP Infuse Member's applicable Service Fee Discount is - 3.07%, such Member's Service Fee Discount applicable to its purchases of Hepatitis C Direct-Acting Antivirals (DAA) will be -3.07%, not -5.05%.

Table 3: Service Fee Discount Exceptions

Product	Service Fee Discount
Hepatitis C Direct-Acting Antivirals (DAA)	-5.05%
Specialty Products Division (SPD) Distribution	-2.00%

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Application of Service Fee Matrix	Yes	No
MMCAP Infuse Contract Products	X	
MMCAP Infuse Contract Bulky Products	X	
MMCAP Infuse Contract Products Drop	X	
Shipped		
MMCAP Infuse Contract Product for which	X	
due to Wholesaler stocking error, must be		
Drop Shipped to meet the needs of the		
MMCAP Infuse Member		
Wholesaler's Generic Source Program	X	
Non-Contract (Generic/Brand)	X	
Non-Contract Bulky Products		Х
Apexus Generic Portfolio ¹		Х

¹ Service fee discounts will not be applied to the Apexus Generic Portfolio for those MMCAP Infuse Members who are eligible.

Service fee discounts as specified in the Service Fee Matrix (Table 1) are based on the previous quarter's payment performance and sales volume for each MMCAP Infuse Member. Wholesaler will be allowed to change MMCAP Infuse Members' service fee discounts four times annually within 30 calendar days after the close of each fiscal quarter (e.g., service fee discounts for January through March must be changed by April 30). If Wholesaler does not make changes to the service fee discounts within 30 calendar days, Wholesaler will be required to make the changes that positively impact MMCAP Infuse Members and backdate those changes to the first day of the quarter, but will not be allowed to make changes to those accounts that are negatively impacted until the next fiscal quarter.

Wholesaler will provide MMCAP Infuse a draft of the proposed service fee discount changes for all MMCAP Infuse Members ten (10) business days prior to the date the changes will take effect. If MMCAP Infuse identifies any errors in the proposed service fee discounts, Wholesaler will resolve any concerns, by reviewing, modifying, and resending a draft of the proposed changes such that the required deadline is met.

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Cardinal Health Pharmaceutical Distribution Returned Goods Policy

Products in "merchantable condition" (as defined below) and originally purchased from Cardinal Health may generally be returned to the customer's servicing Cardinal Health distribution center in accordance with, and subject to, the terms and conditions of this policy.

<u>Return Made Within:</u> 1 – 90 Days from Invoice Date	Normal Credit Amount: 100% of original invoice amount paid by customer. This policy covers all order shortages, filling errors and damage if reported within three (3) business days and such products are returned within ten (10) business days of the date of the applicable invoice. Recalled products must be returned in accordance with applicable recall
91 – 120 Days	terms. 90% of original invoice amount paid by customer. Provided, however, if applicable Cardinal Health mark-up is greater than 0%, credit will be based on customer's contract cost or Cardinal Health's then-current base cost, as applicable.
121 – 365 Days	75% of original invoice amount paid by customer. Provided, however, if applicable Cardinal Health mark-up is greater than 0%, credit will be based on customer's contract cost or Cardinal Health's then-current base cost, as applicable.

Returns made greater than 365 days from the invoice date will not be accepted. No credit will be issued, and the product will be returned to customer.

Recalls

100% of return value (prorated for partial return) or, if known, applicable manufacturer credit.

"Merchantable condition" will be determined by Cardinal Health based upon its ability to return the product to its inventory for resale in the normal course of its business, without special preparation, testing, handling, or expense and will <u>exclude</u> the following:

- a) Any product purchased from any supplier other than Cardinal Health.
- b) Any product which has been used or opened; is a partial dispensing unit or unit of sale; is without all original packaging, labeling, inserts, or operating manuals; or that is stickered, marked, damaged, defaced, or otherwise cannot readily be resold by Cardinal Health for any reason.
- c) Short-dated (less than seven (7) months expiration dating)
- d) Any product that is outdated, seasonal, purchased on a "special order" basis, non-stocked or discontinued, drop-shipped, deals, pre-packs, frozen, products with low stability (e.g., unusually sensitive to temperature/handling situations), products considered to be toxic waste, and products not returnable by law proposed at the time of return and products remaining in opened containers.
- e) Any product not intended for return to a wholesaler in accordance with the return policies of the applicable manufacturer.
- f) Any product listed by any state or federal regulatory agency as a high-risk pedigree item that is returned without a valid invoice number that cannot otherwise be verified by Cardinal Health.

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Attachment D Wholesaler's Returned Goods Policy

Unmerchantable Products

Any product not eligible for return in accordance with this policy (i.e., the product is not in "merchantable condition" as set forth above) will require return directly to the manufacturer. If any such products are returned to Cardinal Health, they will be returned to customer and no credit will be issued. Stickered products will be handled as follows: Cardinal Health will remove the sticker, retain the product and credit the customer (as applicable pursuant to this policy). If the product is damaged during the removal of the sticker, no credit will be issued to customer and the product will be returned to customer.

Notwithstanding the foregoing, in any case where Cardinal Health accepts the return of such products and agrees to return such products to the applicable manufacturer on behalf of customer (provided the manufacturer allows the return of such products), any credit issued to customer will be determined by Cardinal Health.

Required Return Documentation

Prior to returning any product to Cardinal Health, customer must execute and deliver to Cardinal Health a **Cardinal Health Returned Goods Authorization Ongoing Assurance** verifying that all returned products have been kept under proper conditions for storage, handling, and shipping. A fully completed and signed **Merchandise Return Authorization Form** (the "MRA Form") must accompany all products to be returned. <u>Note</u>: An MRA Form cannot be fully completed without a valid invoice number. The request for an MRA Form will be rejected if a valid invoice number is not provided.

Controlled Substances

Credit for the return of controlled substances requires a separate MRA Form and such returns must comply with all applicable laws, rules and regulations in addition to the terms and conditions of this policy.

Schedule II controlled substance products unless C-IIs are damaged in shipment are not returnable. Customer must notify Cardinal Health immediately (no later than 24 hours after delivery). Cardinal Health will correct order or issue a credit under this circumstance.

Where the customer orders more Schedule II controlled substance products than intended, Cardinal Health may authorize the return and credit. Customer must notify Cardinal Health immediately (no later than 24 hours after delivery).

Unsaleable or unmerchantable controlled drugs (CIIs-CVs) products designated "no recourse" or "un-returnable" or other similar designation, if returned to Cardinal Health, the customer will receive zero (0) credit and in addition, may be returned to the customer and any potential processing and freight charges will be charged to the customer.

Refrigerated, Chemotherapy and Hazardous Products

Refrigerated, chemotherapy and hazardous products must be returned in packaging that complies with applicable regulatory requirements. All such products that are not returned in packaging that complies with applicable regulatory requirements will be considered damaged and unsaleable. This product will be destroyed and no credit will be issued to customer.

Shorts and Damaged Products

Claims of order shortages (e.g., products invoiced but not received), filling errors and damage must be reported within three (3) business days from the applicable invoice date, or no credit will be issued. Returns of damaged products or products shipped in error must be received by the Cardinal Health servicing distribution center within ten (10) business days from the applicable invoice date, or no credit will be issued. Controlled substance shortage claims must be reported immediately per DEA requirements. In all instances, credit will not be issued until verification of the claim by Cardinal Health.

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No deductions may be taken by customer until a valid credit memo is issued by Cardinal Health.

Shipping of Return Products

Products to be returned must be placed in a proper shipping container and signed for by the driver when picked up.

Signed MRA Forms shall be included in totes with the returned products. Only one (1) MRA Form shall be included in each tote.

- a) If the MRA Form is not signed, no credit will be issued, and the products will be returned to the customer.
- b) If the MRA Form is not inside the tote with the returned products, Cardinal Health will attempt to identify the customer that returned the products. The tote will then be returned to the customer with a request for a completed MRA Form(s).
- c) No credit will be issued for products returned but not listed on the accompanying MRA Form. Such products will be returned to the customer.

All MRA Forms will be reviewed by Cardinal Health for compliance with this policy. The acceptability and valuation of any return is at the sole discretion of Cardinal Health.

Products must be returned to the customer's servicing Cardinal Health distribution center within thirty (30) days from the date of customer's request for an MRA Form, or no credit will be issued. In addition to the requirements set forth in this policy, Customer shall comply with all return procedures required by the Cardinal Health servicing distribution center.

Other Restrictions

Excessive returns may result in higher restocking fees as deemed necessary by Cardinal Health. In such an instance, Cardinal Health shall provide customer and MMCAP with at least (30) days written notice prior to implementing a higher restocking fee.

Products purchases from Cardinal Health SPD are generally non-returnable or may be subject to a different returned goods policy.

DSCSA

Cardinal Health currently has projects and processes in place to comply with the DSCSA guidelines as they pertain to returns. System tools are currently being tested, internally and externally, to ensure that the DSCSA-required data points are recorded accurately. Once the testing is successful, the data elements will act behind the scenes with no inconvenience to our customers.

There are four data elements required by DSCSA as they pertain to returns, so as long as the product is still in saleable condition and as long as the four data elements are present for the return product, there will not be a change in our returns policy.

This policy is subject to change without prior notice by Cardinal Health. This policy is further subject to modification as may be deemed necessary or appropriate by Cardinal Health to comply with applicable federal and/or state regulations, FDA guidelines, state law, and other restrictions applicable to returned products. Cardinal Health will use commercially reasonable efforts to notify MMCAP of any change to this policy within ten (10) business days of said change.

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CONSENT - BAHR

ATTACHMENT 1

AMENDMENT NO. 1 TO MMCAP INFUSE CONTRACT NO. MMS1900113

THIS AMENDMENT NO. 1 ("Amendment") is entered into on the date all required signatures are obtained for this document by and between the State of Minnesota acting through its Commissioner of Administration ("Minnesota") on behalf of the MMCAP Infuse ("MMCAP Infuse") and Cardinal Health 110, LLC and Cardinal Health 112, LLC, whose designated business address is 7000 Cardinal Place, Dublin, Ohio 43017 ("Vendor").

RECITALS

WHEREAS, MMCAP Infuse and Vendor has executed a contract (MMS1900113) that will be effective on November 1, 2019 ("Original Contract");

WHEREAS, MMCAP Infuse and Vendor have agreed to certain changes in the terms and conditions set forth in the Original Contract and have agreed to amend the Original Contract to reflect said changes;

WHEREAS, besides the terms and conditions of the Original Contract amended in this Amendment, the Agreement remains in full force and effect; and

NOW, THEREFORE, the parties acknowledge and hereby agree that the Original Contract shall be amended as follows:

Capitalized Terms; Definitions; Conditions. The Original Contract and Amendment shall be read together as one document. Any capitalized terms used in Amendment that are defined in the Original Contract will have the same meaning(s) when used herein, unless the context clearly requires otherwise. To the extent there shall exist a conflict between the Original Contract and this Amendment, the terms of this Amendment will control. Unless otherwise clearly altered, modified, deleted, or amended otherwise, the terms of the Original Contract will continue in their entirety and govern the contractual relationship between Vendor and MMCAP Infuse.

Attachment Modification

Revision 1: Attachment C – Service Fee Discount Matrix of the Original Contract will be deleted in its entirety and replaced with the new Attachment C – Service Fee Discount Matrix, as set forth on Exhibit A of this Amendment, which is attached and incorporated herein.

Except as herein amended, the provisions of the Original Contract between the parties are hereby expressly reaffirmed and remain in full force and effect.

VENDOR: Cardinal Healt	h 110, LLC and	Cardinal Health	112,
LLC			•

The Vendor certified that the appropriate person(s) have executed this Amendment on behalf of the Vendor as required and by applicable articles, bylaws, resolutions, or ordinances.

Name:

Signature:

Title:

SVP, National Markets

Brad Cochran

Date:

ugust	12,	2019	

STATE OF MINNESOTA FOR MMCAP

In accordance with Minn. Stat. 16C.03, Subd.3

Name:	Sume Bableft
Signature:	\square
Date:	Any 14, 2014

COMMISSIONER OF ADMINISTRATION In accordance with Minn. Stat. 16C, Subd. 2 Name: Signature: Date:

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TAB 2 Page 89

<u>EXHIBIT A</u>			
Attachment C – Service Fee Discount Matrix			

	1	•			
	- State Monthly Purchase Volume				ne
Facility Payment Terms	\$1 to \$500,000	\$500,001 to \$1,000,000	\$1.000,001 to \$2,000,000	\$2,000,001 to \$4,000,000	\$4,000,001 to \$6,000,000
30 Day Pre-Pay	-5.79%	-6.37%	-6.86%	-7.16%	-7.37%
15 Day Pre-Pay	-5.50%	-6.08%	-6.57%	-6.87%	-7.08%
7 Day Pre-Pay	-5.32%	-5.90%	-6.39%	-6.69%	-6.90%
Next Day Pay	-5.14%	-5.72%	-6.31%	-6.61%	-6.82%
7 Day Net	-5.00%	-5.58%	-6.22%	-6.52%	-6.73%
15 Day Net	-4.82%	-5.40%	-6.04%	-6.34%	-6.55%
30 Day Net	-4.53%	-5.11%	-5.75%	-6.05%	-6.26%
45 Day Net	-4.08%	-4.51%	-5.10%	-5.40%	-5.61%
60 Day Net	-3.07%	-3.45%	-3.94%	-4.24%	-4.45%
90 Day Net	-2.26%	-2.84%	-3.13%	-3.43%	-3.64%
Facility Payment Terms	\$6,000,001 to \$12,000,000	\$12,500,001 to \$18,000,000	\$18.000,001 to \$24,000,000	\$24,000,001 and above	
30 Day Pre-Pay	-7.72%	-7.82%	-8.07%	-8.32%	
15 Day Pre-Pay	-7.43%	-7.53%	-7.78%	-8.03%	
7 Day Pre-Pay	-7.25%	-7.35%	-7.60%	-7.85%	
Next Day Pay	-7.12%	-7.22%	-7.47%	-7.72%	
7 Day Net	-7.03%	-7.13%	-7.38%	-7.63%	
15 Day Net	-6.85%	-6.95%	-7.20%	-7.45%	
30 Day Net	-6.56%	-6.66%	-6.91%	-7.16%	
45 Day Net	-5.96%	-6.06%	-6.31%	-6.56%	
60 Day Net	-4.70%	-4.75%	-4.80%	-4.85%	
90 Day Net	-3.89%	-3.94%	-3.99%	-4.04%	

*Wholesaler will adjust the Service Fee Discount by 1.00% for those MMCAP Infuse Members that notify MMCAP Infuse of their decision to opt-out of allowing Wholesaler to attach the MMCAP Infuse Member to the Wholesaler's Generic Source contracts. For example if the aggregated monthly volume is \$1 to \$500,000 and the payment term is 30 Day Net, the COG for an opt-out election would be a minus 3.53% (4.53%-1%).

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MMCAP Infuse Volume Per Year*	Additional Service Fee Discount Adjustment
\$0 - \$199,999 ,999	75 Basis Points (0.75%)
\$200,000,000 - \$499,999,999	50 Basis Points (0.50%)
\$500,000,000 - \$749,999,999	25 Basis Points (0.25%)
\$750,000,000 - \$999,999,999	No Additional Service Fee Discount Adjustment
\$1,000,000,000 - \$1,999,999,999	-16 Basis Points (-0.15%)
\$2,000,000,000 and Above	-25 Basis Points (-0.25%)

Table 2: Annual Volume Incentive:

*Total book of business between MMCAP Infuse and Wholesaler

The following payment term options shall be available to each MMCAP Infuse Member:

30 Day Pre-Pay:

Option 1 Pre-Pay: A one time deposit equal to 30 days purchase value is due by the 25th of the previous month. Thereafter, payment is due on or before seven calendar days from the date of invoice.

Option 2 Pre-Pay Draw: A deposit made monthly equal to either previous three months average OR previous one month's purchases; whichever is greater is due by the 23rd of the previous month. Following the close of the month, monthly reconciliation and true up process is conducted to determine any over payment/underpayment and determine next month's pre-pay payment.

15 Day Pre-Pay:

Option 1 Pre-Pay: A one-time deposit equal to 15 days purchase value is due by the 25th of the previous month. Thereafter, payment is due on or before seven calendar days from the date of invoice.

Option 2 Pre-Pay Draw: A deposit made monthly equal to either previous three months average OR previous one month's purchases; whichever is greater is due by the 7th of the present month. Following the close of the month, monthly reconciliation and true up process is conducted to determine any over payment/underpayment and determine next month's pre-pay payment.

7 Day Pre-Pay:

Option 1 Pre-Pay: A one-time deposit equal to 7 days purchase value is due by the 25th of the previous month. Thereafter, payment is due on or before seven calendar days from the date of invoice.

Option 2 Pre-Pay Draw: A deposit made monthly equal to either previous three months average OR previous one month's purchases; whichever is greater is due by the 7th of the present month. Following the close of the month, monthly reconciliation and true up process is conducted to determine any over payment/underpayment and determine next month's pre-pay payment.

<u>Next Day Net:</u> Next Day Net means that the MMCAP Infuse Member will pay Wholesaler in full on or before the next calendar day of when the invoice is generated within Wholesaler's ordering system.

Seven (7) Day Net: 7 Day Net means that the MMCAP Infuse Member will pay Wholesaler in full on or before the 7th calendar day of when the invoice is generated within Wholesaler's ordering system.

Fifteen (15) Day Net: 15 Day Net means that MMCAP Infuse Member will pay Wholesaler in full on or before the 15th calendar day of when the invoice is generated within Wholesaler's ordering system.

Thirty (30) Day Net: 30 Day Net means that MMCAP Infuse Member will pay Wholesaler in full on or before the 30th calendar day of when the invoice is generated within Wholesaler's ordering system.

Forty-Five (45) Day Net: 45 Day Net means that MMCAP Infuse Member will pay Wholesaler in full on or before the 45th calendar day of when the invoice is generated within Wholesaler's ordering system.

Sixty Day (60) Day Net: 60 Day Net means that MMCAP Infuse Member will pay Wholesaler in full on or before the 60th calendar day of when the invoice is generated within Wholesaler's ordering system.

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<u>Ninety Day (90) Day Net:</u> 90 Day Net means that MMCAP Infuse Member will pay Wholesaler in full on or before the 90th calendar day of when the invoice is generated within Wholesaler's ordering system.

If any of the above-specified Payment Term due dates fall on a weekend day or local, state, or federal holiday, payment will be due on the on the preceding business day.

Each MMCAP Infuse Member may select one of the payment term options indicated above by indicating its selection to Wholesaler. At any time during the term of this Contract, an MMCAP Infuse Member may change its manner of paying the Wholesaler upon thirty (30) days' prior written notice to Wholesaler.

Wholesaler will accept Electronic Funds Transfer (EFT) for payment, but does not offer any additional discounts for paying by EFT. Government Purchasing Cards (P-Cards) are not an allowable payment modality.

Wholesaler will apply service fee discounts to all emergency deliveries.

Wholesaler will apply service fee discounts to all MMCAP Infuse Contract Products. Service fee discounts will be applied to MMCAP infuse Contract Products that also meet the definition of Bulky Products. Service fee discounts will be applied to Non- Contract Products, (including Wholesaler's Generic Drug Program Products), with the exception of Non-Contract Products that also meet the definition of Bulky Products and/or priced from the Apexus Source contracts.

Service fee discounts will not be applied to Non-Contract Bulky Products.

Service fee discounts will be applied to MMCAP Infuse Contract Drop Shipments. Service fee discounts will be applied to Non-Contract Products that must be drop shipped due to a Wholesaler-created Stock Outage (excluding cases where the manufacturer is unable to supply the MMCAP Infuse Contract Product). Service fee discounts will be applied to Non-Contract Drop Shipment Products that do not meet the definition of Bulky Products.

Service fee discount exception (Table 3) will be applied to all products drop shipped through Cardinal Health SPD.

The purchase price for the below listed items are not subject to the standard Service Fee Discount Pricing Matrix, and will instead be priced according to the below Service Fee Discount Exceptions, unless an MMCAP Infuse Member's applicable Service Fee Discount is lower, in which case, the lower Service Fee Discount will be applied. For example if an MMCAP Infuse Member's applicable Service Fee Discount is -3.07%, such Member's Service Fee Discount applicable to its purchases of Hepatitis C Direct-Acting Antivirals (DAA) will be -3.07%, not -5.05%.

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Des dus f	Constan Free Discount
Product	Service Fee Discount
Hepatitis C Direct-Acting Antivirals (DAA)	-5.05%
Specialty Products Division (SPD) Distribution	-2.00%

Table 3: Service Fee Discount Exceptions

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Application of Service Fee Matrix	Yes	No
MMCAP Infuse Contract Products	Х	
MMCAP Infuse Contract Bulky Products	Х	
MMCAP Infuse Contract Products Drop	Х	·······
Shipped		
MMCAP Infuse Contract Product for which	Х	
due to Wholesaler stocking error, must be		
Drop Shipped to meet the needs of the		
MMCAP Infuse Member		
Wholesaler's Generic Source Program	Х	
Non-Contract (Generic/Brand)	X	
Non-Contract Bulky Products		Х
Apexus Generic Portfolio ¹		Х

Table 4: Application of Service Fee Matrix:

¹ Service fee discounts will not be applied to the Apexus Generic Portfolio for those MMCAP Infuse Members who are eligible.

Service fee discounts as specified in the Service Fee Matrix (Table 1) are based on the previous quarter's payment performance and sales volume for each MMCAP Infuse Member. Wholesaler will be allowed to change MMCAP Infuse Members' service fee discounts four times annually within 30 calendar days after the close of each fiscal quarter (e.g., service fee discounts for January through March must be changed by April 30). If Wholesaler does not make changes to the service fee discounts within 30 calendar days, Wholesaler will be required to make the changes that positively impact MMCAP Infuse Members and backdate those changes to the first day of the quarter, but will not be allowed to make changes to those accounts that are negatively impacted until the next fiscal quarter.

Wholesaler will provide MMCAP Infuse a draft of the proposed service fee discount changes for all MMCAP Infuse Members ten (10) business days prior to the date the changes will take effect. If MMCAP Infuse Identifies any errors in the proposed service fee discounts, Wholesaler will resolve any concerns, by reviewing, modifying, and resending a draft of the proposed changes such that the required deadline is met.

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AMENDMENT NO. 2 TO MMCAP INFUSE CONTRACT NO. MMS1900113

THIS AMENDMENT NO. 3 ("Amendment") is entered into on the date all required signatures are obtained for this document by and between the State of Minnesota acting through its Commissioner of Administration ("Minnesota") on behalf of the MMCAP Infuse ("MMCAP Infuse") and Cardinal Health 110, LLC and Cardinal Health 112, LLC, whose designated business address is 7000 Cardinal Place, Dublin, Ohio 43017 ("Wholesaler").

RECITALS

WHEREAS, MMCAP Infuse and Wholesaler have executed contract MMS1900113 that will be effective on November 1, 2019 ("Original Contract");

WHEREAS, MMCAP Infuse and Vendor amended certain terms and conditions of the Original Contract by the way of Amendment 1 on August 14, 2019; together, Original Contract and Amendment 1 will be referred to as "Agreement";

WHEREAS, MMCAP Infuse and Wholesaler have agreed to certain changes in the terms and conditions set forth in the Agreement and have agreed to amend the Agreement to reflect said changes;

WHEREAS, besides the terms and conditions of the Agreement amended in this Amendment, the Agreement remains in full force and effect; and

NOW, THEREFORE, the parties acknowledge and hereby agree that the Agreement shall be amended as follows:

Capitalized Terms; Definitions; Conditions. The Agreement and Amendment shall be read together as one document. Any capitalized terms used in Amendment that are defined in the Agreement will have the same meaning(s) when used herein, unless the context clearly requires otherwise. To the extent there shall exist a conflict between the Agreement and this Amendment, the terms of this Amendment will control. Unless otherwise clearly altered, modified, deleted, or amended otherwise, the terms of the Agreement will continue in their entirety and govern the contractual relationship between Wholesaler and MMCAP Infuse.

In this Amendment, changes to pre-existing Agreement language will use strike through for deletions and <u>underlining</u> for insertions.

Revision 1: When fully executed, Section 15.3 of the Agreement will be amended as follows:

15.3 *Release of MMCAP Infuse data.* Except as may be required by Minnesota Data Practices Act, Minn. Stat. Ch. 13, or as provided in Section 13 Section 16, WHOLESALER shall not release to any third party any MMCAP Infuse customer data, sales transaction data, DEA/HIN information, contract pricing, EDI transaction data, reverse distribution data, or payment data.

Revision 2: When fully executed, Section 34.2.4 of the Agreement will be deleted in its entirety and replaced as follows:

34.2.4 Delivery Delays. Deliveries shall be made by the WHOLESALER in accordance with the delivery window specified in Attachment A. WHOLESALER shall credit to the Member a fee of sixty dollars (\$60.00) per order not delivered within sixty (60) minutes of a delivery window, and sixty dollars (\$60.00) for each day thereafter the delivery is not received, payable as a credit to the Member within fourteen (14) calendar days of WHOLESALER'S disposition of the reported delay. WHOLESALER shall not be responsible for paying the aforementioned fee for delays outside of its control. MMCAP Infuse Members must report each delivery delay to WHOLESALER within twenty-four (24) hours, giving the WHOLESALER opportunity to research the source of delay and applicability of the fee.

Revision 3: When fully executed, Section 4.2 of Attachment A of the Agreement will be amended as follows:

4.2 Service Area

As of the Contract effective date, Wholesaler will provide the full range of contracted services under this Contract to all requesting MMCAP Infuse Participating Facilities and/or MMCAP Infuse Members. Unless approved by MMCAP Infuse in writing, Wholesaler must provide services to all MMCAP Infuse Participating Facilities within a state (not partial service coverage), subject to the requirements of Section 4.4. The MMCAP Infuse Office (represented by the term MMCAP Infuse) reserves the right to add or delete MMCAP Infuse Members at any time during the Contract term.

Page 1 of 2

Wholesaler will provide service to the MMCAP Infuse Members specified in an amendment.

A. Upon request of the following, Wholesaler will provide pharmaceutical wholesaler distribution services to:

- i. Berks Heim Nursing Home located in Pennsylvania
- ii. City of Chicago, Illinois
- iii. Kent State University
- iv. Michigan Oakland County Health Division
- v. <u>State of Alaska</u>
- vi. <u>State of Arizona</u>
- vii. <u>State of California</u>
- viii. State of Colorado
- ix. State of Connecticut
- x. State of Delaware
- xi. State of Indiana
- xii. <u>State of Iowa</u>
- xiii. State of Minnesota
- xiv. State of Nebraska
- xv. State of Nevada
- xvi. State of New Mexico
- xvii. State of North Dakota
- xviii. <u>State of Oregon</u>
- xix. State of Rhode Island
- xx. State of South Dakota
- xxi. State of Texas
- xxii. State of Utah
- xxiii. State of West Virginia
- xxiv. State of Wisconsin
- xxv. State of Wyoming

Except as herein amended, the provisions of the Agreement between the parties are hereby expressly reaffirmed and remain in full force and effect.

WHOLESALER: Cardinal Health 110, LLC and Cardinal Health 112, LLC

The Wholesaler certified that the appropriate person(s) have executed this In Amendment on behalf of the Wholesaler as required and by applicable articles, bylaws, resolutions, or ordinances.

Name:	Brad Cochran	
Signature:	BL	
Title:	SVP, National Markets	
Date:	10/31/19	

STATE OF MINNESOTA FOR MMCAP

In accordance with Minn. Stat. § 16C.03, subd. 3

Name:	Suns	B(41
Signature	10		
Date:	Od	3/ 201	9

COMMISSIONER OF ADMINISTRATION In accordance with Minn. Stat. § 16C.05, subd. 2

A.L. Burandy Name: Signature: Date: 10-31-2019

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TAB 2 Page 96

BOISE STATE UNIVERSITY

SUBJECT

Discontinue Master of Teaching in P-8 Special Education

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State proposes the discontinuation of the Master in Teaching (MIT) in P-8 Special Education. This degree will be replaced by age/grade band options in the Special Education MIT, one of which will focus on P-8. This change is being proposed in order to better support students in understanding the options available to them and the focus of the programs. The intent of the discontinuation of the MIT P-8 Special Education and subsequent revision of the MIT Special Education is to reduce confusion among students in understanding the differences between two similarly named programs.

IMPACT

The discontinuation of the MIT P-8 Special Education program will have no impact on current students. Current students can still elect to graduate under the MIT P-8 Special Education degree program if they wish, or switch to the MIT Special Education. If a student elects to switch, it will not affect a student's course requirements, nor will it delay their graduation.

There are no financial impacts from the discontinuation of the MIT P-8 Special Education, as resources have transitioned to MIT Special Education.

ATTACHMENTS

Attachment 1 – Master of Teaching P-8 Special Education Discontinuation Proposal

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on May 6, 2021, and to the Committee on Instruction, Research, and Student Affairs on June 1, 2021. Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to discontinue the Master of Teaching in P-8 Special Education.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

CONSENT

Institutional Tracking No.

Idaho State Board of Education

Proposal for Discontinuation

Date of Proposal Submission:	March 2021
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Education
Name of Department(s) or Area(s):	Department of Early and Special Education

Program Identification for Proposed Discontinued Program:

Title:	MIT in P-8 Special Education	
Degree/Certificate:	Master in Teaching P-8 Special Education	
Method of Delivery:	Online	
CIP code:	13.1210	
Proposed Discontinuation Date:	Fall 2021	

Indicate whether this request is a <u>discontinuation</u> of either of the following:

Undergraduate Program		x Graduate Program			
Undergraduate Certificate		Graduate Certificate			
Administrative/Instructional	Unit			Other	
CTE Program (check all th Basic Technical Certifica Intermediate Technical Certifica Advanced Technical Certifica DocuSigned by:	te Certificate tificate			ļ	
Junifor & Sma	3/8/2021	1:31 PM	PST		
ECAF1181369B46E		Date	-	State Administrator	Date
Dr. Tammi Vacha-Haase	3/8/2021	1:34 PM	PST	Fatty Sarrely	4/2/2021
DocuSigned by: plicab	le)	Date	-	Academic Affairs Program Manager	Date
Marly: Suit	3/8/2021	5:21 PM	MS	T Todd J. Kilburn	4/16/2021
	titution)	Date	-	Chief Financial Officer	Date
Tong Dame	3/8/2021	1:45 PN	1 PS	ST 2 BLE	4/15/2021
A835A6C51CCE432 DocuSigned by: *Or Instruction (Ir	nstitution)	Date	-	Chief Academic Officer, OSBE	Date
m	3/9/2021	11:58	٩Μ	PST	
President		Date	-	SBOE/Executive Director Approval	Date

1. Provide rationale for the discontinuance.

The Department of Early and Special Education is proposing to discontinue the Master in Teaching (MIT) in P-8 Special Education. This degree will be replaced by age/grade band options in the Special Education MIT, one which will focus on P-8. This change is being proposed in order to better support students in understanding the options available to them and the focus of the programs. When the MIT programs were originally created, the P-8 program was an Early Childhood Intervention program that led to a state teaching endorsement for Blended Early Childhood/Early Childhood Special Education from birth through grade 3. Last year the department submitted a curriculum change to change the title of that degree to P-8 Special Education as a result of the teaching endorsement that it aligned to changing. Now that the program emphasizes special education, the department has determined that it is somewhat confusing to students to have two separate degrees that focus on special education but with different grade bands. As a solution to this, the Special Education MIT will be modified to include grade band options.

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 graduate faculty will work individually with students during the 2020-2021 academic year to counsel them on their options of graduating under the MIT in P-8 Special Education program or transitioning to the MIT in Special Education. This will include advising students on options for completing any outstanding degree requirements. Additionally, the program coordinator 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.

Yes, The Department of Early and Special Education is proposing to add age/grade-band options to the Special Education MIT program. These grade band options replace the need for two distinct MIT degrees in Early and Special Education. This change is being proposed in order to better support students in understanding the options available to them and the focus of the programs.

c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

The program coordinator 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
Boise State University	MIT P-8 Special Education	The Master in Teaching in P-8 Special Education is a fully online program that leads to 1) a master's degree, and 2) recommendation for certification for the Exceptional Child Generalist K-8 teaching certification plus an Early Childhood Special Education endorsement ages 3-5 years old.

Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

MIT P-8 Special	Educatio	า						
Institution and Program Name	Headco	ount Enrol	lment in P	Program	Nun	nber of G Pro	raduates gram	From
	Fall 2017	Fall 2018	Fall 2019	Fall 2020	FY20 17	FY2018	FY2019	FY 2020
BSU								
P-8 Special Education	14	9	7	2	4	5	7	3

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

The discontinuance of the MIT in P-8 Special Education will have no impact on other programs or the mission of the institution.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

No faculty and staff reductions or reassignments will occur as the discontinuation of the MIT in P-8 Special Education is a transition of the program into a new age/grade bands within the MIT in Special Education.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

None.

Page 3

I. PLANNED STUI	I. PLANNED STUDENT ENROLLMENT								
		Ĺ	FY 2021	Ĺ	FY 2022	Ĺ	FY 2023	Ľ	FY 2024
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	nents	0	0	0	0	0	0	0	0
B. Shifting enrollments	rollments	0	0	0	C	0	0	C	C
	Total Enrollment				0				
II. REVENUE		Ĺ	FY 2021	Ĺ	FY 2022	î	FY 2023		FY 2024
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Approp	1. New Appropriated Funding Reques	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds	unds	\$0.00	00.0\$	00 [.] 0\$	00 [.] 0\$	00 [.] 0\$	00 [.] 0\$	00 [.] 0\$	00 [.] 0\$
3. Federal		\$0.00	\$0.00	\$0.00	00 [.] 0\$	\$0.00	00 [.] 0\$	00 [.] 0\$	\$0.00
4. New Tuition Revenues Increased Enrollments	 New Tuition Revenues from Increased Enrollments 	00 [.] 0\$	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Student Fees	s	\$0.00	\$0.00	\$0.00	\$0.00	00 [.] 0\$	\$0.00	\$0.00	\$0.00
6. Other (i.e., Gifts)	Sifts)	\$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
uo O	Ongoing is defined as ongoing operating budget for the program which will bec One-time is defined as one-time funding in a fiscal year and not part of the base.	ongoing oper one-time fun	ating budget ding in a fisca	for the prograu I year and not	operating budget for the program which will become tunding in a fiscal year and not part of the base.	come part of e.	the base.		
III. EXPENDITURES	S								
		Ĺ	FY 2021	ř	r 2022	λ	1 2023	ř	2024
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs	l Costs								
1. FTE		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2. Faculty		00.0\$	\$0.00	\$0.00	\$0.00	00 [.] 0\$	\$0.00	\$0.00	\$0.00
3. Adjunct Faculty	ulty	0	0	0	0	0	0	0	0
4. Graduate/Ur	4. Graduate/Undergrad Assistants	0	0	0	0	0	0	0	0
5. Research Personnel	ersonnel	0	0	0	0	0	0	0	0
6. Directors/Administrators	um in is trators	0	0	0	0	0	0	0	0
7. Administrati	7. Administrative Support Personnel	0	0	0	0	0	0	0	0
8. Fringe Benefits	efits	0	0	0	0	0	0	0	0
9. Other:		0	0	0	0	0	0	0	0
	Total Personnel	e e e e e e e e e e e e e e e e e e e	e e e e e e e e e e e e e e e e e e e	¢	ę	Q	e e e e e e e e e e e e e e e e e e e	¢	Q
	and costs	Ş	D ₽	₽	2	O¢	¢ ¢	∩#	○

TAB 3 Page 4

CONSENT - IRSA

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	Ĺ	FY 2021	Ľ	FY 2022	∑ Ľ	FY 2023	Ľ	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	00 [.] 0\$	\$0.00	00 [.] 0\$	\$0.00	00 [.] 0\$	\$0 [.] 00	\$0.00
2. Professional Services	00 [.] 0\$	00 [.] 0\$	\$0.00	00.0\$	\$0.00	\$0.00	00 [.] 0\$	00.0\$
3. Other Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Communications	00 [.] 0\$	00 [.] 0\$	\$0.00	00.0\$	\$0.00	\$0.00	00 [.] 0\$	00 [.] 0\$
5. Materials and Supplies	00 [.] 0\$	00 [.] 0\$	\$0.00	\$0.00	\$0.00	\$0.00	00 [.] 0\$	\$0.00
6. Rentals	\$0.00	00.0\$	00.0\$	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Materials & Goods for Manufacture & Resale	00 [.] 0\$	00.0\$	00.0\$	00.0\$	00.0\$	\$0.00	00.0\$	00.0\$
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\$
	F	2021	Ľ	2022	Ľ	2023	۲ ۲	2024
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay			CC C#		00.0%	UU U¥	CC C#	
2. Equipment	00.0\$	00.0\$	00 0\$	00.0\$	\$0.00	00'0\$	00 0\$	00 0\$
Total Capital Outlay	0\$	0\$	\$0	0\$	0\$	\$	0\$	0\$
	Ľ	2021	Ľ	2022	Ľ	2023	Ľ	FY 2024
D. Capital Facilities Construction or Major Renovation	00.0\$	00.0\$	00.0\$	00.0\$	0.00	00.0\$	00.0\$	00.0\$
E. Other Costs								
Utilites	00 [.] 0\$	\$0.00	00 [.] 0\$	\$0.00	00 [.] 0\$	00 [.] 0\$	00 [.] 0\$	00 [.] 0\$
Maintenance & Repairs	\$0.00	00 [.] 0\$	\$0.00	00 [.] 0\$	\$0.00	\$0.00	00 [.] 0\$	00 [.] 0\$
Other	00.0\$	00.0\$	00.0\$	00.0\$	\$0.00	00 [.] 0\$	00 [.] 0\$	00.0\$
Total Other Costs	O \$	O\$	O \$	O \$	О \$	0 \$	O \$	O\$
TOTAL EXPENDITURES:	0\$	\$0	0\$	0\$	O \$	0¢	\$ \$	0\$
Net Income (Deficit)	0\$	0\$	\$0	0\$	\$0	\$0	\$0	\$0

TAB 3 Page 5

CONSENT - IRSA

SUBJECT

General Education Matriculation (GEM) Committee Appointments

REFERENCE

October 2014	The Board approved the initial membership of the
	General Education Matriculation Committee.
June 2016	The Board appointed Jana McCurdy (CWI), Dr.
	Margaret Johnson (ISU), and Kenton Bird (UI) to the
	GEM Committee.
December 2016	The Board appointed Dr. Joanne Tokle (ISU) and
	John Bieter (BSU) to the GEM Committee.
August 2017	The Board appointed Lori Barber, representing CEI,
	to the GEM Committee.
October 2017	The Board appointed Cher Hendricks, representing
	UI, to the GEM Committee.
April 2019	The Board appointed Dean Panttaja representing UI,
	and Whitney Smith-Schuler representing CSI to the
	GEM Committee.
June 2019	The Board appointed Greg Wilson representing CWI,
	replacing Jana McCurdy to the GEM Committee.
October 2019	The Board appointed Tiffany Seeley-Case
	representing CSI, replacing Whitney Smith-Schuler to
	the GEM Committee.
June 2020	The Board appointed Martin Gibbs representing
	LCSC, replacing Mary Flores to the GEM Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures section III.N. General Education

BACKGROUND/DISCUSSION

Consistent with Board Policy III.N, the state General Education Matriculation Committee is responsible for reviewing the competencies and rubrics of the general education framework for each institution to ensure its alignment with the Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes. Board Policy III.N also provides that faculty discipline groups have ongoing responsibilities for ensuring consistency and relevance of General Education competencies related to their discipline. The GEM Committee consists of a representative from each Idaho public postsecondary institution appointed by the Board; a representative from the Division of Career Technical Education, as an ex officio member; a representative from the Idaho Registrars Council; and the Executive Director or designee of the Office of the State Board of Education, who serves as chair to the committee.

Idaho State University (ISU) has forwarded the name of Dr. Cindy Hill for consideration to replace Dr. Joanne Tokle who is returning to a faculty role at ISU.

College of Eastern Idaho (CEI) has forwarded the name of Angela Sackett-Smith for consideration to officially replace Lori Barber who transitioned to the Vice President of Academic and Student Affairs position at CEI.

IMPACT

The proposed appointment replaces ISU's and CEI's representatives on the GEM Committee.

ATTACHMENTS

Attachment 1 – Current General Matriculation Education Committee – Current Membership

STAFF COMMENTS AND RECOMMENDATIONS

Dr. Cynthia D. Hill was appointed Interim Vice Provost for Academic Affairs at Idaho State University, effective June 28, 2021. Dr. Hill is a professor of economics and has taught within the General Education program for over two decades at ISU. She is the co-author of two economics textbooks for general education students. She has won numerous teaching and public service awards over her 24-year tenure at ISU, including the Carnegie Foundation for the Advancement of Teaching Idaho Professor of the Year. Over the past decade in particular, Dr. Hill has undertaken many administrative roles, including Assistant Vice President and Associate Vice President for Academic Affairs. She has a strong and continued commitment to General Education and the foundational role it plays in student success and educational advancement. Dr. Hill will fulfill the state GEM Committee responsibilities for Dr. Joanne Tokle.

Dr. Angela Sackett-Smith is the Dean for General Education for the College of Eastern Idaho. This position was effective April 15, 2020. Prior to this permanent position, she was the Interim Dean of General Education for 8 months. In addition to her leadership positions, she taught courses such as Anatomy and Physiology (both one and two semester courses), Biology for Dental Assistants, and Microbiology courses for Eastern Idaho Technical College for five years. Dr. Sackett brings a real-world perspective to the classroom from over 25 years of practice as a Doctor of Chiropractic. Along her path in post-secondary education, Dr. Sackett has been involved in many different capacities with respect to General Education. She has served as an adjunct instructor, full-time instructor, Department Chair for Science and Math, and currently as the Dean for General Education. Her current position is a unique one that not many share. Dr. Sackett is leading and creating a new General Education Division at CEI. This experience has been challenging, rewarding, and one that she takes very seriously, because General Education courses are the foundation of credit transfer to other institutions. She has participated in State GEM Committee meetings in the past and enjoys the leadership opportunities that are provided. She has found this second career in post-secondary education to be one that has brought great joy and has challenged her in many ways.

Board staff recommends approval.

BOARD ACTION

I move to appoint Cindy Hill, representing Idaho State University, to the General Education Matriculation Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

AND

I move to appoint Angela Sackett-Smith, representing College of Eastern Idaho, to the General Education Matriculation Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

ATTACHMENT 1

State Board of Education General Education Committee

Martin Gibbs is the Dean for Academic Programs at Lewis-Clark State College – Martin Gibbs was appointed in **June**, **2020**

Larry Briggs is the Dean of General Studies at North Idaho College – Larry Briggs was appointed in **October**, **2014**

Jana McCurdy is the General Education Coordinator at the College of Western Idaho – Jana McCurdy was appointed in June, 2016

John Bieter is the Director of the Foundational Studies Program at Boise State University – John Bieter was appointed in **December**, **2016**

Cindy Hill is Interim Vice Provost for Academic Affairs at Idaho State University – Cindy Hill was appointed in **June, 2021**. (Pending Board Approval)

Angela Sackett-Smith is the Dean for General Education at College of Eastern Idaho – Angela Sackett-Smith was appointed in **June**, **2021** (Pending Board Approval)

Dean Panttaja is the Director of General Education and the Vice Provost for Academic Initiatives Department at the University of Idaho – Dean Panttaja was appointed in **April**, **2019**

Whitney Smith-Schuler is the Department Chair for General and Liberal Studies at the University of Idaho –Whitney Smith-Schuler was appointed in April, 2019

Adrian San Miguel is the Director of Program Standards at the Division of Career Technical Education, a representative from the Division of Career Technical Education, as an ex officio member.

Mandy Nelson is the Associate Registrar-Catalog and Evaluation Services/NCAA at Boise State University, a representative from the Idaho Registrars Council, as an ex officio member.

Jonathan Lashley is the Associate Chief Academic Officer at the Office of the State Board of Education, who serves as Chair of the Committee as the designee of the Executive Director.

SUBJECT

Accountability Oversight Committee Appointment

REFERENCE

April 2010	Board approved second reading of Board Policy III.AA, creating the Accountability Oversight Committee.
April 2016	Board approved second reading of proposed amendments to Board Policy I.Q. adding a fifth at-large member with a background in special education.
October 2018	Board approved second reading of proposed amendments to Board Policy I.Q. adding two (2) members to the committee and further designating representation.
October 2018	Board approved appointment of Anne Ritter as an at- large member of the committee.
August 2020	Board approved reappointment of Julian Duffey, Rob Sauer, and Roger Stewart.
April 2021	Board approved reappointment of Laurie Copmann and Jodie Mills.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. The committee is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the committee. The committee consists of:

- i. Two Board members
- ii. The Superintendent of Public Instruction (or designee)
- iii. One member with special education experience
- iv. One member with experience serving in a school district with a focus on assessment and accountability
- v. One member with experience as a district superintendent
- vi. One member with experience as a school principal or charter school administrator
- vii. One person with experience working with student achievement assessments and data
- viii. Two members at-large

The current term for at-large member John Goedde ends on June 30, 2021. As indicated to the Board in its April 2021 meeting materials, John Goedde will be complete his term, but is not seeking reappointment. To fill the upcoming vacancy, the AOC sought nominations from committee members and stakeholder groups. At their May 10, 2021 meeting, the committee reviewed resumes of three potential members. The resumes of all considered candidates are provided as Attachment 2 (Iris Chimburas) and Attachment 3 (other considered candidates).

Upon review of all candidates' resumes, the AOC voted to recommend Iris Chimburas to fill the at-large position on the committee that will be vacant beginning July 1, 2021. Iris was recommended by the Indian Education Committee and has over twenty years of experience as an educator. She is currently the Dean of Students for Lapwai School District in Lapwai, Idaho. As Dean of Students, Iris works directly with students, teachers, parents, administration, tribal elders, and the community to improve student outcomes through the development of a school culture focused on optimism, respect, safety, and success. Prior to moving into her current role in 2019, she spent twenty years as a teacher in the Lapwai School District. Iris has served on both the Indian Education Committee and Professional Standards Committee. Iris Chimburas has a Bachelor of Science in Elementary Education K-8 and Standard Exceptional Child Generalist K-12 from Lewis Clark State College, and a Master in Education from the University of Idaho. Her resume is included as Attachment 1.

IMPACT

Approval of appointment of Iris Chimburas will fill all seats on the Accountability Oversight Committee through June 30, 2023.

ATTACHMENTS

Attachment 1 – Current AOC Membership List Attachment 2 – Iris Chimburas Resume Attachment 3 – Resumes of Other Considered Candidates

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.Q., terms run from July 1 through June 30 of the applicable year. In making appointments to the Accountability Oversight Committee, consideration should be given to the appointees' background, representative district / school size, and regional distribution. Staff recommends appointment of Iris Chimburas.

BOARD ACTION

I move to approve the appointment of Iris Chimburas to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2021 and ending on June 30, 2023.

Moved by	v Seconded by	v Carried	Yes No)

ATTACHMENT 1

ACCOUNTABILITY OVERSIGHT COMMITTEE AUGUST 2020

State Board of Education Member	State Board of Education Member
Ex-Officio	Ex-Officio
Debbie Critchfield	Kurt Liebich
President	Member
State Board of Education	State Board of Education
Superintendent of Public Instruction or Designee Ex-Officio	Committee Chair, Student Achievement Assessment and Data Representative Term: July 1, 2020 - June 30, 2022
Peter McPherson	Roger Stewart
Deputy Superintendent	Professor, College of Education
State Department of Education	Boise State University
School District Assessment and Accountability Representative Term: July 1, 2019 - June 30, 2021	School District Superintendent Representative Term: July 1, 2020 - June 30, 2022
Jodie Mills	Rob Sauer
Chief Academic Officer	Superintendent
Caldwell School District #132	Homedale School District #370
School Level Administrator Representative	Special Education Representative
Term: July 1, 2019 - June 30, 2021	Term: July 1, 2020 - June 30, 2022
Laurie Copmann	Julian Duffey
Assistant Principal	Special Education Director
Minico High School	Bonneville Joint School District #93
Member At Large	Member At Large
Term: July 1, 2019 - June 30, 2021	Term: July 1, 2020 - June 30, 2022
John Goedde Former Idaho State Senator Former School Board Trustee, Coeur d'Alene District #271	Anne Ritter Board Member Meridian Medical Arts Charter School
Board Staff Support	
Alison Henken K-12 Accountability and Projects Program Manager Office of the State Board of Education	

alison.henken@osbe.idaho.gov

208-332-1579

Iris Chimburas ichimburas@lapwai.org (208) 790-2653

PROFESSIONAL DEVELOPMENT AND EFFECTIVE LEADERSHIP

- Fred Jones Positive Classroom Management
- Response to Intervention
- Restorative Justice
- Middle/High School Leadership Team
- Culturally Responsive Professional Learning Committee Facilitator
- Mathematical Thinking for Instruction
- Technology Certification
- 21st Century After-School
- GK-12 Math/Science
- Nez Perce State Tribal Education Partnership (STEP) Project

- Strong Leadership/Mentoring Teachers
- Culturally Restorative Practices
- Standard Based Lesson Planning
- Universal Design of Intervention
- Differentiated Instruction
- Effective Classroom Management
- Cooperative Learning Environment
- Performance Assessments
- Curriculum Alignment
- Parent-Teacher Communication
- Technology Integration

EDUCATION AND CREDENTIALS

Bachelor of Science in Elementary Education K-8 Standard Exceptional Child Generalist K-12 Lewis Clark State College Lewiston, ID 1998

Master of Education in Special Education University of Idaho Moscow, Id 2005

Dean of Students Lapwai Middle High School Lapwai, ID 2019-Current

State Department of Education Indian Education Committee Boise, Id July 1, 2018-current **State Board of Education Professional Standards Commissions** State Department of Education Boise, ID July 1, 2018- June 30, 2021

Lewis Clark State College Teacher Education Advisory Board Lewis Clark State College LCSC Lewiston, ID February 23, 2017-current

Certified Nursing Assistant

American Heart Association Basic Life Support CPR and AED certified State of Idaho Registry Lewis Clark State College, March 2019-Current

LAPWAI SCHOOL DISTRICT Dean of Students

The goal of Dean of Students is to work directly with students, teachers, parents, administration, elders, and community in establishing a Culture of Hope. It required many to rethink how we view teaching and learning. Instilling optimism in students from low-income families cannot be random or occasional; it demands a unified, sustained, school wide effort. A Culture of Hope School

2019-Present

approach challenges from an optimistic, positive perspective. School improvements comes only with attention to attitudes, values, visions, and expectations of the entire community. These qualities were instilled within our schools, students, teachers, and our community. Together we created a school atmosphere focused on optimism, respect, safety, and success.

This was achieved through:

- Behavior Intervention and Support, Protocol
- PBIS/ Intentional classroom management training/restructuring to a more Cultural Response to PBIS
- Restorative Justice Practices teacher mindset shift
- Social Emotional Support System
- Universal Design of Intervention Strategies and Consequences
- Response to Intervention/MTSS-Multi-Tiered System of Supports including Culturally Responsive Practices
- Culturally Responsive Practices and Policies,
- Community
- Empowerment Assemblies and creating student empowerment in all areas
- we transformed our policies to reflect a more cultural approach partnership for student support & success aligning our community and Elder supports within our school. Community Mentors for teachers
- Alternative Learning/Alternative Learning Environment
- Student Leadership

LAPWAI SCHOOL DISTRICT Certified Teacher

PLANNING FOR INSTRUCTION

- Create rigorous, objective-driven lessons directly aligned with state standards.
- Established clear objectives for all lessons, units, and projects and communicate those objectives to students.
- Plans and conducts balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Incorporate research-based best practices into everyday teaching strategies.

DELIVERY OF INSTRUCTION

- Provide many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception.
- Clearly states objective while modeling, demonstrating, and explaining new content.
- Engaging students in the lesson through integrating verbal, visual, and physical modalities of learning.

1999-2019

ASSESSMENT

- Measure student achievement and progress towards goals using the formative and summative assessments.
- Provide ongoing and timely feedback to students on their progress by frequently checking for understanding.
- Use data to reflect on effectiveness of lessons and student achievement progress in order to improve on instruction and personal teaching practices.

LEARNING ENVIRONMENT

- Create a focused environment of respect that encourages students to take risks and strive to reach goals.
- Communicate and enforce high expectations and standards for behavior and academic performance, aligned with Fred Jones Positive Classroom Discipline, to create a strong culture of achievement and respect.
- Implement classroom procedures, systems, and routines that provide structure for students and maximize instructional time.
- Interact with students instructionally (explaining, checking, giving feedback) while creating mobility throughout the classroom.

FAMILY AND COMMUNITY RELATIONS

- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.
- Work collaboratively with parents/guardians, families, and other members of the community to involve them in academic activities and to support the success of a diverse student population and to bring in volunteers and additional resources.



Address: 884 N. 1100 E. Shelley, ID 83274

Jeffrey S. Gee Cell Phone: (208) 521-3793

Email: jeff.gee@ririe252.org

Education:

University of Idaho	2017-2020	Education Specialist in Educational Leadership
University of Phoenix	2005-2005	Master of Arts in Education Administration and Supervision
Idaho State University	1999-2002	Bachelor of Science in Secondary Education
Ricks College	1994-1995	
	1997-1999	Associated Degree in Arts and Sciences

Professional Work Experience:

Ririe Joint School District Superintendent/Jr High Principal	2019–Present
Manage the day to day operations of the school district.	
Firth School District Federal Programs Director	Firth School District
Complete and submit the Consolidate Federal and State Grant Application for the district	2015-2019
Monitor federal programs	
Attend yearly training meetings	
High School Principal	Firth School District
Manage finances	2007-2020
Supervise and evaluate teachers and staff	
Head of the strategic planning committee	
Student supervision and discipline	
Staff training and professional development	
Master scheduling grades 7-12	
Register students and oversee online classes	
Assist in developing district calendar	
Athletic Director	Firth School District
Scheduling athletics 7-12	2010-2014
Supervision and evaluation of coaches	2010-2014
Science Teacher	Bonneville High School
Ensure safe and equitable environment	2002-2007
Plan, direct, and coordinate classroom lessons and activities	
Communicate material effectively to students	
Communicate with parents and stakeholders in a professional manner	

ATTACHMENT 3

Skills and Accomplishments:

Partnered with CSI to established dual credit offerings for high school students Established FLEX/mentoring program where every student is assigned to a teacher during their high school career Sound fiscal management skills Skilled and effective communicator Leadership by example Adaptability Decision making Self-motivated Conflict resolution

Professional References:

Sharla Cook Math Teacher and Girls Basketball Coach Firth School District 208-589-8122

Andy Grover Executive Director IASA 208-275-9634 Sid Tubbs Retired Superintendent Firth School District 208-881-4606

Randy Martineau High School Principal Ririe School District 208-270-1328 Jessica Lanae James 1074 Teepee St., Pocatello, ID 83202 (208) 530-9403

jessicajamesclifford@gmail.com

Enrolled member of the Shoshone-Bannock Tribes of Fort Hall, Idaho/Affiliated tribes Pyramid Lake Paiute and

Washoe Tribe <u>OBJECTIVE:</u> that would impact a

To obtain a Doctorate of Education in Leadership that would impact positive social and institutional change by partnering with business professionals to assist in improving the quality of education and employment for all Native American Indian/Alaskan Native and Hawaiian peoples.

EDUCATION:				
Anticipated Graduation E	Date: Doctorate of Education, Creighton University, Omaha, Nebraska			
May 2023	Major: Interdisciplinary Leadership			
August 2004-April 2008	Masters of Arts, University of Kansas, Lawrence, Kansas			
	Major: Indigenous Nations Studies, Cultural Preservation			
	Management and Indigenous Museum Studies			
August 2000-May 2004	Bachelor of Arts, Haskell Indian Nations University, Lawrence, Kansas			
	Major: American Indian Studies			
August 2000-May 2003	Associate of Arts, Haskell Indian Nations University, Lawrence, Kansas,			
	Major: Liberal Arts			
	<u>EMPLOYMENT HISTORY:</u>			
May 2016-Present	Tribal Youth Education Program Manager, Fort Hall, ID			
June 2015-Jan. 2016	Programs Director, Osni Ponca, Lincoln, NE			
Aug. 2009-June 2015	Workforce Investment Act Director, Indian Center, Inc., Lincoln, NE			
Jul. 2009- Jan. 2016	Radio Programmer, Sunrise Communications, Lincoln, NE			
May 2008-Aug. 2012	Youth Program Director/Coordinator, Indian Center, Inc., Lincoln, NE			
Oct. 2008-Dec. 2008	Circle of Care Mental Health Planner, Indian Center, Inc., Lincoln, NE			
Jan. 2008-June 2008	Sacred Buffalo Dance Group Manager, Indian Center, Lincoln, NE			
May 2006-Jan. 2007	Graduate Student Admin. Asst., The University of Kansas, Lawrence, KS			
June 2006-July 2006	Native American Graves Protection and Repatriation Act Graduate Student			
	Intern, The University of Kansas, Lawrence, KS			
Feb.2005-June 2005	Academic Coordinator, Shoshone-Bannock High School, Fort Hall, ID			
Dec. 2004-Feb. 2005	Sub. English Teacher, Shoshone-Bannock High School, Fort Hall, ID			
May 2003-Sept. 2004	Museum Assistant, Haskell Cultural Center and Museum, Lawrence, KS			
Jan. 2001-May 2001	Telephone Sales Representative, <i>Affinitas</i> , Lawrence, KS			
June 1999-Aug. 1999	Bureau of Indian Affairs Probate Worker, <i>Reality Office</i> , Fort Hall, ID			
Sept. 1999-Jan. 2000	Tutor, Shoshone-Bannock High School, Fort Hall, ID			
June 1997-Sept. 1997	Interim Administrative Secretary, <i>Tribal Health and Human Services</i> ,			
	Fort Hall, ID			

BOARDS & COMMI	TTEES SERVED:
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February 2020-Present	Ad-Hoc Tribal Community College Exploratory Committee, Fort Hall, ID
August 2018-Present	Shoshone-Bannock Tribes CDFI Development Board , Advisory Member, Fort Hall, ID
June 2019-Nov. 2019	Governor's Education Task Force's Rural and Underserved School Subcommittee, Member, Idaho Department of Education, Boise, ID
Jan. 2017-Present	Shoshone-Bannock Jr./Sr. High Advisory Board-Civics Curriculum Developmer Member, Fort Hall, ID
Jun.2016-Present	Idaho State Indian Education Committee , Co-Chair (2017-2021) & Member (March 2021-Present) Boise, ID

May 2016-Present	Shoshone-Bannock Indian Education Taskforce-Chair, Fort Hall, ID
May 2016-Present	Fort Hall Youth Council-Advisor, Fort Hall, ID
Jan. 2012-Jun. 2012	National Congress of American Indian-Local Planning Committee, Co-Chairperson, <i>NCAI-MidYear Conference</i> , Lincoln, NE
Jul. 2010-June 2014	National Native American Employment and Training Council Board Member, <i>Secretary of Labor</i> , Washington D.C.
Dec. 2010-Dec. 2011	Great Plains Art Museum Board of Trustees-Board Member, Great Plains Art Museum, Lincoln, NE.
Aug. 2010-Aug. 2013	Southeast Nebraska Native American Coalition-Co-Chair, <i>Region V Systems</i> , Lincoln, NE
Oct. 2009-July 2015	Greater Lincoln Workforce Board - Member, Native American Partner, <i>Indian Center Inc</i> . Lincoln, NE.
Oct. 2009-July 2015	Greater Nebraska Workforce Board - Member, Native American Partner, <i>Indian Center Inc.</i> , Lincoln, NE
Sept. 2005-May 2007	Executive Committee-Graduate Student Representative Center for Indigenous Nations Studies, <i>University of Kansas</i> , Lawrence, KS
Sept.2005-May 2007	Curriculum Committee-Graduate Student Representative Center for Indigenous Nations Studies, University of Kansas, Lawrence, KS
Jan. 2006-April 2006	First Nations Student Association Pow-Wow Committee- Financial Advisor, The University of Kansas, Lawrence, KS
Feb. 2005-July 2005	Shoshone-Bannock Youth Council -Advisor/Mentor <i>Shoshone-Bannock Tribes</i> , Fort Hall, ID
Oct.2003-May 2004	Haskell Cultural Preservation Committee-Treasurer Office of the President, Haskell Indian Nations University, Lawrence, KS
Jan. 2004-Sept. 2004	Haskell's 120 th Anniversary Committee-President Office of the President, Haskell Indian Nations University, Lawrence, KS

GRANT AWARDS:

May 2020-US Department of Education-Title VI Indian Formula Funding-Shoshone-Bannock Tribes \$103,542.00 May 2019-US Department of Education-Title VI Indian Formula Funding-Shoshone-Bannock Tribes \$104,788.00 May 2018-US Department of Education-Title VI Indian Formula Funding-Shoshone-Bannock Tribes \$112,266.00 July 2018-University of Idaho-Regional Idaho Indian Ed. Summit-Shoshone-Bannock Tribes \$500.00 July 2018-Idaho State University-Regional Idaho Indian Ed. Summit-Shoshone-Bannock Tribes \$2,800.00 July 2018-Idaho National Laboratories-Regional Idaho Indian Ed. Summit-Shoshone-Bannock Tribes \$2,000.00 July 2018-Idaho Department of Education-Regional Idaho Indian Ed. Summit-Shoshone-Bannock Tribes \$1,000.00 July 2018-College of East Idaho-Regional Idaho Indian Ed. Summit-Shoshone-Bannock Tribes \$500.00 July 2018-College of Southern Idaho-Regional Idaho Indian Ed. Summit-Shoshone-Bannock Tribes \$1,000.00 May 2018- Idaho State Department of Justice-UNITY Mini Grant-Shoshone-Bannock Tribes \$5,000.00 May 2017-Department of Education-Title VI Indian Formula Funding-Shoshone-Bannock Tribes \$115,000.00 May 2016-Department of Education-Title VI Indian Formula Funding-Shoshone-Bannock Tribes \$69,452.00 May 2015-United States Department of Labor-Indian Center, Inc. WIOA Program, \$228,578.00 May 2014-United States Department of Labor-Indian Center, Inc. WIOA Program, \$229,732 May 2013-United States Department of Labor-Indian Center, Inc. WIA Program, \$224,145.00 Oct. 2013-Tide Foundation, Indigenous People's Fund-Indian Center, Inc. \$25,000.00 May 2012-United States Department of Labor-Indian Center, Inc. WIA Program, \$235,918.00

May 2011-United States Department of Labor-Indian Center, Inc. WIA Program, *\$264,991.00* Oct. 2011-Nebraska Arts Council/South East Nebraska Native American Coalition, Region V-*\$8,470.00*

April 2011-Gallop Foundation-\$1,000.00 (Principal Investigator)

July 2010-United Way Grant-\$8,000.00 (Principal Investigator)

May 2010-United States Department of Labor-Indian Center, Inc. WIA Program, \$261,692.00

July 2009-Department of Health and Human Services-\$34,304.00 (Principal Investigator)

June 2009-Lincoln Public Schools-\$7,000.00 (Principal Investigator)

June 2009-Tzo-Nah Foundation-\$13,000.00 (Principal Investigator)

Jan. 2009-Department of Health and Human Services, Office of Minority Health-\$10,800.00

July 2008-Grants to American Indians in Nebraska (G.A.I.N.) Grant-\$1,000.00 (Principal Investigator)

June 2008-Woods Foundation Grant-\$20,000.00 (Principal Investigator)

May 2008-Building Stronger Families Foundation Grant-\$10,000.00 (Principal Investigator)

May 2008-Joint Budget Committee Grant-\$4,925.00 (Principal Investigator)

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Membership (Council) Membership

REFERENCE

Board appointed Robert Atkins to the Council as a representative for business/industry and labor for a term of three years.
Board appointed two new members to the Council and re-appointed three current members to the Council.
Board appointed Joe Anderson to the Council for a three-year term.
Board appointed two current members to the Council and one new member.
Board appointed two members to the Council.
Board appointed one new member and re-appointed a former member to the Council.
Board appointed three new members to the Council.
Board appointed one new member to the Council.
Board appointed one new member to the Council.
Board appointed one new member and re-appointed two members to the Council.
Board appointed four new members and re-appointed one member to the Council.
Board appointed two new members to the Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section IV.G.

Code of Federal Regulations 34 CFR § 361

BACKGROUND/DISCUSSION

Code of Federal Regulations (34 CFR § 361.17), sets out the requirements for the State Rehabilitation Council, including the appointment and composition of State Rehabilitation Councils. The regulations require members of state councils to 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 require the state Council to 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, or another 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, non-voting 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;
- 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;
- 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 Regulations specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR § 361.5(b)(28) 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 four (4) re-appointments for

Board consideration. The Council is nominating James Pegram as a representative of the Workforce Development Council. The council would like to renew Sara Tueller's term as the representative of the Parent Training and Information Center; Pam Harris' term as the representative of the Community Rehabilitation Program; Darin Lindig as a representative of Business, Industry and Labor; and David White's term as the Vocational Rehabilitation Counselor representative.

IMPACT

The one (1) appointment and four (4) re-appointments will bring the Council membership to 17.

ATTACHMENTS

Attachment 1 – Current Council Membership Attachment 2 – James Pegram Nomination with Resume

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 James Pegram as a representative of the Workforce Development Council and re-appoint Sarah Tueller of Parent Training and Information Center, Pam Harris of Community Rehabilitation Program, Darin Lindig of Business, Industry and Labor, and David White as the Vocational Rehabilitation Counselor representative for three-year terms, effective immediately through June 30, 2024.

Moved by _____ Seconded by _____ Carried Yes____ No____

Members Shall Represent	Representation Required	Name	Term Ends
Former Applicant or Recipient of VR services	Minimum 1	Danielle Reff	08/31/2023
Parent Training & Information Center	Minimum 1	Sarah Tueller	06/30/2021
Client Assistant Program	Minimum 1	Christine Meeuwsen	Term Limits Do Not Apply
Vocational Rehabilitation Counselor	Minimum 1	David White	06/30/2021
Community Rehabilitation Program	Minimum 1	Pam Harris	06/30/2021
		Lynn Jorgensen	08/31/2023
Business, Industry and	Minimum 4	Darin Lindig	05/31/2021
Labor		Ron Oberleitner	08/31/2023
		Paul Tierney	08/31/2023
		Janice Carson	05/31/2023
Disability Groups	No minimum or	Vacant	
	maximum	Dave Maxwell	06/30/2022
		Nathan Ogden	08/31/2023
State Independent Living Council	Minimum 1	Mel Leviton	09/30/2021
Department of Education	Minimum 1	Randi Cole	08/31/2023
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	Term Limits Do Not Apply
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	Term Limits Do Not Apply
Workforce Development Council	Minimum 1	Vacant	

ATTACHMENT 2



STATE REHABILITATION COUNCIL NOMINATION FORM

Nominee's Name: Mailing Address:	7	Tame 86	North	Regi	am hour	Way			
Home/Cell Phone:	208	863	-1540	, "8	Work Phone	: 208	780	8227	7
E-Mail:									

Please explain why you would like to serve on the State Rehabilitation Council Would like to be an advocate in the enployed community to neet employer needs with a qualified committed loyal and inderengebred grap of potential enployees

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name: Idaho Development Council	Term Date: Cullently Selving
Name:	Term Date:
Name:	Term Date:
Name:	Term Date:

How many hours per month would you be able to commit to State Rehabilitation Council activities?

1 to 3 hours 4 to 6 hours 7 to 9 hours 10 or more hours
CFR 361.17(c)(1) Requires a majority of the Council members be individuals with disabilities. While your disclosure is voluntary, it would be a benefit to the Council in determining membership compliance.
Disability Yes No

RETURN TO: IDAHO STATE REHABILITATION COUNCIL ATTN: Membership Chair 650 West State Street, Room 150 P.O. Box 83720 Boise, Idaho 83720-0096

CONSENT - PPGA

Pegram, James

James.pegram@simplot.com • 1886 North Highbury Way, Eagle ID 83616• 208.863.1540

Education

1990	West Virginia University	M.S. in Industrial and Labor Relations
1983	West Virginia University	B.S. in Engineering of Mines

Experience

J. R. Simplot Company - Senior Vice President HR January 2017 – current

Contributing member of Simplot Leadership Team with a primary focus to succeed in achieving or exceeding our Company Goals. Influence a One Simplot company culture consistent with these objectives and continue the transformation throughout the global organization. Specifically responsible for Global organization issues including, HR, Safety and Security Leadership, labor and employee relations strategy development and implementation, talent management, management leadership programs, Diversity Equity and Inclusion initiatives, Total Rewards and succession planning.

J. R. Simplot Company - Senior Director of HR – North America Food Group January 2011 – January 2017

Contributing member of Food Group Leadership Team with a primary focus to succeed in achieving or exceeding satisfactory ROIC. Strategically drive the organizational design and development of NAFG in order to support and achieve increased growth and cash flow within a systemic environment. . Responsible to coach and assist managers and leaders on applying company policies and procedures, provide guidance on legal issues related to HR, coordinate with managers and corporate service providers to ensure effective administration of HR related programs, analyze HR data as needed to support Group management in making organizational decisions. Lead role in creating and implementing a leadership culture throughout the Food Group. Provide direction and alignment to strategies as needed for all Food Group plant operations.

J.R. Simplot Company - Director of Compensation and Benefits – June 2007 – January 2011

Responsible for domestic Benefits Program Design and budget (Medical, Dental, Vision, Life, Long Term Disability, Accidental Death and Dismemberment, Wellness, 401(k) Savings and Retirement), Base pay and both Short and Long Term Incentive programs.

1991 – June 2007 UCAR Carbon Company Inc., a GrafTech International Ltd. Company, Clarksburg, WV & Parma, OH

CONSENT - PPGA

Career spanned 17 years in various operations and HR roles for UCAR/GrafTech while the Company went through difficult financial times and cultural changes as publicly traded, privately owned (Blackstone Group), Joint Venture, then publicly traded again.

Director Corporate Human Resources, Shared Services – Senior HR position at GrafTech (1.2 Billion dollar manufacturing Company). Resigned to join J.R. Simplot Company.

Directed the domestic and international corporate HR functions in the areas of diversity, executive compensation, compensation, stock option administration, benefit plan administration, expatriate administration, employee data management and human resources communications. Directed the HR shared services center activities for the U.S. providing centralized administration including payroll, worldwide communications, government compliance, vendor relations, relocation, performance management and immigration. Responsible for labor relations and collective bargaining for the domestic locations. Participated as a member of the Corporate Throughput Council. Served as Secretary of the Administrative Committees for the Defined Benefit Pension Plan, Defined Contribution Savings and Retirement Plan, and the Non-Qualified Benefit Plans in the U.S. Served as a Trustee for the Company's Defined Benefit Plan in the United Kingdom.

Machine Shop & Purification Manager (August 1998 – January 2002) - Operations Role – P&L responsibility for their 120 employee machine shop with \$70MM in sales. Had direct responsibility for safety, production and on time delivery. Customer focus was a significant part of the role.

May 1983 – February 1990 Consolidation Coal Company

First Line Supervisory roles -all underground coal mine work. Led crews of 7 to 12 hourly employees on both conventional and continuous miner sections and supervised on a longwall operation for 5 of the 7 years. Daily interactions with MSHA inspectors.

Project Engineer – (May 1979 – May 1983 summers only) Completed time and motion studies, drill bit studies, and coal processing plant process engineering work.

Competencies

Business Acumen Dealing w. Ambiguity Managerial Courage Strategic Agility Motivating Others Sizing Up People Decision QualityDrive for ResultsInnovation ManagementNegotiatingSafety Programs

Certifications

Lean Six Sigma December 2013 Pensions Knowledge Basic Course – UK, May 2006 Certified Employee Benefit Specialist, November 2004 RPA Retirement Plans Associate, July 2004 Certificate in Global Benefits Management, May 2004 GBA Group Benefits Associate, June 2003 Lominger Talent Management & Succession Planning May 2000

SUBJECT

Idaho Indian Education Committee Appointments

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 April 19, 2018	The Board approved the appointment of Gary Aitken. 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.
April 16, 2020	The Board approved the appointment of Dr. Rex Force.
August 26, 2020	The Board approved the appointment of Dr. Mary Jane Miles.
April 2021	The Board approved reappointments for Mr. Sobotta, Dr. Force, Ms. James, Dr. Meyer, and Mr. 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

Ms. Tina Strong is superintendent for the Coeur d'Alene Tribal School and serves as one of the Bureau of Indian Education representatives on the committee. She

has served on the Indian Education Committee as the tribal school's representative since 2016. Ms. Strong's term is scheduled to expire June 30, 2021 and has expressed interest in continuing her service on the committee.

IMPACT

If approved, term for Ms. Strong will commence July 1, 2021 and run through June 30, 2026.

ATTACHMENTS

Attachment 1 – Current Committee Membership

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to reappoint Ms. Tina Strong, representing Coeur d'Alene Tribal School to the Indian Education Committee effective July 1, 2021 and expiring June 30, 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

ATTACHMENT 1

State Board of Education Idaho Indian Education Committee

Tribal Representatives

Dr. Chris Meyer is the Director of Education for the Coeur d'Alene Tribal Education Department and serves as the Tribal Chairperson's designee for the Coeur d'Alene Tribe. Term: July 1, 2021 – June 30, 2026.

Jesse LaSarte is the Family Engagement Specialist for the Coeur d'Alene Tribe and serves as their Tribal Education Department representative. Term: July 1, 2021 – June 30, 2026.

Gary Aitken, Jr is the Tribal Chairman for the Kootenai Tribe of Idaho and serves as their Tribal Chair representative. Term: immediately – June 30, 2022.

VACANT – Tribal Education Department representative for the Kootenai Tribe.

To be determined - Nez Perce Tribal Executive committee representative 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 their Tribal Education Department representative. Term: July 1, 2018 – June 30, 2023.

Ladd Edmo is the Tribal Secretary of the Fort Hall Business Council and serves as their Tribal Chairperson representative. Term: immediately - June 30, 2022.

Jessica James is the Tribal Youth Education Program Manager for the Shoshone-Bannock Tribes and serves as their Tribal Education Department representative. Term: July 1, 2021 – June 30, 2026.

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, 2021 – June 30, 2026. <u>Pending Board approval.</u>

Hank McArthur is the Bureau of Indian Education school representative. Term: July 1, 2018 – June 30, 2023.

CONSENT - PPGA

ATTACHMENT 1

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

To be determined - 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, 2021 – June 30, 2026.

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 for Native American, Minority, and Veteran's Services at Lewis-Clark State College. Term: July 1, 2021 – June 30, 2026.

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 Multicultural 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.

SUBJECT

Safety Busing - Requests for approval to transport students less than one and one half miles for the 2020-2021 school year

REFERENCE

June 2018Board approved the request for 98 school districts and
13 charter schools to transport students less than one
and one-half miles for the 2017-2018 school year.June 2019Board approved the request for 97 school districts and
17 charter schools to transport students less than one
and one-half miles for the 2018-2019 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code Section 33-1502, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-1006, Idaho Code, "The state board of education shall determine what costs of transporting pupils, including maintenance, operation and depreciation of basic vehicles, insurance, payments under contract with other public transportation providers whose vehicles used to transport pupils comply with federal transit administration regulations, "bus testing," 49 CFR part 665, and any revision thereto, as provided in subsection (4)(d) of this section, or other state department of education approved private transportation providers, salaries of drivers, and any other costs, shall be allowable in computing the transportation support program of school districts."

The transportation support program of a school district shall be based upon the allowable costs of transporting pupils less than one and one-half (1½) miles as provided in Section 33-1501, Idaho Code, when approved by the State Board of Education.

The Standards for Idaho School Buses and Operations states, "All school districts submitting applications for new safety busing reimbursement approval shall establish a board policy for evaluating and rating all safety busing requests. The State Department of Education staff shall develop and maintain a measuring instrument model, which shall include an element for validating contacts with responsible organizations or persons responsible for improving or minimizing hazardous conditions. Each applying district will be required to annually affirm that conditions of all prior approved safety busing requests are unchanged.

The local board of trustees shall annually, by official action (33-1502, Idaho Code), approve all new safety busing locations. School districts that receive state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three years using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement the local

school board will, by official action, approve the initial safety-busing request and allow the students in question to be transported before the application is sent to the state. Consideration for reimbursement is contingent on the application being received by the State Department of Education Transportation Section on or before March 1 of the school year in which the safety busing began."

All requests are submitted on the Safety Busing form found in the Idaho Bus Utilization System (IBUS) Portal. Reminders are emailed to all districts and charter schools prior to March 1. All requests recommended for approval are compliant with Section 33-1006, Idaho Code.

Ninety-three (93) school districts and twenty-one (21) charter schools affecting 22,303 students applied for safety busing using the correct form and are being recommended for approval.

IMPACT

The approval of LEA's with safety-bused students listed in Attachment 1 allows LEA's to be reimbursed for routes that meet the safety busing requirements. Board inaction or denial of the safety bus waivers would result in a loss of funding for the LEA's in question.

ATTACHMENTS

Attachment 1 – Safety Busing LEA List

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1006, Idaho Code, allows for the reimbursement of cost to transport students 1.5 miles or more from the school and pupils less than 1.5 miles as provided in Section 33-1501, Idaho Code, when approved by the State Board of Education. State Department of Education staff annually review school district requests and forward those meeting the requirements for safety busing to the Board for consideration. Staff recommends approval.

BOARD ACTION

I move to approve the requests by ninety-three (93) school districts and twentyone (21) charter schools for approval to transport students less than one and onehalf miles as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

Safety Busing Rider Count Report 2020-2021

Cambridge Joint District	0
Meadows Valley District	0
Middleton District	0
Camas County District	1
Liberty Charter School, Inc.	2
Salmon River Joint School District	2
Bruneau-Grand View Joint School District	3
Kendrick Joint District	3
Victory Charter School, Inc.	4
Culdesac Joint District	5
Future Public School, Inc.	6
Kootenai District	6
Legacy Public Charter School, Inc.	8
West Jefferson District	8
Basin School District	10
North Gem District	11
Gem Prep: Meridian, Llc	12
Melba Joint District	12
North Star Charter School, Inc.	12
Midvale District	13
South Lemhi District	13
Gem Prep: Nampa, Llc	15
Falcon Ridge Public Charter School, Inc.	17
Genesee Joint District	17
Idaho Science And Technology Charter School, Inc.	17
Swan Valley Elementary District	17
Boundary County District	18
Cascade District	19
Challis Joint District	19
Kamiah Joint District	20
Vision Charter School, Inc.	20
Xavier Charter School, Inc.	20
Castleford District	21
Project Impact Stem Academy, Inc.	21
Orofino Joint District	26
Richfield District	26
Clark County District	27
Teton County District	28
Garden Valley District	31
Potlatch District	31
Thomas Jefferson Charter School, Inc.	32
Moscow District	35
North Valley Academy, Inc.	35
Horseshoe Bend School District	36
Kellogg Joint District	36
Bliss Joint District	37
Cottonwood Joint District	38
Hansen District	40
Rockland District	42
Idaho Arts Charter School, Inc.	43
Treasure Valley Classical Academy, Inc.	43
i casui e valley Classical Acduelliy, IIC.	43

Sugar-Salem Joint District	48
Butte County Joint District	49
Marsh Valley Joint District	49
Firth District	50
St Maries Joint District	51
Fruitland District	53
New Plymouth District	53
West Bonner County District	55
Elevate Academy Inc.	56
Compass Public Charter School, Inc.	57
Lapwai District	57
Wendell District	64
Shoshone Joint District	66
Plummer-Worley Joint District	69
Heritage Academy, Inc.	70
Hagerman Joint District	71
Marsing Joint District	72
Salmon District	72
Heritage Community Charter School, Inc.	81
Mountain View School District	81
Troy School District	81
Aberdeen District	81
Mackay Joint District	88
Murtaugh Joint District	96
Wilder District	97
Idaho Stem Academy, Inc.	100
Wallace District	100
Oneida County District	102
Parma District	111
Emmett Independent District	114
Notus District	117
Kimberly District	129
Glenns Ferry Joint District	144
Post Falls District	150
Lake Pend Oreille School District	154
Snake River District	167
Fremont County Joint District	170
American Falls Joint District	203
Mountain Home District	217
Preston Joint District	218
Caldwell District	227
Shelley Joint District	249
Bear Lake County District	259
Kuna Joint District	276
Soda Springs Joint District	284
Coeur D'alene District	301
Ririe Joint District	324
Homedale Joint District	339
Weiser District	343
Gooding Joint District	354
Jerome Joint District	362
Madison District	365
Lakeland District	378
Payette Joint District	417

Cassia County Joint District	486
Minidoka County Joint District	560
Blackfoot District	595
Mccall-Donnelly Joint School District	685
Idaho Falls District	739
Jefferson County Joint District	755
West Side Joint District	802
Joint School District No. 2	857
Vallivue School District	936
Blaine County District	1025
Pocatello District	1120
Boise Independent District	1256
Nampa School District	1730
Bonneville Joint District	4361

25217

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
April 2020	Board approved the request for eight (8) 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 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, 2021, 36 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	\$114,992
013	COUNCIL DISTRICT	\$ 4,115
044	PLUMMER-WORLEY JOINT DISTRICT	\$12,441
058	ABERDEEN DISTRICT	\$6,715
061	BLAINE COUNTY DISTRICT	\$98,497
071	GARDEN VALLEY DISTRICT	\$33,596
084	LAKE PEND OREILLE DISTRICT	\$57,516
134	MIDDLETON DISTRICT	\$131,262
137	PARMA DISTRICT	\$2,859
149	NORTH GEM DISTRICT	\$9,371
171	OROFINO JOINT DISTRICT	\$11,358
192	GLENNS FERRY DISTRICT	\$18,157

233	HAGERMAN JOINT DISTRICT	\$5,695
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$18,114
274	KOOTENAI DISTRICT	\$10,294
281	MOSCOW DISTRICT	\$124,968
282	GENESEE JOINT DISTRICT	\$33,811
291	SALMON DISTRICT	\$3,562
305	HIGHLAND JOINT DISTRICT	\$16,101
340	LEWISTON INDEPENDENT DISTRICT	\$32,624
341	LAPWAI DISTRICT	\$36,840
391	KELLOGG JOINT DISTRICT	\$38,664
392	MULLAN DISTRICT	\$2,835
393	WALLACE DISTRICT	\$18,744
401	TETON COUNTY DISTRICT	\$48,779
412	BUHL JOINT DISTRICT	\$2,376
421	MCCALL-DONNELLY JT. SCHOOL DISTRICT	\$37,097
451	VICTORY CHARTER SCHOOL	\$2,674
454	ROLLING HILLS CHARTER SCHOOL	\$17,445
478	LAGACY CHARTER SCHOOL DISTRICT	\$877
498	GEM PREP: MERIDIAN, INC.	\$34,517
499	FUTURE PUBLIC SCHOOL, INC.	\$14,669
511	PEACE VALLEY CHARTER SCHOOL, INC.	\$11,952
513	PROJECT IMPACT STEM ACADEMY, INC.	\$16,883
532	TREASURE VALLEY CLASSICAL ACADEMY, INC.	\$28,148
796	GEM PREP: NAMPA, INC.	\$24,493

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 36 districts and charter schools negatively affected by the pupil transportation funding cap, only fourteen districts have routes meeting the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. All fourteen of these 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 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%.

#171 Orofino School District submitted school bus routes that met the required criteria. This represents 30.56% 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 133.56%.

#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 13.33% 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 116.33%.

#305 Highland School District submitted school bus routes that met the required criteria. This represents 20% 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 123%.

#341 Lapwai School District submitted school bus routes that met the required criteria. This represents 80% 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 183%.

#412 Buhl School District submitted school bus routes that met the required criteria. This represents 14.29% 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 117.29%.

#282 Genesee Joint School District submitted school bus routes that met the required criteria. This represents 50.0% 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 153.00%.

#84 Lake Pend Oreille School District submitted school bus routes that met the required criteria. This represents 4.23% 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 107.23%.

#61 Blaine County School District submitted school bus routes that met the required criteria. This represents 2.44% 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 105.44%.

#244 Mountain View School District submitted school bus routes that met the required criteria. This represents 60% 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 163.00%.

#340 Lewiston Independent School District submitted school bus routes that met the required criteria. This represents 16.36% 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 119.36%.

#401 Teton County School District submitted school bus routes that met the required criteria. This represents 13.89% 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 116.89%.

IMPACT

The approval of the cap waivers listed below 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

BOARD STAFF COMMENTS AND RECOMMENDATIONS

At the April 2020 Board meeting the Board approved a waiver of the funding cap for Plummer-Worley School District, Garden Valley School District, Orofino School District, Kootenai School District, Moscow School District, Lapwai School District, Highland School District and Buhl School District. Of the 14 requests the Board is considering this year, eight school districts also had waivers of the funding cap approved in 2020. Genesee Joint School District, Lake Pend Oreille School District, Blaine County School District, Mountain View School District, Lewiston School District, and Teton County School District are new for 2021.

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 2020 of 119.67%, for a total of \$12,441 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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 2020 of 128%, for a total of \$33,596 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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 2020 of 133%, for a total of \$11,358 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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 2020 of 190.5%, for a total of \$10,294 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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 2020 of 116.35%, for a total of \$124,968 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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 2020 of 123%, for a total of \$16,101 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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 2020 of 183%, for a total of \$36,840 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

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 2020 of 117.29%, for a total of \$2,376 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by #282 Genesee Joint District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year

2020 of 153%, for a total of \$33,811 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by #84 Lake Pend Oreille District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2020 of 107.23%, for a total of \$57,516 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by #61 Blaine County District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2020 of 105.44%, for a total of \$98,497 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by #244 Mountain View District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2020 of 163%, for a total of \$18,114 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by #340 Lewiston Independent District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2020 of 119.38%, for a total of \$32,624 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by #401Teton County District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2020 of 116.89%, for a total of \$48,779 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 2019-2020 Data - Approved Costs Reimbu	rsed in Fiscal Yea	ar 2020-2021 (Sevent	eenth Capped Year)		
Set percentage cap to apply to statewide average	103%	Riders per Mile	2.1		
Revised: 04/19/2021 - 2nd draft					
	Cost Per Mile	Cost Per Rider			
Statewide Averages before cap	\$5.35	\$954			
Statewide Averages after cap	<mark>\$5.51</mark>	\$983			
Total Savings From Cap	\$983,041	Capped Reimb.	Actual Reimb.		
Savings Following Appeals & State Board Action	\$983,041	\$86,383,263	\$87,366,304		

ATTACHMENT 1

					-				
Dist #	District Name	District	Percent of	Total 100%	Total 100%	Total 100%	Funding	%	Final Payment
		Funding	Reimbursement	Reimbursable	Reimbursable	Reimbursable Costs	Сар	Hardshi	
		Capped -	Loss Subsequent	Costs Eligible at	Costs Eligible at		Penalty	p Bus	Million Proportional
		Reimburseme	to Cap Impact (See	50%	85%		Waived	Run	Move to
		nt Reduced	Columns X & Y)					Waived	Discretionary Funding (IC 33-1006
		By:							(8))
-	-	-	-	-	*	-	-	-	(0))
011	MEADOWS VALLEY DISTRICT	\$14,992	30.3%	\$0	\$0	\$80,849			\$51,871
013	COUNCIL DISTRICT	\$4,115	6.2%	\$46,314	\$50,490	\$96,804			\$74,579
044	PLUMMER-WORLEY JOINT DISTRICT	\$12,441	6.3%	\$226,266	\$98,935	\$325,201			\$246,260
058	ABERDEEN DISTRICT	\$6,715	2.8%	\$176,364	\$176,451	\$352,815			\$275,648
061	BLAINE COUNTY DISTRICT	\$98,497	13.4%	\$837,808	\$370,980	\$1,208,788			\$886,051
071	GARDEN VALLEY DISTRICT	\$33,596	22.5%	\$0	\$0	\$244,377			\$169,239
084	LAKE PEND OREILLE SCHOOL DISTRICT	\$57,516	4.6%	\$1,467,227	\$609,194	\$2,076,421			\$1,412,448
134	MIDDLETON DISTRICT	\$131,262	14.8%	\$0	\$0	\$1,446,356			\$1,029,717
137	PARMA DISTRICT	\$2,859	1.0%	\$317,010	\$166,932	\$483,942			\$381,675
149	NORTH GEM DISTRICT	\$9,371	12.7%	\$32,043	\$68,207	\$100,250			\$72,824
171	OROFINO JOINT DISTRICT	\$11,358	2.8%	\$418,740	\$231,202	\$649,942			\$509,055
192	GLENNS FERRY JOINT DISTRICT	\$18,157	9.6%	\$126,077	\$147,203	\$273,280			\$195,529
233	HAGERMAN JOINT DISTRICT	\$5,695	8.8%	\$0	\$0	\$105,489			\$73,237
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$18,114	2.8%	\$494,304	\$477,562	\$971,866			\$752,022
274	KOOTENAI DISTRICT	\$10,294	8.6%	\$106,577	\$77,792	\$184,369			\$130,427
281	MOSCOW DISTRICT	\$124,968	24.7%	\$483,151	\$310,687	\$793,838			\$478,392
282	GENESEE JOINT DISTRICT	\$33,811	24.1%	\$118,808	\$94,835	\$213,643			\$130,443
291	SALMON DISTRICT	\$3,562	1.9%	\$168,992	\$122,059	\$291,051			\$203,545
305	HIGHLAND JOINT DISTRICT	\$16,101	10.4%	\$0	\$0	\$253,151			\$182,972
340	LEWISTON INDEPENDENT DISTRICT	\$32,624	3.7%	\$1,095,733	\$386,869	\$1,482,602			\$1,069,331
341	LAPWAI DISTRICT	\$36,840	24.0%	\$158,135	\$87,486	\$245,621			\$142,191
391	KELLOGG JOINT DISTRICT	\$38,664	8.0%	\$515,135	\$265,319	\$780,454			\$542,975
392	MULLAN DISTRICT	\$2,835	8.8%	\$17,388	\$27,552	\$44,940			\$31,370
393	WALLACE DISTRICT	\$18,744	11.2%	\$196,417	\$82,151	\$278,568			\$202,155
401	TETON COUNTY DISTRICT	\$48,779	9.6%	\$539,439	\$282,775	\$822,214			\$583,508
412	BUHL JOINT DISTRICT	\$2,376	0.9%	\$0	\$0	\$409,141			\$299,491
421	MCCALL-DONNELLY JT. SCHOOL DISTRICT	\$37,097	8.0%	\$0	\$0	\$761,469			\$596,443
451	VICTORY CHARTER SCHOOL	\$2,674	2.8%	\$0	\$0	\$155,061			\$99,182
454	ROLLING HILLS CHARTER SCHOOL	\$17,445	60.2%	\$49,050	\$5,223	\$54,273			\$10,683
478	LEGACY CHARTER SCHOOL DISTRICT	\$877	1.9%	\$0	\$0	\$75,804			\$71,909
498	GEM PREP: MERIDIAN, LLC	\$34,517	28.4%	\$0	\$0	\$198,785			\$120,857
499	FUTURE PUBLIC SCHOOL, INC.	\$14,669	27.5%	\$0	\$0	\$87,313			\$39,720
511	PEACE VALLEY CHARTER SCHOOL, INC.	\$11,952	23.1%	\$0	\$0	\$84,459			\$16,881
513	PROJECT IMPACT STEM ACADEMY, INC.	\$16,883	19.5%	\$0	\$0	\$141,572			\$57,497
532	TREASURE VALLEY CLASSICAL ACADEMY,	\$28,148	18.9%	\$169,544	\$75,481	\$245,025			\$116,291
796	GEM PREP: NAMPA, LLC	\$24,493	21.9%	\$0	\$0	\$182,816			\$82,258
Totals		\$983,041		\$37,338,149	\$17,527,272	\$100,461,136			\$77,934,069

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates Recommendations

REFERENCE

June 2020	Board approved two (2) provisional certificates for the 2019-20 school year.
August 2020	Board approved one (1) provisional certificates for the 2020-21 school year.
December 2020	Board reviewed fifteen (15) provisional certificates for the 2020-21 school year. Fourteen (14) applications were approved and one (1) application was not approved.
February 2021	Board approved fifty-two (52) provisional certificates for the 2020-21 school year.
April 2021	Board approved thirteen (13) provisional certificates for the 2020-221 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §§ 33-1201 and 33-1203

BACKGROUND/DISCUSSION

Six (6) emergency provisional applications were received by the State Department of Education by March 18, 2021 from the school districts listed below. These applications were reviewed by the Professional Standards Commission Authorizations Committee on April 8, 2021. Due to timelines for State Board of Education agenda items to be submitted to the Office of the State Board of Education, the earliest regularly scheduled Board Meeting for consideration is the June 2021 meeting. Emergency provisional applications allow a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/ credential, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification, 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 rule that prohibits multiple provisionals.

Another Choice Charter School #476 Applicant Name: Abigail Abell Content & Grade Range: English 6-12

Declared Emergency: March 17, 2021 Another Choice Charter School Board of Directors declared an emergency exists for the 2020-21 school year. According to the application, Ms. Abell was hired January 4, 2021.

Summary of Recruitment Efforts: There were two applicants and two interviews. The charter school had an overload of new students this year. They have been looking for an English teacher and Ms. Abell was a December graduate in English from NNU. They feel she will do an excellent job working with our students.

PSC Review: The Professional Standards Commission Authorizations Committee met April 8, 2021. The committee recommends Another Choice Charter School's request for Abigail Abell without reservation.

Caldwell School District #132

Applicant Name: Megan Osterhout

Content & Grade Range: All Subjects K-8

Degree: BA, Interdisciplinary Studies/Elementary Precert, 5/2020

Declared Emergency: March 8, 2021 Caldwell School District Board of Trustees declared an emergency exists for the 2020-21 school year. According to the application, Ms. Osterhout was hired March 8, 2021.

Summary of Recruitment Efforts: There was one applicant and one interview. Students returning to in-person learning will create larger class sizes for first grade, adding this position to finish the school year.

PSC Review: The Professional Standards Commission Authorizations Committee met April 8, 2021. The committee recommends Caldwell School District's request for Megan Osterhout without reservation.

Cambridge School District #432

Applicant Name: Katrina Steele

Content & Grade Range: All Subjects K-8

Degree: 70 credits. According to the application, Ms. Steele was hired January 5, 2021.

Declared Emergency: November 16, 2021 Cambridge School District Board of Trustees declared an emergency exists for the 2020-21 school year. According to the application, Ms. Steele was hired January 5, 2021.

Summary of Recruitment Efforts: There were three applicants and two interviews. The Cambridge School District experienced an influx of new students to the district. The Covid-19 pandemic made having combination classrooms detrimental to student and staff health. By hiring a second grade teacher, the elementary school was able to operate with no combination classrooms with fewer students in each classroom. The position was posted on the Cambridge School District website, in the local newspaper, and on IASA EdJobs Idaho website.

PSC Review: The Professional Standards Commission Authorizations Committee met April 8, 2021. The committee recommends Cambridge School District's request for Katrina Steele without reservation.

Canyon-Owyhee School Service Agency #555

Applicant Name: Samantha Paffile

Content & Grade Range: CTE OS – Emergency Medical Technician 6-12 **Degree:** EMT – Basic with CEU's since 8/2019.

Declared Emergency: February 1, 2021 Canyon-Owyhee School District Service Agency Board of Trustees declared an emergency exists for the 2020-21 school year. According to the application, Ms. Paffile was hired January 4, 2021.

Summary of Recruitment Efforts: There was one applicant and one interview. In January the school lost our EMT instructor. She had a family emergency before the holidays, requested an unpaid leave of absence, which the Board granted, and then after the holidays submitted her resignation, which the Board also granted due to the extreme nature of her emergency. The Board immediately opened the EMT position and started advertising, but have only had one individual apply who is EMT Basic certified. They are currently using this person as long-term substitute. **PSC Review**: The Professional Standards Commission Authorizations Committee met April 8, 2021. The committee recommends Canyon-Owyhee School Service Agengy's request for Samantha Paffile without reservation.

Lewiston Independent School District #340

Applicant Name: Anastasia Kibby

Content & Grade Range: School Counselor K-12

Degree: MA, Social Work, 3/2020

Declared Emergency: March 8, 2021 Lewiston Independent School District Board of Trustees declared an emergency exists for the 2020-21 school year. According to the application, Ms. Kibby was hired March 1, 2021.

Summary of Recruitment Efforts: There were six applicant and two interviews. The elementary school counselor tendered her letter of resignation mid-year, which resulted in an unexpected vacancy. The district posted the vacancy announcement to refill the positions through January 28, 2021. During that time, the school advertised the position in the Lewiston Morning Tribune; the ad was placed both on-line and in print (3 Sunday editions). They also advertised regionally with School Spring - Idaho Education Jobs and nationally with Indeed for 30 days. The advertising efforts generated six candidates, none of whom held the required certificate or endorsement. Based upon qualifications, interviews and referencing, the candidate selected for the position was the most qualified candidate in the pool.

PSC Review: The Professional Standards Commission Authorizations Committee met April 8, 2021. The committee recommends Lewiston Independent School District's request for Anastasia Kibby without reservation.

St. Maries Joint School District #41

Applicant Name: James Broyles Content & Grade Range: CTE OS – Orientation Health Occupations 6-12 Degree: BS, Nursing, 5/1973

Declared Emergency: February 8, 2021 St. Maries School District Board of Trustees declared an emergency exists for the 2020-21 school year. According to the application, Mr. Broyles was hired February 8, 2021.

Summary of Recruitment Efforts: There was one applicant and one interview. Mr. Broyles has received multiple Provsional approvals. Because the school was unable to find a teacher to teach Anatomy and Physiology for Health Professions in the summer of 2020, the school offered the course using on online format. Students were unsuccessful in that fomat. The school needs a face-to-face option and were pleased when Mr. Broyles agreed to come back for one more semester. **PSC Review**: The Professional Standards Commission Authorizations Committee met April 8, 2021. The Authorization Committee is not recommending approval of the application for Mr. Broyles due to the lack of effort to complete requirements for certification since 2011, however, there is nothing in Sections 33-1201 and 33-1203, Idaho Code, that prohibits the approval of annual applications. He does meet the requirements for the Emergency Provisional application. Since students were taking online options for the same courses, it is recommended that in the future, the district change courses offered or encourage Mr. Broyles to proctor the online course.

IMPACT

If an emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position as required by Section 33-1201, Idaho Code 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 "the limited fields of trades and industries, and specialists certificates of school librarians and school nurses." In the case of emergencies, which must be declared, "the state board may authorize the issuance of provisional certificates based on not less than two (2) years of college training."

Section 33-512(15), 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. Salary Based Apportionment is calculated based on school district employee certification. A school district or charter school receives a lesser apportionment for non-

certificated/classified staff than it receives for certificated staff. Substitute teachers are calculated at the lesser-classified staff rate.

A process for approving provisional certificates was approved by the Board at the April 2019 Regular Board meeting to limit the timeline for Emergency Provisions Certificated to come to the Board. The approved provisions required requests, for the current school year, to come to the Board at no later than the April Regular Board meeting. The process was amended at the August 2019 Regular Board meeting to provide an extension of this timeframe "subject to extenuating circumstances" such as when an LEA loses a staff member after the January Commission meeting deadline. In order to meet the April Board meeting agenda material deadline in March of each year the certification request is required to be submitted in January to make it through the Commission/Department process. Based on the information provided, these requests do not meet the standard for approval after the April Regular Board meeting.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Abigail Abell, Megan Osterhout, Katrina Steele, Samantha Paffile, and Anastasia Kibby to teach the content area and grade ranges at the specified school districts as provided herein for the 2020-21 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to accept the recommendation of the Professional Standards Commission to deny the one-year emergency provisional certificates for James Broyles to teach the content area and grade ranges at the specified school district as provided herein for the 2020-21 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS JUNE 16 , 2021

ТАВ	DESCRIPTION	ACTION
1	HIGHER EDUCATION RESEARCH COUNCIL REPORT – FY20	Information Item
2	OPEN EDUCATIONAL RESOURCES REPORT	Information Item
3	BOARD POLICY III.G. – PROGRAM APPROVAL AND DISCONTINUANCE AND BOARD POLICY III.H. – PROGRAM REVIEW – FIRST READING	Action Item
4	BOARD POLICY III.G PARTIAL WAIVER EXTENSION	Action Item
5	BOARD POLICY III.Q. – ADMISSION STANDARDS AND BOARD POLICY III.O. – COURSE PLACEMENT – SECOND READING	Action Item
6	BOARD POLICY III.U. – INSTRUCTIONAL MATERIAL ACCESS AND AFFORDABILITY– SECOND READING	Action Item
7	UNIVERSITY OF IDAHO – MASTER OF SCIENCE IN CYBERSECURITY	Action Item

SUBJECT

Higher Education Research Council Report – FY20

REFERENCE

February 2017	The Board was provided the annual update of the Higher Education Research Council and approved the second reading of amendments to Board Policy III.W.
February 2018	The Board was provided the annual update of the Higher Education Research Council
June 2019	The Board was provided the annual update of the Higher Education Research Council
June 2020	The Board was provided the annual report of the Higher Education Research Council

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W. Higher Education Research

BACKGROUND/DISCUSSION

Board Policy III.W. Higher Education Research recognizes the significant role research plays in innovation, economic development and enhanced quality of educational programs. By developing and leveraging the state's unique research expertise and strengths, Idaho's universities and colleges serve as catalysts to spur the creation of new knowledge, technologies, products, and industries. This in turn leads to new advances and opportunities for economic growth.

The Board's Higher Education Research Council (HERC) provides recommendations to the Board regarding statewide collaborative efforts and initiatives to accomplish these goals and objectives. In addition, HERC provides direction for and oversees the use of the limited resources allocated by the Board for higher education research by promoting research activities that will have the greatest beneficial effect on the quality of education and the economy of the state.

HERC also administers the Incubation Fund and HERC Idaho Global Entrepreneurial Mission (IGEM) Fund programs, disbursement of Infrastructure Funds, and the oversight of matching funds for our Idaho Established Program to Stimulate Competitive Research (EPSCoR) Track 1 project (Managing Idaho's Landscapes for Ecosystem Services) on the Board's behalf and in compliance with Board Policy III.W. Additional responsibilities include receiving annual reporting on the institutions' activities in relation to the Center for Advanced Energy Studies (CAES).

Incubation Fund projects are single-year projects that are at the proof-of-concept stage. Through a competitive process, HERC awards funds to those projects where the principal investigator can rapidly move their project into the development stage. IGEM Fund projects are awarded for competitive state university research

in support of the goals of the Idaho Global Entrepreneurial Mission (IGEM) initiative. These funds are to be used as seed funding for strengthening Idaho's future by strategically investing in the development of expertise, products, and services which result in state economic growth. While these awards may be for up to three years, the funding is contingent upon successful progress as determined by HERC at an annual review of the project.

CAES is a research and education consortium between the three Idaho public research institutions (Boise State University, Idaho State University, University of Idaho), and the Idaho National Laboratory.

IMPACT

Taking a strategic approach to invest in the state's unique research expertise and strengths will lead to new advances and opportunities for economic growth and enhance Idaho's reputation as a national and international leader in excellence and innovation. This update will provide the Board with the opportunity to provide input to the Higher Education Research Council on areas of focus and strategic direction.

ATTACHMENTS

Attachment 1 – FY20 HERC Report Presentation Slide Deck

Attachment 2 – FY20 Research Performance Measure Report

Attachment 3 – FY20 Research Activity Report

Attachment 4 – FY20 HERC Budget Allocation

Attachment 5 – FY20 Infrastructure Summary Report

Attachment 6 – FY20 Idaho Conference on Undergraduate Research Report

Attachment 7 – FY20 Undergraduate Research Report

Attachment 8 – FY20 IGEM Grant Reports

Attachment 9 – FY20 Incubation Fund Grant Reports

Attachment 10 – 2020 CAES Annual Report

STAFF COMMENTS AND RECOMMENDATIONS

The HERC report will be provided by Dr. Christopher Nomura, who was hired as the Vice President for Research and Economic Development at the University of Idaho in Fall 2020. Dr. Nomura will become the new Chair of HERC on July 1, 2021.

BOARD ACTION

This item is for informational purposes only.

Higher Education Research Council

Report on activities from July 1, 2019 - June 30, 2020 (Fiscal Year 2020)

> Dr. Christopher Nomura June 16, 2021







University of Idaho

Lewis-Clark S T A T E C O L L E G E

Attachments

- FY20 Research Performance Measure Report
- FY20 Research Activity Report
- FY20 Infrastructure Summary Report
- FY20 Undergraduate Research Report
- FY20 Idaho Conference on Undergraduate Research Report
- FY20 HERC Budget Allocation
- FY20 IGEM Grant Reports
- FY20 Incubation Fund Grant Reports
- 2020 CAES Annual Report

HERC Mission

Strengthen the research capabilities at Idaho's public, four-year institutions and contribute to the economic development of the state of Idaho.

ATTACHMENT 1

HERC Membership

Higher Education Representatives

Dr. Christopher Nomura, University of Idaho

Dr. Donna Lybecker, Idaho State University

Dr. Harold Blackman (Chair), Boise State University

Dr. Lori Stinson, *Lewis-Clark State College*

Industry Representatives

Robin Woods, *Alturas Analytics*

Marianne Walck, Idaho National Laboratory

Eileen Barber, Keynetics

Heather Messenger, Life Sciences and Biotech Industry

ATTACHMENT 1

FY20 HERC Budget Allocation

Total
Administrative Costs
Incubation Fund
IGEM Grants
Undergraduate Research
Matching Grants (EPSCoR)
Research Infrastructure Funds

\$850,000 \$800,000 \$217,000 \$2,066,500 \$244,670 \$2,700 **\$4,160,870**

ATTACHMENT 1

Research Infrastructure

Funding to support science, engineering, and other research infrastructure

FY20 Infrastructure Budget - \$850,000

Major line items:

- **BSU** High performance computing equipment/software
- **ISU** Equipment to support the IGEM 20-001 grant
- UI Post-doctoral fellows and lab equipment
- LC State Library support and lab equipment

ATTACHMENT 1

Undergraduate Research

Funding to support STEM undergraduates in research projects and travel to conferences

FY20 UR Budget - \$185,000

Student research projects supported in FY20:

BSU – 17 **ISU** – 10 **UI** – 11

LC State – 11

ATTACHMENT 1

Idaho Conference on Undergraduate Research (ICUR)

Funding for two day undergraduate conference held each July

FY20 ICUR Budget - \$32,000

FY20 ICUR Outcomes: 291 attendees from 26 different institutions/organizations 189 students 150 poster presentations 102 faculty, industry and governmental representatives

IDAHO CONFERENCE ON UNDERGRADUATE RESEARCH

July 21-22, 2021 Virtual Conference

ATTACHMENT 1

Idaho Global Entrepreneurial Mission Fund (IGEM)

Competitive grant program used as seed funding for strengthening Idaho's future by strategically investing in the development of expertise, products, and services which result in state economic growth.

1- to 3-year grants up to \$700,000 per year

FY20 IGEM Grant Budget – \$2,065,500

Active Grants in FY20: 4

ATTACHMENT 1

FY20 Active IGEM Grants

Sustaining the Competitiveness of the Food Industry in Southern Idaho: Integrated Water, Energy and Waste Management

University of Idaho – \$700,000 – Year 3

Nucleic Acid Memory

Boise State University – \$665K – Year 3

A Disaster Response Complex for Emergency Responders in Idaho Idaho State University – \$525K – Year 2

Cellulosic 3D Printing of Modular Building Assemblies University of Idaho – \$175K – Year 2

Sustaining the Competitiveness of the Food Industry in Southern Idaho: Integrated Water, Energy and Waste Management (U of I)

- Build capacity and partnerships among UI, BSU, ISU and CAES to assist Idaho food producers and processors in reducing water, energy, and waste footprints
- Demonstrate/transfer technologies for reducing water/nutrient use
- Pilot at field-scale and transfer technology for recovering valuable nutrients/byproducts from waste streams
- Provide decision support tools for community and business stakeholders to better understand the interconnections and tradeoffs between energy, water, nutrients, and land use
- Include workforce development in the use of new technologies

ATTACHMENT 1

Nucleic Acid Memory (BSU)

- 16 trillion GB of data were produced in 2016; 163 trillion GB of data will be produced in 2025
- Archival storage of this huge amount of data using electronic memory is reaching physical and economic finish lines
- Project will develop an optical technology using DNA to write, store and read digital information
- DNA as a digital storage/memory medium:
 - Retention time of thousands to millions of years
 - 1 kg of DNA can store the entire projected digital universe in 2040
 - DNA storage energy is 100 million times less than current electronic memory
- Creation of Nucleic Acid Memory Institute to meet critical innovation, economic, and workforce development needs in Idaho

A Disaster Response Complex for Emergency Responders in Idaho (ISU)

- FEMA has recognized the need to establish emergency management as both an academic field and as an applied practice
- Coupling academia to traditional emergency response structures will make the complex emergency management more effective
- Goal of this project is to develop and construct an outdoor campus called "Disaster Response Complex" at ISU
- DRC will become a premier regional/national response center for research, curriculum development, and training/exercises for military and law enforcement personnel in Idaho and beyond
- The DRC ideas is strongly supported by INL and CAES who wish to use the complex to develop workforce talent

Cellulosic 3D Printing of Modular Building Assemblies (UI)

- Identify a methodology, process, and materials necessary to 3-D cold print building assemblies using wood fibers
- Primary objective is the development of a cost-effective and reliable process for printing wall, roof, and floor assemblies on a horizontal plane.
- Target market is light commercial, residential and multi-family buildings.

ATTACHMENT 1

Incubation Fund Grant Program

1-year grants up to \$75,000

FY20 Budget - \$224,670

FY20 Projects: 3

ATTACHMENT 1

FY20 Incubation Fund Grants

Optical Sensors for Harsh Environment

Boise State University – \$75,000

Ink Production Scale Up

Boise State University – \$74,970

Darwin's Demons Mobile: Expanding the Market for Evolutionary Procedural Content Generation

University of Idaho – \$74,700

Optical Sensors for Harsh Environment (BSU)

- Market need for optical sensors that can withstand extreme environments and that are immune to electromagnetic interference
- Such sensors can be used in places like jet engines, nuclear power plants, deep sea drilling rigs, etc., leading to more accurate information and increased efficiencies
- Idaho does not currently have capability to create these kinds of sensors locally
- Fiberguide Industries in Caldwell has partnered with BSU and has become the industry leader in the US for this technology
- This grant allowed BSU to purchase an ultrafast laser system that is used by researchers and Fiberguide staff to create sensors on specialty fibers and test them under harsh environments (extreme temperature and radiation)

Ink Production Scale Up (BSU)

- Scale up the synthesis of nanoparticle inks
- Several inks are not available commercially, including platinum, niobium, cobalt, tungsten, molybdenum, iron
- Great interest in these inks from industry, national labs, and governments
- Further fostering partnerships with industry, leading to commercialization of new inks and associated technologies

Darwin's Demons Mobile: Expanding the Market for Evolutionary Procedural Content Generation (UI)

- US video game market generates over \$90B per year
- Content development for games is expensive
- In a previous IGEM grant, UI researchers created a game using evolutionary procedural content generation (IPCG)
- This approach uses evolutionary models to evolve game content rather than relying on pre-programmed content
- IPCG creates a competitive advantage by significantly reducing game development costs
- This grant allowed UI to develop a mobile version of the game that was previously developed using IGEM funds.
- The mobile market is very large potential source of income

ATTACHMENT 1

Thank You



TAB 1 Page 20

RESEARCH STRATEGIC PLAN PERFORMANCE MEASURES Goal 1: Increased research at, and collaboration among, Idaho universities and colleges to advance research strengths and opportunities pertaining to critical issues in Idaho, while also providing a vision for national and global impact.								
Objective 1.A: Ensure growth and sustainability of public university research efforts.								
Performance Measure	FY 2016	FY 2017	FY2018	FY2019	FY2020	Benchmark		
Statewide amount of total annual research and development								
expenditures as reported in the National Science Foundation					Not vet			
(NSF) Higher Education Research and Development Survey	\$154.989.123	\$163.093.485	\$171,052,983	\$166.564.099	available	10% annual increase		
Objective 1.B: Ensure the growth and sustainability of the					nergy Studies			
Statewide amount of U.S. Department of Energy (DOE)								
research and development expenditures as reported in the								
National Science Foundation (NSF) Higher Education Research					Not yet			
and Development Survey.	\$8,561,218	\$9,489,612	\$11,022,015	\$11,724,216	available	10% annual increase		
Objective 1.C: Expand joint research ventures among the	state universitie	es.	. , ,	. , ,				
Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	92	119	100	82	94	50% annual increase		
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	58	70	76	69	50	30% annual increase		
Establish/fund at least one HERC-directed research project per								
year which collaborates with one other Idaho university that directly addresses issues of particular importance to the State								
of Idaho.	NA	NA	NA	1		1 per year		
Goal 2: Create research and development opportunities th Objective 2.A: Increase the number of sponsored projects Performance Measure			between state t	universities and FY2019	I the private se FY2020	ctor. Benchmark		
		112017	112010	112013	112020	Benchmark		
Number of new sponsored projects involving the private sector.	165	163	172	202	206	50% annual increase		

Goal 3: Contribute to the economic development of the St	ate of Idaho.					
Objective 3.A: Increase the amount of university-generate Performance Measure	d intellectual pr FY 2016	operty introduc FY 2017	ced into the ma FY2018	rketplace. FY2019	FY2020	Benchmark
Number of technology transfer agreements (as defined by				112013	112020	Benefiliark
AUTM [Association of University Technology Managers]).	44	33	29	29	28	15% annual increase
					20	1 for every \$2M of
Number of invention disclosures (including biomic varieties)	40	38	45	46	58	research expenditure
Amount of licensing revenues.	\$724,316	\$1,271,819	\$ 1,869,718	\$ 2,607,055	\$ 3,450,773	10% annual increase
Number of startup companies.	8	1	1	1	0	10% annual increase
Goal 4: Enhance learning and professional development t	hrough researc	h and scholarly	v activity.			
Objective 4.A: Increase the number of university and colle						
Performance Measure	FY 2016	FY 2017	FY2018	FY2019	FY2020	Benchmark
Number of undergraduate students paid from sponsored						
projects.	1,683	1,811	2,100	1,926	1,993	20% annual increase
Number of graduate students paid from sponsored projects.	636 UI: 60.4%,	716 716 716	656 UI: 62.7%,	592 UI: 64.4%	536 UI: 58.1%	20% annual increase
Percentage of baccalaureate students who graduated in STEM	· · · ·	BSU: N/A,	BSU: N/A.	BSU: N/A	BSU: N/A	
disciplines and had a research experience.	ISU: 13%	ISU: 12.1%	ISU: 19.6%	ISU: 12.7%	ISU: 19.1%	20% annual increase
Number of faculty and staff paid from sponsored projects.	2,272	2,383	2,418	2,446	2,484	20% annual increase
K-20 Statewide Stratgic Plan Performance Measures	FY 2016	FY 2017	FY2018	FY2019	FY2020	Benchmark
	UI: 64%,	UI: 65%,	UI: 61%,	UI: 58%,	UI: 60%,	
	BSU: 35%,		BSU: 37%,	BSU: 43%,	BSU: 43%,	
Percentage of students participating in undergraduate	ISU: 43%,		ISU: 41%,	ISU: 38%,	ISU: 36%,	
research.	LCSC: 10%	LCSC: 14%	LCSC: 16%	LCSC: 20%	LCSC: 12%	309
Percentage of students participating in internships	5%	5%	8%	6%	6%	109

ATTACHMENT 3

Boise State University

Sponsored Project Activity Report FY2020

Awards for the Period July 1, 2019 through June 30, 2020

	Federal		State	Industry	Other	Total	% of Grand
Activity Type							Total
Instruction:							
Sponsored Programs	\$ 3,248,1	52 \$	2,442,843	\$ -	\$ 322,855	\$ 6,013,850	
State Instruction Appropriations	\$	- \$	60,000	\$ -	\$ -	\$ 60,000	
Subtotal Instruction	\$ 3,248,1	52 \$	2,502,843	\$ -	\$ 322,855	\$ 6,073,850	10.43%
Research:							
Sponsored Programs	\$ 32,193,8)1 \$	3,174,145	\$ 923,494	\$ 1,354,164	\$ 37,645,604	
State Research Appropriations	\$	- \$	816,470	\$ -	\$ -	\$ 816,470	
Subtotal Research	\$ 32,193,8)1 \$	3,990,615	\$ 923,494	\$ 1,354,164	\$ 38,462,074	66.04%
Other Sponsored Activities:							
Sponsored Programs	\$ 9,802,7	30 \$	1,934,790	\$ 548,142	\$ 1,284,550	\$ 13,570,213	
State Other Sponsored Activities Appropriations	\$	- \$	133,366	\$ -	\$ -	\$ 133,366	
Subtotal Other Sponsored Activities	\$ 9,802,7	30 \$	2,068,156	\$ 548,142	\$ 1,284,550	\$ 13,703,579	23.53%
Grand Totals	\$ 45,244,6	33 \$	8,561,615	\$ 1,471,636	\$ 2,961,569	\$ 58,239,503	
Percent of Grand Total	77.6	0%	14.70%	2.53%	5.09%	100%	1 00%

Expenditures for the Period July 1, 2019 through June 30, 2020

	Fe	ederal	State	Industry	Other	Totals	% of Grand
Activity Type							Total
Instruction:							
Sponsored Programs	\$	2,955,733	\$ 1,460,849	\$ -	\$ 88,181	\$ 4,504,763	
State Instruction Appropriations	\$	-	\$ -	\$ -	\$ -	\$ -	
Subtotal Instruction	\$	2,955,733	\$ 1,460,849	\$ -	\$ 88,181	\$ 4,504,763	9.33%
Research:							
Sponsored Programs	\$	27,058,048	\$ 1,390,318	\$ 358,136	\$ 1,021,757	\$ 29,828,258	
State Research Appropriations	\$	-	\$ 248,976	\$ -	\$ -	\$ 248,976	
Subtotal Research	\$	27,058,048	\$ 1,639,294	\$ 358,136	\$ 1,021,757	\$ 30,077,234	62.31%
Other Sponsored Activities:							
Sponsored Programs	\$	9,307,481	\$ 2,562,671	\$ 82,938	\$ 1,643,911	\$ 13,597,001	
State Other Sponsored Activities Appropriations	\$	-	\$ 91,638	\$ -	\$ -	\$ 91,638	
Subtotal Other Sponsored Activities	\$	9,307,481	\$ 2,654,308	\$ 82,938	\$ 1,643,911	\$ 13,688,639	28.36%
Grand Totals	\$	39,321,262	\$ 5,754,452	\$ 441,074	\$ 2,753,849	\$ 48,270,636	
Percent of Grand Total		81.46%	11.92%	0.91%	5.71%	100%	100%

ATTACHMENT 3

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS JUNE 16, 2021 Office for Research Award Breakdown by Funding Agency Type and Project Type July 1, 2019 through June 30, 2020

	Federal	State	Industry	Other/Foundation	Totals	Percent of Total
Research	4,534,826	3,523,750	3,474,710	804,041	12,337,327	45%
Training and Instruction	1,733,003	938,702	1,213,232	340,155	4,225,092	15%
Other/Public Service	7,028,149	2,662,092	1,144,804	259,605	11,094,650	40%
Totals	13,295,978	7,124,544	5,832,746	1,403,801	27,657,069	100%
Percent of Total	48%	26%	21%	5%	100%	•

State = Awards from state of Idaho agencies, including other state universities and colleges

Other/Foundation = Awards from other funding agecnies, such as foundations, universities from outside of Idaho, local municipalities, non-profits, etc.

File Name: ISU OR Annual Awards FY20

ATTACHMENT 3

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS ICANO State Diversity JUNE 16, 2021 Office for Research

Expenditure Breakdown by Funding Agency Type and Project Type July 1, 2019 through June 30, 2020

	Federal	State	Industry	Other/Foundation	Totals	Percent of Total
Research	7,339,332	274,614	453,229	956,426	9,023,601	46%
Training and Instruction	5,785,978	785,328	407,657	111,507	7,090,470	36%
Other/Public Service	2,016,246	938,891	443,080	9,771	3,407,988	17%
	_,,					
Totals Percent of Total	15,141,556 78%	1,998,833 10%	1,303,966 7%	1,077,704 6%	19,522,059 100%	100%

File Name: ISU OR Annual Expenditures FY20

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS JUNE 16, 2021 University of Idaho - FY2020 Research Activity Report Awards for the Period July 1, 2019 through June 30, 2020

	Federal	State of Idaho	Industry	Other	Total	% of Grand	% of Sponsor
						Total	Total
Instruction:							
Sponsored Programs	\$ 2,552,894.63	\$ 48,335.08	\$ 59,905.00	\$ 26,000.00	\$ 2,687,134.71		3%
	\$ 2,552,894.63	\$ 48,335.08	\$ 59,905.00	\$ 26,000.00	\$ 2,687,134.71	2%	
Research:							
Sponsored Programs	\$ 52,242,047.61	\$ 3,098,038.00	\$ 1,240,140.79	\$ 5,314,530.40	\$ 61,894,756.80		67%
Federal Land Grant Appropriations (FFY20)	2,873,822.00				2,873,822.00		
State Research Appropriations (CALS, FUR, IGS, EPSC	oR)	23,464,891.00			23,464,891.00		
Subtotal Research:	\$ 55,115,869.61	\$ 26,562,929.00	\$ 1,240,140.79	\$ 5,314,530.40	\$ 88,233,469.80	65%	
Public Service:							
Sponsored Programs	\$ 24,053,994.76	\$ 1,989,118.04	\$ 178,574.95	\$ 1,879,768.92	\$ 28,101,456.67		30%
Federal Land Grant Appropriations (FFY20)	3,050,887.50				3,050,887.50		
State Extension Appropriations		12,737,309.00			12,737,309.00		
Subtotal Public Service:	\$ 27,104,882.26	\$ 14,726,427.04	\$ 178,574.95	\$ 1,879,768.92	\$ 43,889,653.17	33%	
Construction:							
Sponsored Programs	100,000.00	-	-	-	100,000.00	0%	0%
Total Sponsored Programs Funding	\$ 78,948,937.00	\$ 5,135,491.12	\$ 1,478,620.74	\$ 7,220,299.32	\$ 92,783,348.18		
Percent of Total Sponsored Programs	84%	6%	2%	8%	100%		100%
Grand Total of All Funding Per Category	\$ 84,873,646.50	\$ 41,337,691.12	\$ 1,478,620.74	\$ 7,220,299.32	\$ 134,910,257.68		
Percent of All Funding	63%	31%	1%	5%	100%	100%	

Expenditures for the Period July 1, 2019 through June 30, 2020 (includes accruals)

	Federal	State of Idaho	Industry	Other	Institutional	Total	% of Grand	% of Sponsor
							Total	Total
Instruction:								
Sponsored Programs	\$ 2,437,876.30	\$ 64,329.59	\$ 35,169.97	\$ 229,136.32	\$ 418,393.66	\$ 3,184,905.84		3.2%
	\$ 2,437,876.30	\$ 64,329.59	\$ 35,169.97	\$ 229,136.32	\$ 418,393.66	\$ 3,184,905.84	2.0%	
Research:								
Sponsored Programs	\$ 48,940,862.98	\$ 2,709,475.44	\$ 2,581,405.39	\$ 3,733,600.79	\$ 11,100,583.38	\$ 69,065,927.98		70.0%
Federal Land Grant Appropriations	2,508,933.37					2,508,933.37		
State Research Appropriations (CALS, FUR, IGS, EPSC	oR)	22,155,226.66				22,155,226.66		
State Other Appropriations		8,148,909.60				8,148,909.60		
Other Sources	-	-	-	2,496,438.41	8,435,022.14	10,931,460.55		
Subtotal Research:	\$ 51,449,796.35	\$ 33,013,611.70	\$ 2,581,405.39	\$ 6,230,039.20	\$ 19,535,605.52	\$ 112,810,458.16	71.3%	
Public Service:								
Sponsored Programs	\$ 19,085,710.98	\$ 1,453,471.02	\$ 154,580.01	\$ 1,673,231.38	\$ 3,792,932.67	\$ 26,159,926.06		26.5%
Federal Land Grant Appropriations	3,072,590.47					3,072,590.47		
State Extension Appropriations		12,840,873.71				12,840,873.71		
Subtotal Public Service:	\$ 22,158,301.45	\$ 14,294,344.73	\$ 154,580.01	\$ 1,673,231.38	\$ 3,792,932.67	\$ 42,073,390.24	26.6%	
Construction:								
Sponsored Programs	\$ 100,000.00	\$-	\$-	\$-	\$ 100,000.00	\$ 200,000.00	0.1%	0.2%
Total Sponsored Programs Funding	\$ 70,564,450.26	\$ 4,227,276.05	\$ 2,771,155.37	\$ 5,635,968.49	\$ 15,411,909.71	\$ 98,610,759.88		
Percent of Total Sponsored Programs	72%	4%	3%	6%	i 16%	100%		100%
Grand Total of All Funding Per Category	\$ 76,145,974.10	\$ 47,372,286.02	\$ 2,771,155.37	\$ 8,132,406.90	\$ 23,846,931.85	\$ 158,268,754.24		
Percent of All Funding	48%	30%	2%	5%	15%	100%	100%)

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS JUNE 16, 2021 ATTACHMENT 4

FY 2020 Allocation	of HERC Funds		
Matchir Total Balance	HERC IGEM Infrastructure Funds ng Grants (EPSCoR Match) Incubation Fund Undergraduate Research Administrative Costs	\$4,163,200	FY2020 Proposed Allocation 2,066,500 850,000 224,670 217,000 2,700 4,160,870 2,330
IGEM Funds BSU ISU UI UI LCSC Total IGEM		IGEM 19-02 IGEM 20-01 IGEM 19-01 IGEM 20-02	\$666,500 \$525,100 \$700,000 \$174,900 \$2,066,500
Research Infrastructure Funds BSU ISU UI LCSC Total Infrastructure			\$0 \$250,000 \$250,000 \$250,000 \$100,000 \$850,000
Matching Award Grants NSF-EPSCoR Total Matching Grants			\$800,000 \$800,000
Targeted Research Idaho Incubation Fund (7th round) Kandadai "Optical Sensors" (BSU) Subbaraman "Ink Production" (ISU/I Robsion "Darwin's Demons" (UI)	ור)		\$75,000 \$74,970 \$74,700
Total Targeted Research			\$224,670

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS JUNE 16, 2021 ATTACHMENT 4

Undergraduate Research BSU ISU UI LCSC Idaho Conference for Undergraduate Research (ICUR) One-time money	\$55,000 \$55,000 \$55,000 \$20,000 \$32,000
Total Undergraduate Research	\$217,000
Administrative Costs	\$2,700
Total Administrative Costs	\$2,700
Total Budget / Allocation	\$4,160,870

ATTACHMENT 5

Detailed Allocations	
Library Support	
Graduate Research Assistantships/Research Associates	10,000
Post Doctoral Fellows	
Technician Support	
Maintenance Contracts	
Research Equipment	210,892
Competitively Awarded Summer Research Support	
Start-Up Funds for New Hires	23,000
Incentives to Reward Faculty for Research Achievements	
Other	6,108 (refund 2019 funds)
Total Allocation	250,000

ATTACHMENT 5

Detailed Allocations	
Publications in refereed journals	
Presentations at professional meetings and conferences	
Grants Received as a result	
Grants Pending	
Student Participation	
Faculty Participation	
Other Participation	
Patents Awarded	
Patents Pending	
Manuscripts Submitted	

ATTACHMENT 5

Notes: <u>Research Equipment:</u> HPC (High Performance Computing) Equipment and Software - \$140,868 Compliance (Vivarium/Animal cages/ Software) - \$70,024

Startup – Biology - Buerki \$23,000

GA – Biology/BMOL PhD Student - \$10,000

Refund of 2019 funds (equipment funds encumbered at FY end then canceled/unspent) - \$6,108

INSTRUCTION, RESEARCH, AND STUDENT AFFAIR FY 2020 INFRASTRUCTURE 16 2021 FY 2020 INFRASTRUCTURE 76 FORT SUMMARY - ISU

	Total \$	Detailed Allocations
Library Support	\$0	
Graduate Research Assistantships / Research Associates	\$0	
Post-Doctoral Fellows	\$0	
Technician Support	\$0	
Maintenance Contract - Biology, Chemistry and Research Date Cnt.	\$5,767	Shimadzu Scientific : Service Agreement for a microscope, Elite Services: moving service fo a freezer, OFR: Research Data Center SmartNet Maintenance. Peak Scientific: Compressor Complete
Equipment: IGEM 20-001 Disaster Response Complex Mustafa Mashal	\$171,568	Advanced Air Products: MTS Temposonics, R-Series. Amazon: Hydraulic Cylinder Jack Ram, Double Acting, Hollow Ran 1 PCE. BTM: Cement Mixer. Campbell Scientific: Control Datalogger, Power Supply, 5V Analog, CPI Network Kit. Dell Marketing: Optiplex 7070 SFF XCTO Computer., Dylon Toyota: Forklift. EnerPac: Cutter Bar Electric. Interface Inc: 2160 Series Column Load Cell 2.0, Intelligent Digital Indicator. Kaman: Trompler fluid power, high pressure hose, simplex power unit, Continental Custom Hydraulic Power unit, 1-1/2 horse power generator. Spartan Steel: Isolation Frame.
Equipment- Biology	\$15,527	Fisher Scientific: Temperature Freezers. Mechanical Solutions: Hoshizaki F-500 BAJ Ice Machine.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIR FY 2020 INFRASTRUCTURE 16 2021 FY 2020 INFRASTRUCTURE REPORT SUMMARY - ISU

Supplies: IGEM Mustaf Mashal Civil Engineering	\$52,616	Materials and Supplies: Time Lapse cameras, Blade adapter, screws and solder cup plugs, electrical supplies, Lab supplies, masks, safety supplies, Materials for aircompressor and plasma cutter, metal plates, propane and shop supplies.
Competitvely Awarded Summer Research Support		
Start-Up Funds for New Hires		
Incentives to Reward Faculty for Research Achievements		
Other- Shipping	\$4,522	Shipping for engineering supplies, rubble materials, Electronic measuring equipment
Total Allocation	\$250,000	

	Detailed Allocations
Publications in Refereed Journals	Several publications using the Shimadzu microscope: "Soil Signals tell of landscape disturbances, EOS, 101. "Influence of drying and wildfire on longitudinal chemistry patterns and intermittent streams", Frontiers in Water. "topographic controls on soil orgaic carbon on soil mantled landscapes", Scientific Reports. Identification and Quantification of Sesquiterpene Lactones (SLs) of Sagebrush (Artemisia tridentate) and its Biological Activity; Rosemary Anibogwu, Karl De Jesus, Kavita Sharma. In progress.
Presenations at Professional Meetings and Conferences	ICUR 2020; Fundamental Study on Desulfurization of Petroleum Using Synthesized Novel Ionicliquid and Betaines Moieties; <i>Bryson Blad, Evelin Noris, Peyton Kiggins, Karl De Jesus, Kavita Sharma</i>

INSTRUCTION, RESEARCH, AND STUDENT AFFAIR FY 2020 INFRASTRUCTURE 16 2021 FY 2020 INFRASTRUCTURE REPORT SUMMARY - ISU

	SEE SECOND TAB
Grants Received as a Result	
Grants Pending	SEE SECOND TAB
Student Participation	Undergradute and gradute students from chemistry and biology are receiving training for LC-MS.
Faculty Participation	Analysis of Plant metabolite (Dr. Sharma; Chemistry), Steroids analysis in fish and birds (Dr. Pradhan; Biology), Peptide analysis from sediments (Dr. Dudgeon; Geoscience), Analysis of organic compounds (Dr.Srinath Pashikanti; pharmacy)
Other Participation	N/A
Patents Awarded	N/A
Patents Pending	N/A

INSTRUCTION, RESEARCH, AND STUDENT AFFAIR FY 2020 INFRASTRUCTURE 16 2021 FY 2020 INFRASTRUCTURE REPORT SUMMARY - ISU

	IGEM 20-001 Disaster Response Complex Mustafa Mashal
	Detailed Allocations
Publications in Refereed Journals	(1) K. Hogarth, J. Cantrell, M. Mashal, B. Savage, and R. Khadka (2020). A Disaster Response Complex for Training of First Responders in the Northwest United States, Countering WMD Journal, United States Army Nuclear and Countering WMD Agency (Under Review). (2) J. Cantrell, M. Mashal, and A. Ebrahimpour (2021). "Large-Scale Testing of a Precast Bent System for Accelerated Bridge Construction: Seismic Performance and Comparison with Cast-In-Place", PCI Convention and National Bridge Conference (accepted for presentation).
Presenations at Professional Meetings and Conferences	(1) The Center for Advanced Energy Studies (CAES) Fellows Meeting, September 3, 2020. (2) Several tours and open houses of the outdoor and indoor laboratories in August and September to leadership from ISU, Idaho National Laboratory, CAES, Department of Energy and many other professionals and responders from Eastern and throughout the state of Idaho.
Grants Received as a Result	(1) "Advanced Manufacturing for Bulk Storage of Hydrogen", funded by CAES Tranche 3 for \$7,000. PI = Dr. Mashal. (2) "RFID Based Cyber-Physical System for Tracking and Monitoring Movement of Precast Concrete", funded by the College of Science and Engineering and Dr. Andrew Chrysler at ISU for \$18,968. PI = Dr. Chrysler, Co-PI = Dr. Mashal. (3) "Student Internship Support" funded by ISU-CAES for \$10,800. PI = Dr. Mashal.
Grants Pending	(1) "Enhancing Ductility of Reinforced Concrete Columns through Debonding of Flexural Reinforcing Bars in Seismic Regions" for \$30,000. PI = Dr. Mashal. (2) "Experimental Testing of Blue Planet Building Panels" for \$26,500 to Company 'A' in Idaho. (3) "Use of Novel Materials to Construct Seismic Resilient Precast Bridges with 100-Year Service Life" Submitted to 2020-2021 Precast/Prestressed Concrete Institute (PCI) Dennis R. Mertz Bridge Research for \$40,000. (4) "Shake table testing of fiber optic bundle" submitted to Company 'B' in Idaho for \$1,600. (5) "Freeze-thaw testing of self- consolidating concrete" submitted to Company 'C' for \$1,200. (5) "Tensile Test on Ear Loops & Melt-Blown Fabric" submitted to Company 'D' in Idaho for \$500. (6) "Shake Table Testing of Bridge Piers" submitted for Undergraduate Research Funds Application, FY21, for \$9,000. (7) "RFID Measurement System for Nuclear Containment Structure" pre- application submitted under Nuclear Energy Enabling Technologies (NEET) funding opportunity for \$786,000. PI = Dr. Andrew Chrysler; Co-PI = Dr. Mustafa Mashal. (8) "Confidential Title" whitepaper submitted to the Department of Defense's Vannevar Bush Fellowship for \$3M. (9) "Innovative Adjustable Anchor System" to be submitted to Idaho Global Entrepreneurial Mission (IGEM) Commerce for \$152,766. PI = Dr. Arya Ebrahimpour, Co-PI = Dr. Mustafa Mashal.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIR FY 2020 INFRASTRUCTURE 16 2021 FY 2020 INFRASTRUCTURE REPORT SUMMARY - ISU

Student Participation	This support allowed for the procurment of numerous equiptment specific for the use of high capacity sturctural testing. Thus addding to the ability of the Civil and Environmental Department to further extend its ability within strutural testing, specifically bridge bearing and large rock samples testing. This has directly resulted in the hiring of mulliple undergradute and graduate students to carry out numerous research projects. The funding also brought relief to the Disaster Response Complex allowing for three additional summer student hires.
Faculty Participation	Faculty and staff of multiple departments (e.g. Computer Science, Mechanical Engineering, Electrical Engineering, Nuclear Engineering, College of Technology) have been having the opportunity to write proposals and grants with the newly established capabilities brought to the civil and environmental engineering department.
Other Participation	Researchers from the Idaho National Laboratory, the Center for Advanced Energy Studies, and private industry have been collaborating with ISU on new and emerging research topics given the added capabilities by IGEM.
Patents Awarded	N/A
Patents Pending	M. Mashal (2020). "Ductile Connections for Pre-Formed Construction Elements", United States Non-Provisional Patent Application, 16/817,042.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIR FY 2020 INFRASTING STUG FOR SUMMARY - LCS STACHMENT 5

	Total \$	Detailed Allocations	
Library Support	\$25,328	PO #60972-\$11,261.33-Ebsco-Nature, England, Online Journal 2020-PO #61328-\$5447.62 Ebsco-cell online journal 2020- Infobase Learning-Allied Health-Nursing Video CollPO#61580 - \$5020.20 Technical & Trade Education Video Collection; Invoice #402507 to Infobase - for Allied Health, Nursing, Tech & Trade Ed Video Collection	
IR&E Qualtrics License	\$7,150	PO #819462-Campus license for survey software-12 month Research License for Qualtrics.	
SPSS campus-wide licenses	\$1,440	PO #818951-Pd \$1440.30 of a \$5485.90 invoice on 7/31/2019 for use by faculty.	
Research Collaborative - faculty	\$5,300	\$4,000.00-Kylee Britzman. Social Sciences Division-Assessment Plan for process and results: With the pilot study, we will assess the results to make sure the go/no-go association worked (i.e. confirm we are actually measuring people's implicit rather than explicit political attitudes). Once we are confident that the design works, will implement the larger study on a national platform. The results will generally be analyzed through a statistical regression analysis. \$1,300.00-Collin Fehr. The purpose of this research collaboration is to explore the effects of BEMER technology on recovery and performance parameters in anaerobic exercise. If found to be effective at enhanced recovery in active populations, this intervention could prove viable for reducing injury risk and positively affect return-to-exercise outcomes. Additionally, the improved recovery may secondarily lead to legitimate performance-enhancement in sport.	
HERC Research Grant	\$1,500	\$1,500.00-Darci Graves. Out of sight, out of mind: Exploring the individual impact of "sweeping" homeless camps. I have utilized grant funds to purchase two audio recording devices and noise-cancelling microphones. These devices will be used to record qualitative research interviews and came equipped with a USB port that allows the researcher to plug the device into a computer and download the audio files for transcription. I also purchased, with IRB approval, gift cards with a face value of \$15.00 to Subway and McDonalds. These are intended to be gifted to research participants as compensation for their time and participation in the study.	
HERC-DONSAM-Faculty Affairs Grants	\$5,441	\$1813.65-Keegan Schmidt. Creating a multidisciplinary, student-centered research program in remote sensing and planetary structure; geoscience aspects. \$1813.65 Heather Moon. Creating a multidisciplinary, student-centered research program using mathematical techniques for remote sensing of planetary structures. \$1813.65 Charles Addo- Quaye. Improving the accuracy of in silico DNA mutation detection methods.	
DONSAM-Floor Centrifuge	\$27,000	The floor centrifuge that we purchased is a Sorvall LYNX 4000 Superspeed Floor Centrifuge from Thermo Scientific and a Fiberlit rotor for use with 250mL vessels in the centrifuge. Thermo Scientific provided estimates with two rotors needed for very different (described later) purposes in our laboratories. After being granted funds to purchase the floor centrifuge, the cost of the rotors and centrifuge were beyond the funding amount. We asked Thermo Scientific if they could give us an option that was within our budget. We were able to get a newer model centrifuge (the model stated above) with the following accessories • A set of 6 adapters to allow the rotor to be used with 15mL conical tubes. • This purchase includes installation by a technician from Thermo Fisher. • And at no additional cost (because we opted for the above package): • Additional sets of adapters (6 each) • For 50mL conical tubes (Regular price \$3200) • For 50mL round-bottom tubes (Regular price \$2150) The floor centrifuge is used in Biology (BIOL 182, 250, 341) and Chemistry (CHEM 481) courses and for faculty and student research projects in the lab of Leigh Latta. We estimate that each semester 50-60 students gain educational benefit (in the classroom and research) through use of the floor centrifuge	
DONSAM-Water Purification System	\$10,000	The water purification system that we purchased is an Elix 10 from MilliporeSigma which will dispense 10L per hour of reverse osmosis purified water. The accessories that came with our purchase were • 2 pre-treatment internal filters, • 1 pre-treatment external filter, • 2 CO2 trap filters to allow use of a reservoir, • 2 filter units for the E-pod unitAt no additional cost, MilliporeSigma added an E-pod dispensing console valued at \$1900. This is a handheld unit that can be set to dispense a set volume, reducing the chance of overfilling vessels. Also included in the purchase is the cost of installation by an engineer. The water purification system is used to prepare solutions for almost all Biology and Chemistry courses. The courses that use the system the most are BIOL 182, 341, 250, CHEM 111, 1112, 325, 454, and 481. Student and faculty research in Eric Stoffregen's lab adds to the demand when working with fly food and daphnia media. Chemistry courses and research use the system to prevent contamination when working with solutions and reactions. Nancy Johnston's research lab (students and faculty research) also require the use of the purification system. All-in-all, 100-150 students gain educational benefit in coursework and research through use of the water purification system.	
BEMER Equipment (MaSS)	\$6,000	Invoice #410200-The BEMER Pro Set package was used to support faculty-student research on Physical Vascular Therapy experience. The purpose of this research collaboration was to explore the effects of BEMER technology on recovery and performance parameters in anaerobic exercise. This technology represents an investment in future high-impact practices for students at LCSC. The BEMER Pro Set includes a comprehensive set of application modules and accessories; the application modules direct the BEMER Signal from the control unit to the treatment area. The BEMER Pro Set includes: B.BOX Professional, B.BODY Pro, B.SPOT incl. Fixing Strap & B.GRIP, B.PAD, B.LIGHT incl. Protective Goggles, B.SCAN, Wall Mount, Foot Protection, Car Power Cable.	

INSTRUCTION, RESEARCH, AND STUDENT AFFAIR FY 2020 INFRAS**INNETUR**, E2022 PORT SUMMARY ATTACHMENT 5

Student-HERC	\$1,085	\$448 to Judy Boozer for miscellaneous supplies (fish tanks, filters, water heaters) related to her project on the use of amphioxus as a model for regenerative medicine. Her project this semester was to establish an amphioxus culture on campus and then study the feasibility of maintaining the culture, as well as initiating a pilot study on regeneration.\$138 to Ryan Glimp and McKenzie Malm for miscellaneous supplies (latex gloves, pregnancy tests, alcohol wipes, bleach) related to their project on body dysmorphia occurrence in college athletes versus college students who are not athletes. \$579 to Mari Carillo for travel to southern Idaho to complete her research on Medical Pluralism: Shifts in Traditional Knowledge and Practice among Sobadores. Mari's research included interviews with traditional healers, such sobadores, in Latino communities	
Research Symposium	\$10,000	Research Symposium	
HERC Allocation	\$1,196	Stipend for Eric Stoffregen for a written proposal to National Institutes of Health. DNA damage adversely affects health and disease. The overall goal of this project is to investigate how the Bloom (BLM) DNA helicase prevents damage caused by repetitive DNA sequences, which pose a challenge to the DNA replication machinery. We will use the genetic and molecular biology tools of the model fruit fly to better understand how a lack of BLM protein in human patients leads to the developmental abnormalities, premature aging, and cancer susceptibility seen in Bloom Syndrome.	
Total Allocation	\$101,440	Expensed FY20 approrpiation and \$1,1440 of FY19 carry-forward.	
		Detailed Allocations	
Publications in Refereed Journals			
Presentations at Professional Meetings and Conferences			
Grants Received as a Result			
Grants Pending			
Student Participation	See above		
Faculty Participation	See above		
Other Participation	Community members, faculty and s	staff emeritus, and alumni are invited to attend the research symposium each year.	
Patents Awarded			
Patents Pending			

INSTRUCTION, RESEARCH, AND STUDENT AFFAIR FY 2020 INFRASTRUCTURE TO FORT SUMMARY - UI

ATTACHMENT 5

	Total \$	Detailed Allocations
Library Support	\$0	
Graduate Research Assistantships / Research Associates	\$0	
Post-Doctoral Fellows	\$67,427	IWRRI PostDoc Fellow
Technician Support	\$19,624	\$1,336, Mass Specrotemry director provides research support to UI labs; \$5,649 - Optical Imaging Director provides research support to UI labs; \$12,638, set up donated D8 XRD microscope.
Maintenance Contracts	\$0	
Equipment	\$51,394	\$4,296, Ductless hood; \$3,215, replace heater exchanger in HVAC unit, HFCES; \$25K Overheating issues in Ag Bldg 62; \$18,883, EM Center microscope maintenance repairs.
Start-Up Funds for New Hires	\$0	
Incentives to Reward Faculty for Research Achievements	\$6,545	Excellence in Research Award
Other	\$105,010	\$2,339 for PostDoc/Faculty Mentor Award; \$3,485, conference and travel expenses related to cyber infrastructure; \$29,901 to refinish floors and a small remodel in the Lab Animal Research Facility to meet federal guidelines and regulations; \$40,000, funding to study water, water resources, and sustability; \$1K Renfrew Colloquium; \$8,620 AAALAC International new application fee; \$7,033.22, COVID-19 modeling startup costs; \$12,632.45, COVID-19 testing startup costs.
Total Allocation	\$250,000	

INSTRUCTION, RESEARCH, AND STUDENT AFFAIR FY 2020 INFRASTRUCTURE REPORT SUMMARY - UI

ATTACHMENT 5

	Detailed Allocations
Publications in Refereed Journals	16
Presenations at Professional Meetings and Conferences	11
Grants Received as a Result	14
Grants Pending	5
Student Participation	87
Faculty Participation	65
Other Participation	1530
Patents Awarded	
Patents Pending	

NOTE: Other participation includes postdocs, research scientists, research specialists, stakeholders, and 1500 Colloquium audience members (50 members each of 30 sessions).

Final Report for HERC Funding for the 2020 Idaho Conference on Undergraduate Research (ICUR) Submitted by Donna Llewellyn, Executive Director of the Boise State Institute for Inclusive and Transformative Scholarship

ICUR 2020 was held on July 23 and 24, 2020. Due to restrictions caused by COVID-19, the conference was moved to be an online event. We used the ForagerOne Symposium platform for the display of student posters and Zoom for the synchronous talks and workshops. The pandemic and this pivot to an online event caused some major changes from past years' conferences – fewer students across the state were participating in research this summer, and the conference expenses were of a very different nature. In terms of attendance, we were pleased that participation was still robust, perhaps due to the ability to log in and participate from anywhere in the world. And for the expenses, while we didn't incur any catering, facilities, or printing charges from Boise State (usually our largest expenses), we did purchase a license to use the Symposium site and we utilized a much greater amount of staff time to get the conference designed, planned, and implemented. We are grateful for the HERC funding that allowed us to hold ICUR this year in spite of the move to all remote events at Boise State.

The total attendance was 291, from 26 different institutions/organizations. This included 189 students with 150 poster presentations, and 102 faculty, industry, governmental, and community representatives. As mentioned above, each of the campuses across the state saw a decrease in undergraduate research this summer, so we were pleased with this attendance and participation. Note that none of our campuses hosted their usual REU programs with students visiting from other campuses this summer. Our planning committee of representatives from the different colleges and universities across the state really worked hard to encourage and facilitate participation.

There were two days of workshops and presentations – see the following pages for the program schedule. More details are also available at <u>https://www.boisestate.edu/icur/</u>. Note that A pdf version of the program is available at this website.

A survey was been sent out to all of the attendees. The likert scale responses and an overview of the open-ended responses are attached. We intend to use these results to improve the conference next year, especially since we currently expect that we will once again be holding a virtual conference due to COVID-19.

Item	Amount
Program Design	\$1586.00
Online platform for poster	4000.00
displays	
Other expenses related to	302.50
online conference	
Materials and Supplies	788.64
Admin, Evaluation, and Director	\$25229.76
Support	
TOTAL	\$31,906.90

The funding from HERC went to the following categories of expenditures:

ICUR 2020 PROGRAM

ICUR 2020

9 A.M.	OPENING SESSION:	Donna Llewellyn, Boise State University					
		TJ Bliss, Idaho State Board of Education					
	Leastion	Michal Temkin Martinez, Boise State University					
	Location:	Zoom Main Room					
10 - 10:30 A.M.	BREAK						
0:30 - 11:30 A.M.	HOW AND WHY TO GE	T INVOLVED IN RESEARCH WHILE AN UNDERGRADUATE					
	Moderator:	Marion Scheepers, Boise State University					
	Panel Discussion:	Liljana Babinkostova, Boise State University					
		Cynthia Campbell, Boise State University					
		Thomas Klein, Idaho State University					
		Krishna Pakala, Boise State University					
		Dusty Perkins, College of Western Idaho					
		David Pfeiffer, University of Idaho					
		Michal Temkin Martinez, Boise State University					
	Location:	Zoom Breakout Room 1					
	GRADUATE SCHOOL -	THE REAL STORY					
	Moderator:	Cecelia Staggs, University of Oregon					
	Panel Discussion:	Jonathan Barnes, University of Idaho					
		Averi McFarland, Idaho State University					
		Carson MacPherson-Krutsky, Boise State University					
		Cecelia Staggs, University of Oregon					
	Location:	Zoom Breakout Room 2					
1:30 A.M. – 1 P.M.	BREAK						
1 – 2 P.M.	STUDENT LIGHTNING	TALKS					
	Moderator:	Keegan Schmidt, Lewis-Clark State College					
	Speakers:	Emma Archey, College of Western Idaho					
		Reagan Badger, Idaho State University					
		Lance Fredericks, University of Idaho					
		Mikayla Manzi, Northwest Nazarene University					
		Dylan Miller, Lewis-Clark State College					
		Allen Skirvin, Boise State University					
	Location:	Zoom Main Room					
2 - 2:30 P.M.	BREAK						
2:30 - 3:30 P.M.	STRATEGIES FOR A SUCCESSFUL RESEARCH EXPERIENCE						
	Facilitator/Presenter:	Jillana Finnegan, Boise State University					
	Location:	Zoom Main Room					
3:30 P.M.	ADJOURN FOR THE DA	AY					

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS **ATTACHMENT 6**

JUNE 16, 2021

ICUR 2020 PROGRAM

TIMES	FRIDAY, JU	LY 24					
8:45 A.M.	PAIRED RESEARCH	PAIRED RESEARCH TALKS					
	Moderator: Speakers:	Tracy Yarnell , Boise State University, Biomolecular Research Cente David Estrada , Faculty, Boise State University					
		Lynn Karriem, Student, Boise State University					
		Devaleena Pradhan, Faculty, Idaho State University					
		Melissa Rivas, Student, Idaho State University					
	Location:	Zoom Main Room					
10 - 10:15 A.M.	BREAK						
10:15 - 10:45 A.M.	POSTER SESSION -	PART 1					
	Location:	Zoom Breakout Rooms					
10:45 - 10:50 A.M.	BREAK						
10:50 - 11:20 A.M.	POSTER SESSION - PART 2						
	Location:	Zoom Breakout Rooms					
11:20 A.M 11:30 P.M.	BREAK						
11:30 A.M NOON	POSTER SESSION -	PART 3					
	Location:	Zoom Breakout Rooms					
NOON - 12:05 P.M.	BREAK						
12:05 - 12:35 P.M.	POSTER SESSION -	PART 4					
	Location:	Zoom Breakout Rooms					
12:35 - 1 P.M.	CLOSING SESSION						
	Moderator:	Donna Llewellyn, Boise State University					
	Speaker:	Will Hughes, Boise State University					
2 P.M.	INBRE SESSION						
	Moderator:	Dan Nogales, Northwest Nazarene University					
	Location:	Zoom Main Room					

JUNE 16, 2021

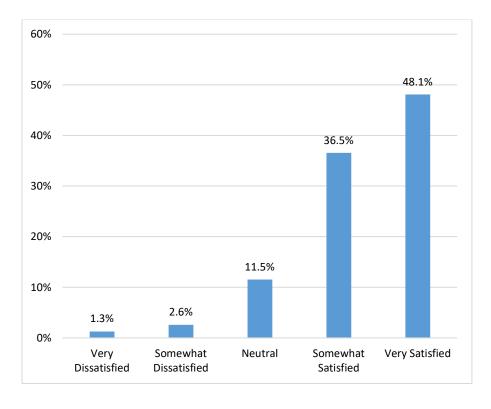
ATTACHMENT 6

Idaho Conference on Undergraduate Research 2020 Survey Results

RESPONSE RATE: 54.9%

- 284 attendees (includes 6 IFITS staff who did not receive the survey)
 - o 185 students
 - o 93 faculty/staff/other
- 156 recorded responses

Q2) Please indicate your overall satisfaction with the 2020 Idaho Conference on Undergraduate Research.

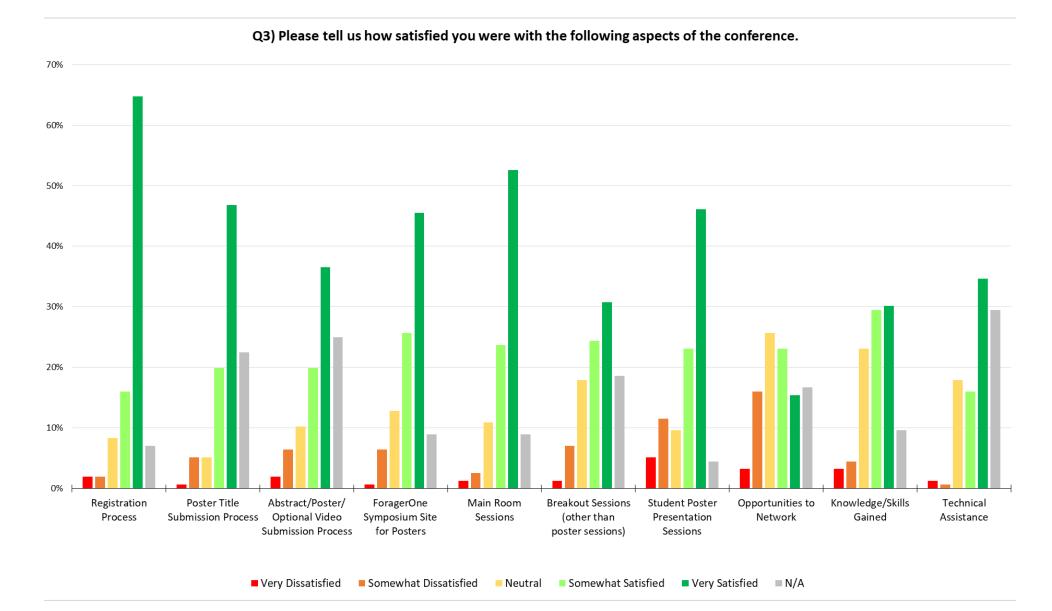


Answer	%	Count
Very Dissatisfied	1.3%	2
Somewhat Dissatisfied	2.6%	4
Neutral	11.5%	18
Somewhat Satisfied	36.5%	57
Very Satisfied	48.1%	75
Total	100.0%	156

Q3) Please tell us how satisfied you were with the following aspects of the conference.

	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		N/A		Total	
Aspect	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Registration Process	2%	3	2%	3	8%	13	16%	25	65%	101	7%	11	100%	156
Poster Title Submission Process	1%	1	5%	8	5%	8	20%	31	47%	73	22%	35	100%	156
Abstract/Poster/ Optional Video Submission Process	2%	3	6%	10	10%	16	20%	31	37%	57	25%	39	100%	156
ForagerOne Symposium Site for Posters	1%	1	6%	10	13%	20	26%	40	46%	71	9%	14	100%	156
Main Room Sessions	1%	2	3%	4	11%	17	24%	37	53%	82	9%	14	100%	156
Breakout Sessions (other than poster sessions)	1%	2	7%	11	18%	28	24%	38	31%	48	19%	29	100%	156
Student Poster Presentation Sessions	5%	8	12 %	18	10%	15	23%	36	46%	72	4%	7	100%	156
Opportunities to Network	3%	5	16 %	25	26%	40	23%	36	15%	24	17%	26	100%	156
Knowledge/Skills Gained	3%	5	4%	7	23%	36	29%	46	30%	47	10%	15	100%	156
Technical Assistance	1%	2	1%	1	18%	28	16%	25	35%	54	29%	46	100%	156

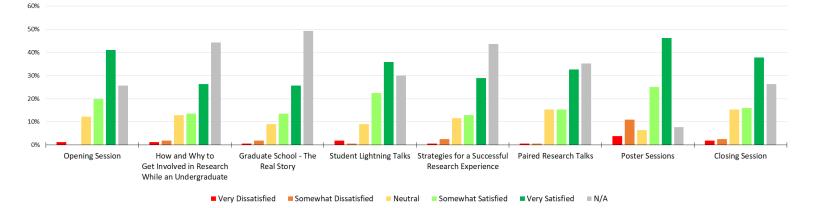
ATTACHMENT 6



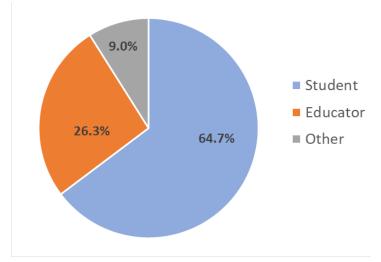
Q4) For each session that you attended, please let us know how satisfied you were with that session.

	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		N/A		Total	
Session	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Opening Session	1%	2	0%	0	12%	19	20%	31	41%	64	26%	40	100%	156
How and Why to Get Involved in Research While an Undergraduate	1%	2	2%	3	13%	20	13%	21	26%	41	44%	69	100%	156
Graduate School - The Real Story	1%	1	2%	3	9%	14	13%	21	26%	40	49%	77	100%	156
Student Lightning Talks	2%	3	1%	1	9%	14	22%	35	36%	56	30%	47	100%	156
Strategies for a Successful Research Experience	1%	1	3%	4	12%	18	13%	20	29%	45	44%	68	100%	156
Paired Research Talks	1%	1	1%	1	15%	24	15%	24	33%	51	35%	55	100%	156
Poster Sessions	4%	6	11 %	17	6%	10	25%	39	46%	72	8%	12	100%	156
Closing Session	2%	3	3%	4	15%	24	16%	25	38%	59	26%	41	100%	156

Q4) For each session that you attended, please let us know how satisfied you were with that session.



Q5) Please select your role.

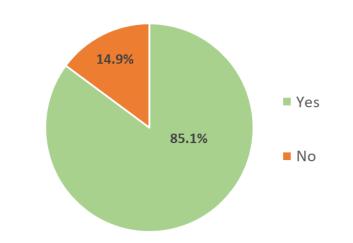


Answer	%	Count
Student	64.7%	101
Educator	26.3%	41
Other	9.0%	14
Total	100.0%	156

Q6) Other roles reported:

- Administrator
- Staff
- Mentor
- Panelist
- PI
- Program Director

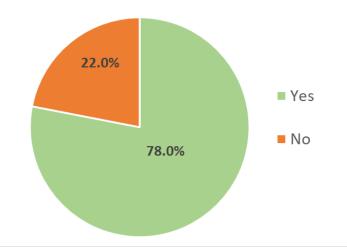
Q7) Did you present a poster? (This question presented only to the respondents who selected "Student" as their Role.)



Answer	%	Count
Yes	85.1%	86
No	14.9%	15
Total	100.0%	101

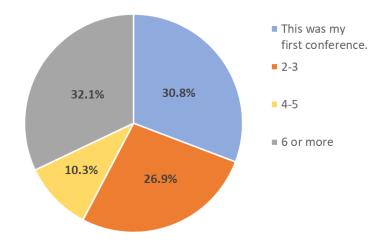
Q8) Were you a mentor of a student researcher who presented a poster? (This question

presented only to the respondents who selected "Educator" as their Role.)



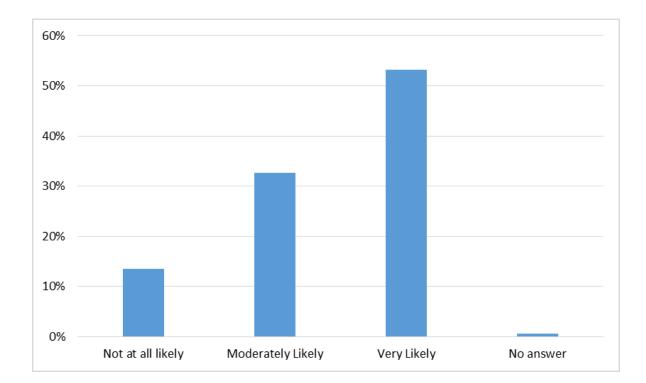
Answer	%	Count
Yes	78.0%	32
No	22.0%	9
Total	100.0%	41

Q9) How many conferences (technical and professional conferences) have you attended including this one?



Answer	%	Count
This was my	30.8%	48
first		
conference.		
2-3	26.9%	42
4-5	10.3%	16
6 or more	32.1%	50
Total	100.0%	156

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS JUNE 16, 2021 ATTACHMENT 6 Q10) How likely are you to attend ICUR next year?



Answer	%	Count
Not at all likely	13.5%	21
Moderately Likely	32.7%	51
Very Likely	53.2%	83
No answer	0.6%	1
Total	100.0%	156

Q11) What were your greatest lessons or take-aways from the conference?

The following table summarizes categories mentioned in the open-ended responses to this question and the count of respondents who mentioned them. The summary is sorted by the greatest number of mentions to the lowest. 100 respondents answered to this question; some mentioned more than one take-away. The sum of the category counts is 139.

A criticism was received in response to this question and is indicated in red text.

CATEGORIES OF COMMENTS	COUNT
Learn about students'/others' research	28
Diversity of research	19
Opportunity to present/practice presenting my research/poster	10
Zoom conferences can be successful	6
Research during COVID-19	6
Ability and potential of students	6
Networking opportunities	5

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Praise: Poster sessions	5	
Lightning talks	5	
Networking/interpersonal skills	4	
Closing session	4	
Gained confidence to present/conduct research	4	
How to be a better researcher/succeed with research	4	
Ability to support students	4	
Students' enthusiasm	3	
Research opportunities	3	
Value of research	3	
Graduate school info	3	
New ways to get involved in UG research	2	
Students' positive response to poster presentation experience	2	
How to present research/posters	2	
Praise: ICUR in general	2	
Learn about fields and types of research	1	
How to make the most of time as an undergraduate	1	
Criticism: Inability to attend desired poster presentations via Zoom	1	
breakout rooms		
Feedback on my research	1	
Perseverance in research	1	
Praise: Students and faculty	1	
Advice from faculty	1	
ForagerOne platform	1	
Praise: ICUR organization	1	

Strong responses:

- STUDENT: "The most impactful aspect of ICUR for me was the sheer variety and diversity of subject matter and method of research. Before attending this conference, I had a singular view of what research was and now I believe there is a place for everyone within this community regardless of their discipline."
- STUDENT: "It felt nice to have people celebrate my accomplishments. I often down play my accomplishments and hearing the [encouraging] words from Dr. Tromp and other presidents made a world of a difference."
 - The above statement is from a student who indicated they heard about ICUR through the LSAMP program.
- EDUCATOR: "As always, the students were eager to get involved and had great questions. Their research was phenomenal."
- STUDENT: "I really liked the end of the first day session that discussed research during covid. I felt like that was a great thing to include and made me feel much better about the whole situation."
- STUDENT: "It was really exciting to see how much the professors advocated for the students and really seemed to want the best for them and their research."

• STAFF MEMBER: "Hearing about students who proceeded with research and remained flexible in how they approached their project was awesome. Any session where I could hear students share about their experiences was my favorite. Their resilience was inspiring!"

The complete list of comments grouped by role follows, excluding "n/a" responses.

	STUDENTS
Student	All the research being done from students in many varying disciplines all over Idaho.
Student	Being able to freely talk to students about graduate school was really helpful and impactful for this point in my career. I also loved hearing from Dr. Bliss about what it takes to continue research and talking about how to make the most of our research experience.
Student	Being able to present
Student	Exposure to a wide range of research projects. It was heartening to see so many fields of study united under one "roof," even if just for one day.
Student	Finding new ways to get involved in undergraduate research.
Student	Getting to hear from the experienced people what they love most about research and learning about all the different kinds of research happening.
Student	Getting to see what other schools are working on, as well as building relationships within the scientific community.
Student	Having the opportunity to present my work to my peers of many different disciplines, as well as learn about other research from different disciplines.
Student	how diverse research can be
Student	Humans are extremely adaptable.
Student	I always enjoy the lightning talks and the diversity of the poster sessions. I definitely learn a lot from all of the presenters.
Student	I enjoyed seeing how diverse the research projects were and getting good feedback on my work (from people not in my discipline)!
Student	I feel like the range of research I now know about it extremely wide comparatively.
Student	I felt like I was more confident in myself and my research afterward.
Student	I found the breakout room that discussed how to succeed in undergraduate research very helpful. The tips for a successful research experience were my biggest takeaway from ICUR.
Student	I gained new information and I learned how other students conducted their research.
Student	I have gained more skills by talking to people that I do not know and who do not know anything about the subject of my research. Also, I liked the idea of exchanging the information between us it was something helpful for me.
Student	I learned that the lack of physical interaction makes presenting on Zoom less stressful, at least for me.
Student	I learned the existence of a research method course at Boise State that I am quite interested in attending
Student	I liked the metaphor of a river being likened to research at the closing speech portion.
Student	I love research and we are all contributing pieces of a puzzle that will make this a better world
Student	I love the diversity in ideas and watching so many students researching exciting topics!
Student	I realized how important being able to present one's work is in the research community.
Student	I really enjoyed all the information about graduate school. Many of the questions I had were answered, as well as questions that I didn't know I had. I feel much more confident and informed about the entire process now.
Student	I really enjoyed networking and hearing about other student's research.
Student	I really enjoyed seeing what other research is done by undergraduate students.

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Student	I really enjoyed the poster sessions and getting to hear about projects from a variety of fields that other student researchers were passionate about and to share my work.		
Student	I really enjoyed the student lightning talks.		
Student	I really liked listening to what undergraduates from disciplines other than my own were doing for their research.		
Student	I really liked the end of the first day session that discussed research during covid. I felt like that was a great thing to include and made me feel much better about the whole situation.		
Student	I was able to see what other students were working on during the summer from different fields.		
Student	Importance of networking in the scientific community		
Student	It felt nice to have people celebrate my accomplishments. I often down play my accomplishments and hearing the encoring words from Dr. Tromp and other presidents made a world of a difference.		
Student	It helped me get a better feel for how to network and made me more convinced that I would like BioMedical research.		
Student	It really helped me to see what kinds of specific research other undergrads were doing.		
Student	It was great to see the variety of research projects that have been conducted in the state of Idaho. I was grateful to be apart of that group.		
Student	It was really exciting to see how much the professors advocated for the students and really seemed to want the best for them and their research.		
Student	Learned about various and interesting research outside my major		
Student	Learning about other research being done.		
Student	Learning about others research		
Student	Learning about the research that others are doing.		
Student	Learning about the variety of research that takes place in Idaho.		
Student	Learning from other posters		
Student	Learning from other students research and journeys		
Student	Learning new things, experience presenting		
Student	Listening to my Professor talk about research opportunities.		
Student	Listening to other student's research was very eye-opening.		
Student	Loved still being able to network with other researchers during these crazy times, and being reminded that we are all struggling with the impacts of this pandemic.		
Student	Meeting new people		
Student	My greatest take away was how significant it is to be able to effectively communicate research to an audience made up of individuals from a variety of fields.		
Student	One of the most impactful parts of ICUR were being able to communicate and network using my research.		
Student	presenting my lighting talk helped me learn how to succinctly communicate my research to a broad audience		
Student	Research is not confined to just science.		
Student	Research isn't just the super sciency stuff in a lab. It can also be art or music or film.		
Student	Seeing research done in other fields and all the other options there are was eye opening.		
Student	That doing research is never easy but should always be aimed for.		
Student	That we all face challenges in our research and that is okay. Another take away is that I learned to just stay motivated and stay passionate because that could take me far.		
Student	The ability to hear a person briefly present their research, and then review the poster at my leisure anytime during the conference.		
Student	The entire process of preparing for the poster sessions was very helpful in building my presentation skills and confidence.		

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Student	The importance of networking
Student	The main session talks about providing insight and tips on how to be a better researcher and succeed in your field.
Student	The most impactful aspect of ICUR for me was the sheer variety and diversity of subject matter and method of research. Before attending this conference, I had a singular view of what research was and now I believe there is a place for everyone within this community regardless of their discipline.
Student	The most impactful part of attending ICUR was seeing such a wide variety of research topics and learning about them from motivated students.
Student	The most impactful part was seeing all interest attend; including those outside of the STEM program.
Student	The overall experience.
Student	The poster sessions. I really enjoyed presenting my research to others.
Student	The practice of presenting a scientific poster at a professional event.
Student	The quality of research doesn't come out much in a one minute pitch, just the researchers excitement level.
Student	The student lightning sessions.
Student	The student presentations were fascinating and helped orient me to what I could expect for future research projects I may work on and present in conferences.
Student	There are many different areas of research that someone can go into
Student	We are all in this together.
Student	Will Hughes closing message really impacted me the most. Talk about a perfect message for wrapping up a 10 week rollercoaster of a research experience.
	EDUCATORS
Educator	As always, the students were eager to get involved and had great questions. Their research was phenomenal.
Educator	Being able to attend the conference successfully and support my students while not traveling. I wish that I had attended more sessions other than the poster sessions.
Educator	For ICUR 2020, that we can have attendance and participation from anywhere on the planet, and that students will participate if they knew and had opportunity. I think ICUR could advertise in a national or wider forum.
Educator	Frustration at not being able to select the poster presentations that I heard.
Educator	Great opportunity for students
Educator	I didn't realize how much great student research is taking place across the state! We should be very proud.
Educator	I loved getting some of the students who were sort of stuck in their own disciplines to answer much more basic questions by non-specialist audience members. In one case, the student struggled a bit, but then in round 2 of the poster breakouts, I ended up in the same room with him again and saw a much more audience-aware presentation the 2nd time! I also loved Will Hughes's moving, metaphorical comparison of students, scholarship, stages in a life, seasons, and rivers. Seriously brought tears to my eyes!
Educator	I missed the connections from the in person, but I really liked the breakout room as a way to try to replicate that.
Educator	I still enjoy the enthusiasm of the study students and the great breadth of research topics.
Educator	I was impressed with the students asking each other questions in the breakout sessions
Educator	I was very impressed at the polish the student lightning sessions.
Educator	Insight into the breadth and quality of undergrad research
Educator	My Students seemed to like the grad school panel.
Educator	Poster Sessions
Educator	Seeing students sharing what they've been working on all summer and gaining confidence.
Educator	student presentations.

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Educator	Students learn from each other	
Educator	Students presenting their research projects (poster sessions)	
Educator	That our students are really doing great work!	
Educator The students manged to perform a great job during the pandemic.		
Educator	To see so much support of undergraduate research, in ways I didn't receive when I was in college	
OTHER ROLES		
Other	Diverse poster sessions and a fantastic keynote for the closing session.	
Other	Hearing about students who proceeded with research and remained flexible in how they approached their project was awesome. Any session where I could hear students share about their experiences was my favorite. Their resilience was inspiring!	
Other	learning that a zoom conference will work	
Other	My greatest take-away is the value that research has on the student experience and how incredibly talented our staff and students are. Very impressive!	
Other	Poster break-out sessions were great!	
Other	This was an excellent substitute for an in-person meeting. Bravo to the organizers.	

Q12) What changes in the ICUR would significantly improve the conference experience for you?

The following table summarizes categories mentioned in the open-ended responses to this question and the count of respondents who mentioned them. The summary is sorted by the greatest number of mentions to the lowest. 84 respondents suggested a change; some made more than one suggestion. The total count of suggested changes/improvements is 100. 72 respondents either did not answer this question or indicated they had no suggestions for improvement.

CATEGORIES OF COMMENTS	COUNT
Poster sessions	55
Conference - general	27
Plenary/breakout/other talk sessions	8
Other logistics	6
Networking	3
Discipline focus	1

Highlights:

- Poster sessions
 - \circ 21 people requested being allowed to choose which session/room to attend
 - o 12 people stated students needed more time to present
 - 7 people made structure redesign suggestions for the suggestions
 - \circ 5 people recommended better randomization of the participants in each room
 - 4 of these said they were in poster sessions with the same people more than once
- Conference general
 - 13 people requested resuming an in-person conference
 - o 2 people suggested better communication of submission/registration process

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- 2 people mentioned challenges using the ForagerOne site
- Plenary/breakout/other talk sessions
 - 2 people made session structure redesign suggestions
- Other logistics

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- 3 people requested longer/more breaks between sessions
- Networking
 - 3 people suggested better/more networking opportunities*

*Repeat highlight from last year

Strong criticisms:

- STUDENT: "Better breakout room sessions with a longer break between session two and three. It would also be helpful if each room was conducted the same way. My favorite room had us each give our pitch and have 2 min of questions directly following my pitch. In The other rooms I didn't get any questions about my poster."
- STUDENT: "The only thing I can think of would be if there was some way we could choose which student presentations we listened to. I know we can leave comments on Foragerone, but its not the same as an "in person" interaction. Maybe even if there were just a few more poster sessions so you were more likely to see on of the presentations you were interested in. Or if one of the sessions was grouped by discipline so you could see other work in your field."
- STUDENT: "Setting up break out rooms for presenter/mentor pairs ahead of time might be beneficial. I know that some mentors would have liked to see their student present, however were unable to due to the random grouping. Having student/mentor pairs for one session would provide an opportunity for mentors to observe their student present so that additional feedback could be given after the conference."
- STUDENT: "I wish that we would get more time to present our posters. Actual poster presentations would actually be longer than 1-3 minutes. I feel that the short presentations don't prepare us to present at other conferences."
- STUDENT: "I found the random nature of the breakout rooms for the poster presentations frustrating. There were many presenters whose pitch I wanted to hear but wasn't able to. It felt inefficient and frustrating not to be able to hear from presenters I really wanted to while hearing from other presenters multiple times because we had been assigned to multiple breakout rooms together.

That said, I understand that hosting a conference online is difficult, and I really appreciate all the hard work that went into adapting the conference!"

• EDUCATOR: "I noticed that in one of the sessions, when we were about to go into breakout rooms, the number of attendees dropped pretty noticeably. Maybe tell people they have the option to stay in the main room if they aren't in the mood to engage so that they don't leave altogether? It can feel like a lot for the introverts sometimes, especially as the day goes on."

<u>Changes/Comments by Category</u> (sorted by the greatest number of mentions to the lowest):

CATEGORY > SPECIFICS	COUNT
Poster sessions	55
Allow choosing which session/room to attend	21
More time to present	12

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Session structure redesign suggestion	7
Better randomization	5
Group by discipline	5
Preference for small, interactive sessions on Zoom instead of large, in-person	
room	1
Option to stay in main room	1
Not specified	1
Better/more communication of sessions and details before conference begins	1
More poster sessions	1
Conference - general	27
Resume in-person	13
Better communication of submission/registration process	2
ForagerOne challenges	2
Better/more communication of sessions and details before conference begins	1
Scheduling suggestion	1
Desires in-person / did not like virtual format	1
Session structure redesign suggestion	1
Technological fluency	1
Set a standard for projects to be included	1
Include graduate students	1
Too long	1
Intersect more visibly with federally-funded programs	1
More breakout groups	1
Plenary/breakout/other talk sessions	8
Session structure redesign suggestion	2
Not specified	1
Better talks/speakers - not specified	1
More interactive sessions	1
Option to stay in main room	1
More sessions for faculty/mentors	1
More time to present	1
Other logistics	6
Longer/more breaks between sessions	3
Not enough time for lunch	1
Better/more communication of sessions and details before conference begins	1
Extended deadline for submitting posters and abstracts	1
Networking	3
Better/more networking opportunities	3
Discipline focus	1
Include disciplines other than hard science	1

The complete list of comments grouped by role follows, excluding "n/a" and "none" responses that do not elaborate further.

	STUDENTS	
Student	A better platform to be able to choose what posters you would want to see and listen to a presentation With it being on zoom we were not able to see talks on posters that we wanted to hear and on topics we could more-so comprehend.	
Student	t Although this is dependent upon the audience itself, greater interaction between participants in the breakout sessions. Perhaps some sort of mediated "round table" discussion among the members might facilitate this?	
Student	An extended deadline for abstracts and posters	
Student	Aside from returning to an in-person conference, I would say workshopping the due dates.	
Student	Being able to contact students I made connections with.	
Student	t Better breakout room sessions with a longer break between session two and three. It would also be helpful if each room was conducted the same way. My favorite room had us each give our pitch and have 2 min or questions directly following my pitch. In The other rooms I didn't get any questions about my poster.	
Student	better more informative talks - learning about undergraduate research isn't helpful when we are already engaged in it; grad school info session was also pretty basic and not very informative	
Student	For online conference: the ability to choose the topic of interest so that you have a chance to connect to t people from your field.	
Student	Grouping poster sessions to more similar categories	
Student	Have breakout rooms be based on subject matter.	
Student	Having it in person.	
Student	Having the conference on the weekend versus weekdays—we were still running experiments and could only attend sessions we were presenting in.	
Student	Honestly, especially given the circumstances with Covid-19, I thought the organizers and participants did a fantastic job! The only complaint I had was the forager one poster presentation site. It was a little bit clunky to navigate. Being able to search specific meta data for a poster would have been very helpful (author, institution, etc). Not all posters had a poster number associated with them. It was difficult to easily display the poster in a full-screen manner so that you could read the small text.	
Student	hopeful for an in person conference next year.	
Student	I can't think of anything besides being able to be there in person which was out of anyone's control this year.	
Student I don't mean to be rude about this at all, but having attended the undergraduate research confer BSU a couple of times, I know firsthand that having the thing in person works infinitely better. I u that you guys were trying to put something on just so there could be a conference, and given the circumstances, I'd say you did about the best job you could, but I would've really preferred if we of postponed until either the fall or next spring, whenever you could find a venue large enough to a in-person conference.		
Student	I don't necessarily have any recommendations besides meeting in person would be much more valuable than zoom. But circumstances were against us on that one.	
Student	I felt like the poster breakout sessions need improvement, or going to in person.	

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS		
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I found the random nature of the breakout rooms for the poster prese	ntations frustrating. There were many	
proceptors whose pitch I wanted to hear but wasn't able to. It falt inof	ficient and fructrating not to be able	

presenters whose pitch I wanted to hear but wasn't able to. It felt inefficient and frustrating not to be able
to hear from presenters I really wanted to while hearing from other presenters multiple times because we
had been assigned to multiple breakout rooms together.

That said, I understand that hosting a conference online is difficult, and I really appreciate all the hard work that went into adapting the conference!

	that went into adapting the conference:	
Student	I just hope we have the opportunity to do it in person next year!	
Student	I just miss impersonation interaction so much.	
Student	dent I really liked the "roundtable" format from the small group poster sessions. I know the conference will lik not be virtual again but it was nice to have a small group to share our research with and ask questions rather than only poster presentations in a large room.	
Student	nt I think getting to meet people in person would improve the experience hopefully for next year.	
Student	t I think taking more sessions for posters just because it was a really fun different way to present but I felt lik I wanted to talk to more people and hear about more research.	
Student	I wish that we would get more time to present our posters. Actual poster presentations would actually be longer than 1-3 minutes. I feel that the short presentations don't prepare us to present at other conferences.	
Student	I would definitely recommend giving the student presenters more time in breakout rooms for presentations. Perhaps doing two rounds of break out rooms would make more sense so that there is more time. I also was disappointed that I did not get to see all of my peers present, but I know there were limitations to this Zoom conference.	
Student	ent I would have liked the opportunity to see more of my peers research because I ended up in the same breakout groups as other student researchers several times.	
Student	I would have liked to learn about research in my area or have had the ability for my mentor to sit in on one of my 1 minute talks. The conference primarily focused on biochem and although that is a part of STEM an research it isn't the only part.	
Student	I would have the students have their posters ready and share their own screens, so the mediator doesn't have to waste time searching for the students' poster. I thought it was rude and ill prepared of students to ask the mediator to share their poster for them, because they were being lazy and reading a script from their own computer.	
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Student I would like the ability to have my mentors watch my presentation. Although I understand there is great difficulty in setting up an online conference to accommodate the ability for a large group of people to choose their breakout rooms, I think finding a way to facilitate at least one poster session so this could happen would be great. That being said, I did like that the randomization of breakout rooms allowed me to listen to presentations that I might not have stopped at during an in-person conference.

Student	I would prefer to experience the conference in person it would have made it better for me.	
Student	If ICUR were to continue on zoom I would encourage more attendee participation by using surveys and polls to interact with everyone.	
Student	If this conference is held online payt year, I would suggest changing the poster sessions. I was confused	

Student If this conference is held online next year, I would suggest changing the poster sessions. I was confused about how they were going to work right up until the very beginning of the first one. I feel that the 1 minute time limit for presenting the poster was slightly too short and most groups ended up giving people 3-5 minutes to talk which was much better. Overall, more information on how things were going to work would have made my experience much better.

Student If using Zoom, create breakout rooms with more diverse topics. I found myself in rooms with people I was already conducting research with.

Student

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Student	If you will be online again use a system where the posters are viewed free form and not in breakout rooms. Cut the zoom aspect entirely as this made it chaotic and hard to focus in on one poster you enjoy. The comment section below each poster is sufficient for discussion and it lets researchers focus on presenting their work in its entirety rather than having a small spotlight in a small room full of people who are disinterested.	
Student	In the future, add individual zoom links to each poster during an allotted time so those interested may go to that students breakout room and hear about their research. Similarly to an in person poster session.	
Student	It was fine, but I got tired after the first two poster sessions and needed a longer break for lunch. It just felt long-winded with barely any time for breaks if you are the presenter.	
Student	It will be great if it can be a physical conference, but only God knows what the future holds.	
Student	Longer poster breakout room sessions; 30 minutes just wasn't long enough. Possibly determine the poster breakout room's prior to Friday so we can have time to look at our co-presenters posters and have questions ready for them. It felt like a lot of our time for Q&A was just spent asking really generic questions or no questions at all.	
Student	Longer poster sessions (10-15 more minutes) for more time to ask questions and/or answer them.	
Student	Longer time for breakout sessions when presenting the posters and answering questions.	
Student	Longer time to explain our research, or divide it in two days.	
Student	Moderators for all breakout rooms	
Student	More breakout groups	
Student	More breaks between poster sessions. More consistency in the Poster sessions.	
Student	More poster sessions/more time for students to actually interact with each other. I feel like a lot of the time we were talking at each other. Also the majority of the non-poster-session talks were hard to sit through.	
Student	More time involved in smaller groups.	
Student	Opportunity to network with similar disciplines. This would also provide opportunities to our field and building relationships.	
Student	Perhaps having participants create a video presentation to attach to their posters in case you don't get put into the same breakout room as some that are most interesting.	
Student	Setting up break out rooms for presenter/mentor pairs ahead of time might be beneficial. I know that some mentors would have liked to see their student present, however were unable to due to the random grouping. Having student/mentor pairs for one session would provide an opportunity for mentors to observe their student present so that additional feedback could be given after the conference.	
Student	Submission for title submission wasn't advertised so I didn't know when or how to do it.	
Student	Technological fluency in main sessions.	
Student	The 30 second elevator pitch was difficult for my first time around. I realize it needs to be short, but I would have preferred for it to be longer.	
Student	The online breakout room research pitch was interesting I ended up being put into the same breakout room twice and saw about 10% of the same researchers present. I don't know how randomization into root could have been better made, but there were some repeat moderators and poster presentations that I sat through.	
Student	The only thing I can think of would be if there was some way we could choose which student presentations we listened to. I know we can leave comments on Foragerone, but its not the same as an "in person" interaction. Maybe even if there were just a few more poster sessions so you were more likely to see on of the presentations you were interested in. Or if one of the sessions was grouped by discipline so you could see other work in your field.	

	INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS JUNE 16, 2021 ATTACHMENT 6	
Student	The only thing I might consider is having the posters presented by topic. My research was difficult to explain in a short time so during my "elevator pitch" I found I was only able to explain very introductory aspects of the research. I think it might help to have presented to people who were doing similar research because that way I wouldn't have had to introduce the topics my research was based on and i would have more time to talk about my research fully.	
Student	There should probably be a higher bar for some work to be included - there were a couple people who presented research that wasn't particularly enlightening.	
	EDUCATORS	
Educator	Allow participants to select the talks / sessions they want to attend. This can be accomplished using Zoom. I have attended a 3 day meeting with over 80 sessions where we could could the sessions we wanted to attend and even change sessions as we wished.	
Educator	Being able to attend talks given by my students and also connect more with other students doing similar research as in my lab (more networking, but I am aware that it is extremely which hard to pull off in a virtual setting).	
Educator	Being able to request a breakout room by the Poster Number. I arrived late and missed the first session, so there was a chance that I would not see my students. I had to have my students text me their breakout room numbers, so I could be moved.	
Educator	Besides being randomly selected for the poster session, it would be useful to be able to select for attending at least my students' presentations.	
Educator	cator Break out poster session should have each room directly linked to title of poster on website page. Should not be randomized as spectator into the rooms. So you can choose to visit a room, thereby giving more emphasis to speaker.	
Educator	Have posters on Day 1 and an opportunity for poster Q&A or "office hrs" so there can be more interaction.	
Educator	I noticed that in one of the sessions, when we were about to go into breakout rooms, the number of attendees dropped pretty noticeably. Maybe tell people they have the option to stay in the main room if they aren't in the mood to engage so that they don't leave altogether? It can feel like a lot for the introverts sometimes, especially as the day goes on.	
Educator	I wish we had graduate students as well.	
Educator	I would have liked to be able to choose which student poster presentations I attended, but I understand that would be logistically challenging over Zoom.	
Educator	I'd love to have been able to choose which poster sessions to attend, since there were some that I wanted to know more about, in actual interaction with the presenter. But I also understand that this way was much fairer to distribute audience members evenly. Is there a way to have 2 or 3 rounds of random distribution, like we did, plus one round, like the coffee break table at an in-person conference, where we could interact more informally with student presenters that we seek out specifically? Maybe even have the introduce-yourself breakout rooms AFTER the poster sessions, so that we could potentially talk to people whose posters we hadn't heard about?	
Educator	If it were run online again it might be better to have attendees browse the posters in ForagerOne during the poster session and then click on one to join a breakout room type thing with the presenter and any other interested attendees.	
Educator	In person again if that is an option next year	
Educator	It is not so much ICUR as my own schedule and commitments. I would have liked to be at more events, and to interact more with the participants. There was one event that I found a bit anomalous switching to breakout room and back to the main session every few minutes - the times in the breakout room were a little short to let people get to know each other.	
Educator	Knowing when students are presenting	
Educator	Maybe more for faculty mentors, but not essential. The conference is for undergrads after all.	
Educator	More awareness for others to join in.	

Educator		
	More choice in which posters to "visit"	
Educator	Poster intros were much too short. The students barely had time to state the research and then abruptly ended. Give students at least 2-3 minutes. There was plenty of time at the end of all poster sessions.	
Educator	or Searching posters on the online platform wasn't uniform. It only searched the text in the poster which made it hard to fine posters if the authors were in a graphic.	
Educator	Educator The coordination of the faculty presenters went pretty well. I felt there were perhaps too many email online documents, but I appreciated having the dress rehearsal for practice.	
Educator Themed poster sessions rather than the random assortment. This would vastly improve the potentia useful networking interactions, and increase the quality of the questioning and feedback for student		
Educator	virtual conference is not the way to go	
	OTHER ROLES	
Other Back to in-person conference.		
Other	Being virtual is always tough. On the one hand, randomizing attendees into breakout rooms allowed me to see diverse poster presentations I would not normally stop at. On the other hand, it would have been nice to see my students present. In all the poster sessions I attended, the moderators did a great job making su everyone was asked a question. After talking to our SARE students, I think this experience was not consistent. One of my students reported that she was only asked one question across all four poster sessions, and was also locked with the same moderator for most sessions. Next time, better mixing with moderators would be helpful.	
Other		
Other	Intersect more visibly with the large federally-funded programs that include undergraduate research/creative activity such as INRBE and EPSCor, and B2B.	
Other	Two days was very long for me.	

Higher Education Research Council Undergraduate Research Supplemental Funding Boise State University Final Report

Academic Year 2019-2020

Donna Llewellyn, Executive Director, Institute for Inclusive & Transformative Scholarship Catherine Bates, Assistant Director, Institute for Inclusive & Transformative Scholarship



Introduction

The Institute for STEM & Diversity Initiatives (ISDI) oversaw the HERC Undergraduate Research Fellowship at Boise State University Fall 2019, and Spring 2020. ISDI changed its office name to the Institute for Inclusive & Transformative Scholarship in the summer of 2020. HERC funds were used to support Boise State undergraduate students who had minimal research experience with a 10week mentored research opportunity. Funds provided by the Higher Education Research Council supported a total of 27 students across 12 different STEM disciplines.

In addition, HERC funds made it possible to support 10 students with travel opportunities to attend professional STEM conferences in their field.

On behalf of the Institute for Inclusive & Transformative Scholarship, we thank the Higher Education Research Council for their generous support in helping build meaningful experiential learning experiences for Idaho students and supporting faculty research.

HERC Funding:

The Higher Education Research Council provided \$55,000 in supplemental funding for STEM undergraduate research this year. Please see table below of how stipends and travel awards were dispersed.

Stipends	Amount
Boise State Research Stipends	\$51,805
Student Travel to Professional Conference	Amount
Molecular Beam Conference (1 student)	\$440.22
2020 Pacific Sociological Association Conference (4 students)	\$1, 559.60
Undergraduate Women in Physics Conference (4 students)	\$688.44
Applied Anthropology Conference (1 students)	\$506.12
Total	\$54,999.38

Note: Travel less than normal due to COVID

Student Name	Gender	Ethnicity	Race	STEM Major
Holly Bossart	F	NonHispanic/Latino/a	Caucasian	Applied Mathematics
Antone Chacartegui	М	Hispanic/Latino/a	Hispanic	Mathematics
Grace Coughlin	F	NonHispanic/Latino/a	Asian	Chemistry
MJ Faris	F	NonHispanic/Latino/a	Caucasian	Elementary Education - Earth Science
Tessa Mei-lin Fong	F	NonHispanic/Latino/a	Caucasian	Mechanical Engineering
Maddelyn Jackson	F	NonHispanic/Latino/a	Caucasian	Chemistry
Julio Gonzalez Tempelta	М	Hispanic/Latino/a	Hispanic	Anthropology
Kate Grosswiler	F	NonHispanic/Latino/a	Caucasian	Geosciences
Ashely Leavell	F	NonHispanic/Latino/a	Caucasian	Biology
Crystal Lundgren	F	NonHispanic/Latino/a	Caucasian	Chemistry
Dalton Miller	М	NonHispanic/Latino/a	Caucasian	Health Sciences
Sabrina Moores	F	NonHispanic/Latino/a	Caucasian	Mechanical Engineering
Alyssa Romero	F	NonHispanic/Latino/a	Caucasian	Health Studies
Kyra Schroeder	F	NonHispanic/Latino/a	Caucasian	Geosciences
Kendall Swainston	F	NonHispanic/Latino/a	Caucasian	Biology
Rebecca Torres	F	Hispanic/Lantino/a	More than one race	Chemistry
Ellie Woerner	F	NonHispanic/Latino/a	Caucasian	Mechanical Engineering

Boise State Research Fellows Undergraduate Research Fellows and Discipline

Travel Awards

Student Name	Conference attended	STEM Major	
Trent Garrett	Molecular Beam Conference	Physics	
Bryant Hay	Applied Anthropology Conference	nference Anthropology	
Madison Johnson	Undergraduate Women in Physics Conference	Physics	
Isabelle Mais	2020 Pacific Sociological Association Conference	Sociology	
Nathan McGregor	Undergraduate Women in Physics Conference	Physics	
Stanford McConnehey	2020 Pacific Sociological Association Conference	Sociology	
Alessia Molina	Undergraduate Women in Physics Conference	Physics	
Jayanthi Pressana	Undergraduate Women in Physics Conference	Physics	
Ann Snelgrove	2020 Pacific Sociological Association Conference	Sociology	
Sam Savage	2020 Pacific Sociological Association Conference	Sociology	

Fall 2019 HERC Fellow Boise State Student Abstracts:

Tessa Mei-lin Fong

Faculty Mentor: Dr. Zhangxian Deng, Department of Mechanical Engineering, Boise State University

Research Title: The Use Of Magnetostrictive Materials In Vibrational Energy Harvesting

Wireless devices have increased in the recent years. More technology means more products being charged. Recently, there has been a development of wireless charging because people need something convenient. Smart materials are being looked at, namely magnetostrictive materials. The energy harvester being designed will use mechanical energy (in the form of vibration) and convert that to electrical energy (in the form of voltage). This process can be used to create energy that can be applied to smart devices. The first objective was to develop a strong understanding of smart materials, especially magnetostrictive materials. The knowledge was then applied to learning about energy harvesting. This objective was met by reading and understanding research papers and reports from Dr. Zhangxian Deng. The two main reports included the "Review of magnetostrictive vibration energy harvesters" and "Magnetostrictive Devices", both by Dr. Zhangxian Deng and Marcelo J Dapino. [1], [2] The second objective was to develop skills in CAD and/or data acquisition software to allow a hands-on experience. This was done through the use of programs, such as SolidWorks and LabView. Hands-on experience was further demonstrated through the use of building the prototype. The last objective was to improve technical communication and writing. Technical communication of the problem was found with research papers provided by Dr. Zhangxian Deng, along with weekly meetings. Technical writing improved through the written final report due at the end of the corresponding semester. Fulfillment of these objectives helped the SMS Lab gain a system for future testing, along with a demonstration to model for those who may visit the SMS Lab.

Kate Grosswiler Faculty Mentor: Dr. Mark Shmitz, Department of Geosciences, Boise State University

Research Title: Carbon Isotopic Analysis of Thaynes Formation Limestones: Using Global Carbon Cycle Perturbations to Explore the Temporal Correlation Between Early Triassic Ammonoid Biochronozones in North America and South China

The Permian-Triassic mass extinction, the most devastating mass extinction event in Earth history, was followed by a series of significant carbon cycle perturbations and climatic oscillations. Consequently, biotic diversity increased and decreased episodically. Because of their rapid speciation and preferential preservation, ammonoid fossils serve as key indicators of post-extinction marine faunal repopulation.

Previous work indicates Early Triassic ammonoid speciation was globally synchronous, yet radioisotopic age constraints on stratigraphic sections in Northeastern Nevada and South China that host identical ammonoid biochronozones exhibit a 1.5 Myr age offset. This age discrepancy illustrates the need for additional work to establish the temporal correlation between the North American and South China biochronozones.

We conducted carbon isotopic analyses on 63 limestone samples collected from the Early Triassic Thaynes formation in Southeastern Idaho and compared our results to carbon isotopic data from the Loulou formation in South China. Both formations host the same ammonoid biochronozones, making carbon isotope chemostratigraphy a useful calibration tool to determine whether the observed age incongruity is the result of erroneous biostratigraphic characterization or the result of flawed radioisotopic data from South China.

Ashley Leavell

Faculty Mentor: Dr. Marie-Anne de Graaff, Department of Biology, Boise State University Research Title: TItle: Soil recovery after fire and invasion: implications for sagebrush reestablishment

The sagebrush steppe ecosystem has been heavily impacted by disturbance, including fires and the invasion of cheatgrass (*Bromus tectorum*). Both fire and changes in the plant community can impact soil properties that reduce sagebrush (*Artemisia tridentata*) reestablishment success, but in the long-term, these soil properties may recover thus allowing for sagebrush re-establishment. With this study we ask: how do soil properties change in a recovering sagebrush ecosystem? To quantify soil properties and changes therein as succession progresses, I will investigate a 1983 fire on the Orchard Combat Training Center that is experiencing re-establishment of sagebrush. Soil samples have been collected from three areas: (1) areas of no sagebrush regrowth, (2) areas with sagebrush regrowth, and (3) unburned areas adjacent to the fire. I will measure physical, chemical, and biological soil properties that are critical to sagebrush re-establishment. These include soil structure, organic matter content, pH, nitrogen and carbon content, and microbial and arbuscular mycorrhizal fungi (AMF) communities. These results will allow us to evaluate the process of succession following fire and invasion, and the importance of recovery of soil properties in enabling this process.

Crystal Lundgren

Faculty Mentor: Dr. Michael Callahan, Department of Chemistry and Biochemistry, Boise State University.

Research Title: Synthesis and Characterization of Metallocyanides for Meteorite Analysis Cyanide may have played an important role in prebiotic chemistry on early Earth including the synthesis of amino acids and nucleobases. Iron cyanocarbonyl complexes were recently discovered in meteorites (Smith *et al.*, Nature Communications 2019); however, the complete characterization and quantification of these compounds in meteorites has not yet been performed. We synthesized *trans*-(PPh₄)₂[Fe(CN)₄(CO)₂] and (PPN)₃[Fe(CN)₅(CO)] using procedures modified from Contakes *et al.* (Inorganic Chemistry 2002) and characterized these compounds by electrospray ionization mass spectrometry. Mass spectral peaks corresponding to distinct isotopologues were found to be identical to those measured in meteorites. Future work will involve accurate quantification of iron cyanocarbonyl complexes in meteorites using our synthesized compounds as reference materials.

Kendall Swainston

Faculty Mentor, Dr. Ken Cornell, Department Chemistry & Biochemistry, Boise State University

Research Title: Toxicity testing of anti-parasitic MTN inhibitors against mammalian cells

Giardia intestinalis (GI) is the most common protozoan parasite in the U.S. It is contracted by consumption of cysts that are passed in the feces of humans, domestic animals, and wildlife and frequently contaminate watersheds in Western states. The cysts pass through the stomach and

excyst to the form trophozoites that infect the proximal small intestine, where they cause severe flatulence, diarrhea, abdominal cramps, nausea, vomiting, dehydration, and weight loss. Drugs like metronidazole (MTZ), tinidazole, and nitazoxanide are usually prescribed, but there are increasing cases of treatment failure. Our prior work has shown that the parasite enzyme 5' Methylthioadenosine nucleosidase (MTN) is an excellent target for drug development as it is unique to the parasite and absent from humans. *In silico* screening of allosteric drugs against crystallographic models of the parasite MTN has identified 36 potential MTN inhibitors, a number of which show *in vitro* anti-parasitic activity. In an effort to demonstrate that the compounds do not show undesired off target effects in humans, we have performed preliminary *in vitro* cytotoxicity screening of these compounds against cultured normal human fibroblasts and human fibrosarcoma cells. Our initial studies show that most of the compounds show little effect against human cells, even at high (100 µM) concentrations. The results of these initial studies will be presented.

Rebecca Torres

Faculty Mentor: Dr. Owen McDougal, Department of Chemistry and Biochemistry, Boise State University

Research Title: Detection of Acrylamide in Coffee Using Near Infrared Spectroscopy, Liquid Chromatography-Mass Spectrometry, and Gas Chromatography-Mass Spectrometry

Acrylamide is a suspected carcinogen required to be listed on food labels in California. Certain foods that are cooked at elevated levels convert amino acids, such as Arginine, Asparagine, and Lysine, into acrylamide through the Maillard reaction. Foods such as potato chips, french fries, breakfast cereals, and coffee are required by Proposition 65 to be labeled as containing a suspected carcinogen. Near Infrared (NIR) spectroscopy, as well as Liquid Chromatography-Mass Spectrometry (LC-MS) and Gas Chromatography-Mass Spectrometry (GC-MS) will be used to analyze acrylamide levels in light, medium, and dark roast coffee.

Ellie Woerner Faculty Mentor: Dr. Krishna Pakala, Department of Mechanical Engineering, Boise State University

Research Title: Student Athletes in STEM

It is a rare combination for a Division 1 student-athlete to be pursuing a STEM degree owing to the rigor needed to pursue these degrees. Pursuing a STEM major is also very strenuous and often leaves limited time outside of their studies and has not been favored by athletes. Due to the rarity of this combination of individuals, there isn't a lot of information regarding how the experience of these student-athletes is during their college career. The study explores the support structures in place to help these student-athletes thrive both in the classroom and on the court, field, pool, or any other arena they are competing in. This study also reports on the skills that these individuals have that are enhanced through their sport and translate to the classroom to help them excel in their degrees. Finally, this study sheds light on how these individuals balance the roles of both student and athlete. The study results were obtained through surveys for the student-athletes and in-person interviews with staff in the athletic department, such as coaches and academic advisors.

Spring 2020 HERC Fellow Boise State Student Abstracts:

Holly Bossart

Faculty Mentor: Dr. Jaechoul Lee, Department of Mathematics, Boise State University Research Title: Effective sample size calibrated multiple comparison methods for long memory US stock volatilities

Volatilities in stock prices often show long range dependence, representing significant autocorrelations even in large time lags. Multiple comparison methods can be used to identify different mean volatilities. However, the classical multiple comparison methods, including Fisher's least significant differences test, Tukey's honestly significant differences test, and Student-Newman-Keuls test, produce erroneously sensitive comparison results for long memory time series because these methods are developed for independent data. To accurately achieve the target significance level for long memory data, we propose using effective sample size (ESS) methods to calibrate these three popular multiple comparison tests. After using change point analysis to detect a sudden rise in mean stock volatilities of thirty prominent companies in January 2018, we analyze means before and after the changepoint using our ESS modified multiple comparison tests. With recent empirical evidence showing that low-volatility companies can outperform high-volatility companies, our methods help accurately identify which companies are low or high volatility.

Antone Chacartegui

Faculty Mentor: Dr. Donna Calhoun, Department of Mathematics, Boise State University Research Title: Three Surprising Properties of Surface Curvature

Differential geometry is a branch of mathematics that studies local and global properties of curves and surfaces. Curvature plays a fundamental role in differential geometry. There are several different types of curvature described on a surface. For this research project, I investigated three surprising properties of *normal* curvature on smooth surfaces. The first property is a result of Euler's Theorem of principal curvature, which states that on any smooth surface, the principal curves at a point P are always orthogonal. The second property is the Mean Curvature theorem which states that, at a point P on a surface, the average curvature of all the normal curves passing through P is simply the arithmetic mean of the minimal and maximal curvature. The third property is that the mean curvature is related to the Laplacian.

How is it possible that the principal curves at a point P on a smooth surface are always orthogonal? Or that the average curvature is simply the arithmetic mean of the principal curvatures? How is the Laplacian operator, evaluated on the surface related to mean curvature? We will examine these questions and their answers.

Grace Coughlin

Faculty Mentor: Dr. Don Warner, Department of Chemistry and Biochemistry, Boise State University

Research Title: The Advancement of Breast Cancer Treatment by Developing Novel Cytokine Inhibitors

In the year 2020 the American Cancer Society estimates that 276,480 women will be diagnosed with invasive breast cancer and 42,170 women will die in the United States alone. The five-year survival

rate plummets from 99% to 27% for metastatic breast cancer patients, making breast cancer the second leading cause of cancer deaths in women. An inflammatory cytokine (IC) plays a crucial role in activating cell signaling pathways that initiate the early stages of metastasis (i.e. detachment, migration, and intravasation), increasing the frequency of secondary tumors in vital organs. The aim of this research is to develop a small molecule inhibitor (SMI) that mediates IC-induced cell signaling. Previously, a high-throughput virtual screen of ~1.65 million compounds and a subsequent enzyme-linked immunosorbent assay (ELISA) identified SMI-26 as a lead compound. The three aryl groups of IC-SMI-26 have been synthetically modified to assess the steric, hydrophobic, and electrostatic interactions that contribute effective inhibition. Thus far, the incorporation of halogen substituents in aryl group 1, hydrophobic moieties in aryl group 2, and a strong electron withdrawing group in the para position of aryl group 3 increases SMI binding to the IC as determined by fluorescence quenching assays and ELISA experiments.

MJ Faris

Faculty Mentor: Dr. Karen Viskupic, Department of Geosciences, Boise State University Research Title: Metacognitive Learning Strategies Used by Geoscience Students

Use of metacognitive learning strategies leads to better learning outcomes in college students (e.g. Dewey, 1933). This study sought to determine which metacognitive learning strategies are currently being used by geoscience students at Boise State University in order to see if students' metacognitive skills improve over time while in the geoscience program. Of the 43 students who completed the Learning Strategies portion of the Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich et al., 1991), 11.6% were undergraduate underclassmen, 32.6% were undergraduate upperclassmen, and 55.8% were graduate students. Participants identified as 55.8% female and 44.2% male. Total scores ranged from 173-332 (*M*=247, *SD*=33.36) out of a possible 350. Students' use of metacognitive learning strategies is correlated with both age and class standing. Correlations between gender and learning strategy use were inconsistent and statistically insignificant. Participants, on average, reported high use of Effort Regulation strategies and low use of Peer Learning strategies. Specific metacognitive and peer learning strategies are recommended to the faculty of the Boise State University Geoscience Department in order to improve student use of metacognitive learning strategies which we hypothesize will improve student success.

Julio Gonzaelz Tempetla

Faculty Mentor: Dr. Pei-Lin Yu, Department of Anthropology, Boise State University Research Title: Archaeological Predictive Model: Orchard Combat Training Center

The objective of this research is to help protect cultural heritage resources on Idaho National Guard lands that are protected by law and are significant to Idaho Native Americans and historically associated communities. By utilizing a predictive model previously developed by Michael Bishop, a Boise State University alumnus, with variables specific to the Idaho National Guard's Orchard Combat Training Center (OCTC), a map was successfully produced that identifies areas of high probability for encountering archaeological sites. Working from the variables in Bishop's predictive model, we used ArcGIS mapping software to select only those areas within the area of interest with a specific distance to hydrological features, elevation, and angle to hydrology. This map will be fieldtested by conducting pedestrian survey and based on the results, the model will be refined to increase accuracy in future applications. We hope our research facilitates the management of cultural heritage resources within the OCTC and provides further research opportunities.

Maddelyn Jackson Faculty Mentor: Dr. Daniel Fologea, Department of Physics, Boise State University

Research Title: Lysenin Channel Selectivity for Monovalent Metal Cations

The ability of transmembranes to selectively transport ions and molecules across biological membranes is paramount for all cells. The functionality of excitable cells, such as the excitability from the brain and muscles, is unequivocally determined by the ability of ion channels to discriminate between ionic solutes. Selectivity, along with high transport rate and regulation, is fundamental for all ion channels. Following this line of thinking, we asked whether other protein channels, with regulatory functions, have similar selectivity to ion channels. Our investigations were focused on lysenin, a protein that self-assembles into a regulated, large-conductance channel in both artificial and natural lipid membranes. The ionic selectivity of lysenin channels of monovalent metal cations was estimated through transmembrane voltages measured after chemical gradients were produced across the membrane through successive ionic additions. Our results clearly demonstrated that lysenin channels present cation selectivity. However, the estimated ionic permeabilities were different for Na⁺, K⁺, Li⁺, and Cs⁺. This unusual feature, commonly shared by ion channels, may be further explored for controlling the electrochemical gradients across natural and artificial cell membranes.

Dalton Miller

Faculty Mentor: Dr. Ken Cornell, Department of Chemistry and Biochemistry, Boise State University

Research Title: Demonstration of Cold Atmospheric Pressure Plasma Biofilm Removal Using Profilometry

The CDC estimates that 128,000 people are hospitalized due to food-borne illness each year in the United States. The presence of bacterial biofilms in food-processing settings is a concern for the spread of disease, and is responsible for a significant number of the outbreaks that result in hospitalizations and food recalls. Although food-processing plants can be sterilized to some degree, the current means of doing so uses harsh chemicals and requires production to be halted for extended periods of time. To that end, we have developed a novel cold atmospheric-pressure plasma (CAPP) device to combat these types of biofilms in a more cost effective manner that requires no harsh chemicals. This biofilm removal can be imaged using fluorescence microscopy and quantified by profilometry, which measures the height of the biofilm before and after CAPP treatment. Here we demonstrate that even short (e.g. 1 minute) CAPP treatments could etch away biofilms in a time-dose dependent fashion. Our findings provide a proof-of-concept that a CAPP device is a viable potential alternative to classic food processing decontamination methods that rely on harsh chemicals.

Sabrina Moores

Faculty Mentor: Dr. Zhangxian Deng, Department of Mechanical and Biomedical Engineering, Boise State University

Research title: 3D-pringed and Wireless Piezoelectric Tactile Sensors

This research investigates the use of inkjet printing to manufacture wireless and flexible piezoelectric force sensors. The PVDF-TrFE polymer exhibits high piezoelectric response that can be measured by sandwiching it between two conductive electrodes. By investigating polymer ink preparation,

curing, and drying times, a PVDF-TrFE ink that is compatible with a commercial inkjet printer was synthesized. Further investigation of printer settings and substrate treatments has resulted in a thin piezoelectric film for flexible force sensing. The newly-developed sensor has potential to be used for health monitoring, soft robotics, and wearable tech.

Alyssa Romera

Faculty Mentor: Dr. Cynthia Curl, Department of Community and Environmental Health, Boise State University

Research Title: Methodology to Assess the Effect of Exposure to Environmental Toxins on Reproductive Health and Birth Outcomes

The environmental exposures that women experience before and during pregnancy can impact reproductive health and birth outcomes. Our lab's goal is to understand pesticide exposure levels during pregnancy and, ultimately, to evaluate the potential long-term effects of that exposure. We are currently recruiting 40 pregnant women during their first trimesters and collecting a series of 36 biological samples from each woman, which we will analyze for pesticides. As part of this work, I am recruiting, consenting, and enrolling participants, conducting interviews, collecting urine samples, and analyzing data. I am also conducting a literature review to understand how similar environmental exposure assessment methods have been used in other populations. Specifically, I am conducting a search of relevant, peer-reviewed literature using Google Scholar and Academic Search Premier to investigate the relationship between use of personal care items and reproductive health before and during pregnancy. My literature review focuses on personal care items that contain known carcinogens and that have been detected in biological samples in populations such as pregnant women. My work compares the epidemiological methodology of our study with other studies published to determine the impact of both herbicide and personal care items with the reproductive system and birth outcomes.

Kyra Schroeder

Faculty Mentor: Dr. Matt Kohn, Department of Geosciences, Boise State University Research Title: Pressure-Temperature Record From the Eastern Alps, Austria, Reveals Dynamics of Plate Collision

Metamorphic rocks form and evolve in response to changes in Pressure (P) and Temperature (T). Application of thermodynamics to mineral compositions is commonly used to calculate P-T histories of metamorphic rocks. Geologists use this information to detail and interpret Earth's mountain building events. Here, we test the accuracy of the P-T paths for the eastern Alps constructed 35 years ago (Selverstone et al., 1984, Journal of Petrology, v25, 501-531) using improved thermodynamic calculations.

We first used optical petrography to identify minerals, textures, and metamorphic facies. We then used back-scattered electron imaging on Boise State's Electron Probe Microanalyzer (EPMA) to verify minerals and assess chemical zoning within minerals. Lastly, we used the EPMA to collect individual chemical analyses and applied thermodynamic software to constrain P-T conditions. Whereas Selverstone et al. (1984) report P-T conditions of 7±1 kilobars (25 km depth) and 550±25 degrees °C, our calculations show an indistinguishable pressure of 7±1 kilobars, but a higher temperature of 635±25°C. The higher temperature implies that tectonic plates were warmer than

once inferred. Because rocks become less brittle with increasing temperature, brittle phenomena such as earthquakes in the past would have occurred at shallower depths.

TO: Idaho State Board of Education, Higher Education Research CouncilFROM: Deb Easterly, Assistant Vice President for ResearchDATE: November 19, 2020

The ISU Office for Research would like to thank the Idaho State Board of Education Higher Education Research Council for the FY 20 Strategic Initiative Undergraduate Research funding that we received in the amount of \$55,000.

Even though work slowed down in the spring of 2020 because of Covid-19, the funding was a very successful in growing our Undergraduate Research in the STEM fields.

With these funds we were able to support 10 research projects. The resulting grants provided funds for student wages, for fringe benefits, a small amount of materials and supplies and travel as needed for their research.

The research projects were each a collaboration of a STEM student and an ISU faculty member. The proposal application required the faculty member to develop and follow through on a mentoring plan, as well as assisting the student during a research project.

Several travel awards were made to students this year, but because of COVID-19 conferences were cancelled. As a result we only had three students attend virtual conferences. Twelve students were registered to attend and present at the National Conference on Undergraduate Research in Bozeman, MT, but the conference was cancelled.

This year \$10,000 of these funds were again awarded to the ISU McNair program for travel. The McNair students' projects and reports are included with the rest of the reports. Because of COVID-19 the McNair program did not provide as many travel awards as they had planned. Those funds were returned to the Research Office and used to cover additional undergraduate STEM awards.

The application process for the travel funds was used as an opportunity to ask students for their thoughts on mentoring. We received answers that gave us valuable information to build our program. This information was important to us as we changed the focus of the FY 2021 program from past years.

One of the requirements to receive these funds was that the student present their findings at a conference. Unfortunately, most conferences were cancelled because of COVID-19. Conferences held virtually were an option for many, however. For example, many students had posters displayed on-line for the ISU Undergraduate Research Symposium. Another presentation option included the Idaho Conference on Undergraduate Research (ICUR), also held virtually. There were 19 posters presented by approximately 35 ISU students at the virtual ICUR, July 2020.

FY 20 Strategic Initiative Undergraduate Research funding, continued Page 2 of 2

Posters for the ISU Symposium can be found at <u>https://www.isu.edu/research/undergraduate-</u> <u>symposium/posters/</u>. Abstracts for the posters presented at ICUR can be found at <u>https://scholarworks.boisestate.edu/icur/2020/</u>

The students have been very vocal in expressing their appreciation for the financial support and mentoring that has given them an opportunity to experience research and increase their knowledge about conducting research. Many of them have expressed that they will be continuing their education, seeking a Masters or PhD in a STEM field. When students participate in an opportunity such as these funds have provided it is quite the thing to see them grow in their education, skills, and confidence.

The student individual reports are attached. Posters and abstracts can be viewed at the links listed above.

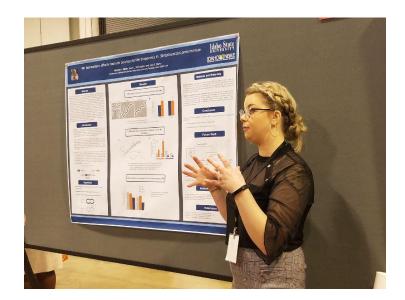
Rosemary Anibogwu

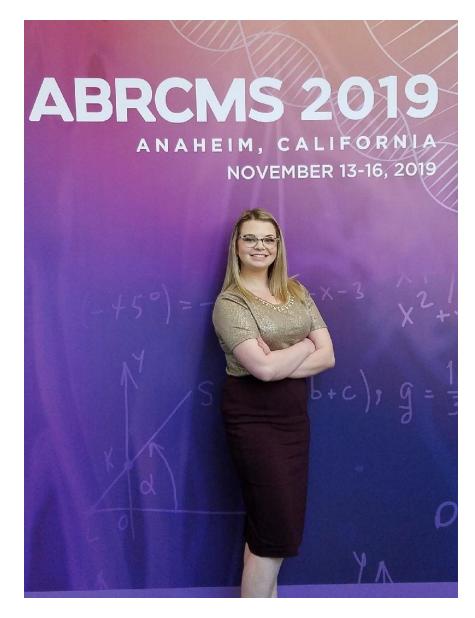
06 June 2020

Regrettably, the conference I planned on attending was canceled due to the current pandemic our world faces. Nonetheless, the process of submitting an abstract along with other aspects of the application process for the conference gave me a little insight on how to professionally and successfully organize an event. Communicating with the conference organizers through email enabled me to practice emailing professionally.

My education here at ISU is not merely confined to the teachings within a traditional classroom setting; it transcends that of the classroom setting and into a professional setting. As an undergraduate and a graduate student at Idaho State University, presenting at the 2nd Analytical and Bioanalytical Methods Conference (ANALYTICON 2020) would have been a wonderful opportunity to interact and connect with individuals within my chemical field of interest, analytical chemistry. This is especially valuable to me currently since I will be applying to Ph.D. programs in the Fall. This conference would have been a marvelous opportunity to apply my knowledge from the classroom to a highly professional setting. Such an experience would have exposed me to engaging questions about my research that I may not have considered.

Moreover, this travel experience would have been an indispensable opportunity to share my research experiences, challenges, and perspectives with like-minded individuals within and beyond my field of interest. ANALYTICON 2020 would have introduced me to the diversity of my peers and professionals in various fields whom I can learn from through presentations and various other interactions. These interactions may potentially lead to meaningful collaborations. Essentially, I would have received a deeper insight as to how the field I intend on being a member of truly operates on a professional level.





The funds provided by the Office for Research Outreach and Compliance allowed me to travel to Anaheim, California and present my research poster at the Annual Biomedical Research Conference for Minority Students (ABRCMS). While I was there, I learned about many different graduate programs all around the country. I also explored research happening in places outside of ISU. Without the help from TRIO McNair and the funds from the Office for Research Outreach and Compliance, I would not have been able to go to Anaheim to present my research. I come from a low-income family and I am a first-generation student and paying for travel to Anaheim just was not an option. The funds gave me the opportunity to learn more about myself as a researcher and explore the different research settings across the country. I was also able to secure a research internship for the summer. I understand more about biomedical research along with the different programs available to support me throughout my education. I also know more about what I want my career to look like in the future. Along with presenting my research, I was able to visit many booths for various graduate schools that each had different programs available. I was able to begin a list of graduate schools that I am interested in attending after earning my bachelor's degree. Without attending this conference, attending graduate school would feel like a shot in the dark. I am now more motivated to go to graduate school, be more productive, network as much as possible, and learn more about the research topics within my field.

Undergraduate Research Award Reagan Badger

I am a B.S./M.S. student studying Biology (Biomedical Science). The undergraduate funds that I received have helped to support my research over the past year, which will eventually contribute to my graduate work and master's thesis project. I am currently working under Dr. Kinta Serve; I have worked in her lab as an undergraduate (and now graduate) student. We are investigating the therapeutic potential of a synthetic flaxseed lignan in an asbestos-induced model of inflammation. Specifically, we are interested in the antiinflammatory effects of LGM2605 (a synthetic derivative of the flaxseed lignan secoisolariciresinol diglucoside) in the context of autoimmune disease induced by asbestos exposure. We are utilizing a murine model in order to explore these effects. Essentially, we are collecting tissues from asbestos-exposed mice (with and without LGM2605 treatment) and using them to measure various markers of inflammation (pro-inflammatory cytokines, immune cell recruitment/activation, etc.). My undergraduate work has focused specifically on the impacts of LGM2605 on gut microbiome composition and the resulting impacts on systemic inflammation. We previously collected cecums from mice (within a smaller pilot study) that had received LGM2605 treatment. We then extracted DNA from those samples using a Qiagen DNA extraction kit, and we performed 16S rRNA gene sequencing to identify microbial genera of interest. Next, we compared the relative abundance of microbial communities between the two treatment groups (LGM-treated v. control) in order to identify significant differences between them. We are also considering both α - and β - diversity measures; I am running statistics and generating figures using Phyloseq (a program in R). My next step will be to research specific microbial genera that were significantly influenced by LGM2605 treatment in order to draw inferences regarding their roles in inflammation, autoimmune disease, etc. We are planning on publishing a paper on our work (once completed) by the end of the summer; I am working on writing this now.

The funds that I received allowed me to perform the DNA extraction and sequencing that were such a central focus of this project, and to continue working and analyzing within the lab. Using these funds, I was able to begin research that will eventually contribute to my master's thesis project, as well as gain valuable experience in a lab setting. Having this experience will greatly improve my academic resume as I begin applying to medical schools. My background in research, furthermore, will both complement and strengthen my clinical work as a future physician. Besides working in the lab, I also recently had the opportunity to present my project (concerning the influence of LGM2605 on the gut microbiome) within the Undergraduate Research Symposium at ISU. Putting together posters is always a great experience in itself; doing so has allowed me to share my work and build valuable communication skills that will carry forth into my graduate work and career thereafter. I am incredibly grateful for the opportunities I have had so far at ISU. Being able to perform research as an undergraduate student is, in part, what will allow me to finish both my undergraduate and graduate degrees in just 4 total years. It has also challenged and stimulated me beyond the level of my normal coursework.

(see next page for copy of poster)

Talia Cahoon

Undergraduate Research Award 2020

Sequencing the Great Salt Lake for Publication

Over the past few months, I have revisited my project of sequencing the DNA of all microorganisms in the Great Salt Lake (GSL). This time I used a newer GSL sample and did three replicates so we have three results to compare, calculate error from, and do statistical analyses on. I am working with the Molecular Core Research Facility (MRCF) who is sequencing the samples and will give me the raw data which I will then process to determine what organisms are present. My mentor and I contacted Dr. Mike Lee, a bioinformatician at NASA who is familiar with extreme environments like the Great Salt Lake. He has been helping us design our new sequencing experiment and he has been guiding me through data processing.

Dr. Lee showed us a new way of processing data that provides better resolution and accounts for error in the sequencing data. To do this, I need to learn a programming language, R, and apply it in a software package called Dada2. I have actually been advised multiple times in the past to learn R since it is a major language used for statistical analysis in biology, but I was never able to take a class for it. I am excited that I am now learning this language and applying it to experimental data under the direction of Dr. Lee who can make sure I use it correctly according to the specifications and nuances of our experiment. Through these improvements, we expect our results to be much more robust and publishable.

These funds allowed me to work from home and dedicate time to learning one of the most commonly used programming languages in biology which will be sure to pay off in the future. Sequencing and bioinformatics are tools employed in most microbiological or biochemical labs and can either be done by the researcher or can be sent off to be done elsewhere. As I continue to develop these skills, I will be able to process my own data in the future, saving both time and money. I am very grateful for the opportunities this Undergraduate Research award has provided. It has opened many doors for me and will continue to do so as I meet more of the scientific community and present my research.

Daniel Gray

Although in-class simulations are a valuable and necessary part of the learning process, the importance of real-world training cannot be overstated. Thanks to the project funding provided by this grant, I was able to gain experience in a non-curated setting while contributing to departmental research. The awarded grant thus benefitted both myself and ISU's Psychology department as a whole by furthering research work.

The project, whose presentation at ICUR will be titled "Caffeine Consumption and Beliefs Regarding Caffeine's Effects in an Online U.S. Sample," was originally envisioned as an in-lab experimental study. This study would have recruited approximately sixty participants who would complete a beliefs questionnaire and, after being administered either caffeine or a placebo, then complete a series of tasks designed to measure metacomprehensive accuracy. The goal of this study was to examine both the relationship between caffeine consumption and cognitive processes and the potential effect of subjective beliefs regarding caffeine upon objective performance. While caffeine's effects upon alertness, reaction time, and sustained attention are widely documented, very little research has been done upon stimulant effects on metacognition. Metacognition (commonly described as monitoring and regulation of cognitive processes) plays a vital role in a wide range of environments, from the academic realm (especially pertaining to effective study habits) to the professional. Caffeine being a widely used stimulant, the interplay between it and metacognition could have significant effects, thus making this an important avenue of research.

In preparation for this study, I was involved in questionnaire design, literature review, acquisition of needed materials, and the crafting of experimental protocols (interaction scripts, format of in-lab engagements, timing assessments). For the online version of this project (detailed below), I scheduled participants, credited them for their work, examined collected data for adherence to criteria (completed assignments and compliance with required attention checks), and participated in data cleaning prior to analysis.

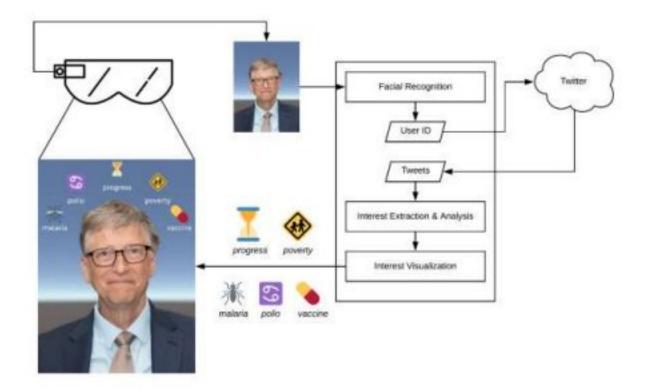
Due to the onset of COVID-19, we were prevented from in-person data collection beyond our initial pilot studies. Fortunately, we were able to adapt to an online format that allowed us to collect data from a sample of 368 participants. These participants completed a questionnaire administered through the Amazon MTurk platform. This consisted of several modules examining demographic characteristics, caffeine consumption patterns, and beliefs or conceptions regarding caffeine's effects on various social and cognitive functions. These functions included executive functioning (e.g. memory and reasoning), interpersonal communication and comprehension, spatial awareness, and creativity/divergent thinking. The analysis of this data will hopefully illustrate how beliefs about certain aspects are correlated with each other. The acquisition of data from a larger sample size (roughly six times that of the original projected number of participants) will also enhance the generalizability of the findings.

Validation of this survey through this sample will also provide benefits to later studies, especially experimental studies akin to the original plan. Being able to establish expected patterns of both belief and consumption will allow construction of further projects designed specifically for those patterns. These future projects could also provide multiple opportunities for further research, both for myself and others, increasing scholarship on an area of study that this far has yet to be fully explored.

-Daniel F. Gray, 29 June 2020.

Undergraduate Research Award Report and Results | Hunter Harris

The funds awarded to me and my mentor opened a great opportunity for me. As a direct result of the funds, I had the chance to design and construct a working computationally creative system that suggests conversation cues and represents them with emoji all by using a given user's tweets. Following the implementation of our system, my mentor and I were able to get two academic papers accepted to a conference: one to IETC in Orem, Utah, and the other to ICCC in Coimbra, Portugal. We were also able to submit posters to ISU's Undergraduate Research Symposium and the Idaho Conference on Undergraduate Research. I will attach the submitted posters and papers along with this report. Participating in this research has taught me several valuable things. I have learned how to code more efficiently and with better quality, and I am now proficient in using the Python programming language. I learned how to work on a large scale project without becoming deterred by its size and how to break down the things I needed to do into smaller tasks. Doing research has also made me consider going to graduate school and becoming a professor myself. Having multiple publications under my belt will also give me an edge in getting into graduate school and starting my masters. Overall, this has been a wonderful experience for me, and I have learned a great deal from it.



System Overview of HeyLo

Makayla Linnastruth

Undergraduate Research Grant

This grant has allowed me to be able to experience research at the undergraduate level, which has allowed me to gain momentum in performing future research. I have learned methods for writing research papers, and methods for creating a system that explores how technology can aid in interpersonal communication through shared interests. The system which we created selects user interests based on a user's twitter account and uses these interests to find a connection to an emoji. The goal in this research is to enable people to be able to communicate more effectively by comparing user interests and communicating them through the use of an emoji.

The grant has allowed me to fund time to participate in this research and ultimately co-author two research papers which have been accepted into two separate conferences. This knowledge of the research process, along with help from my advisor and another student/advisor team has helped me to write another paper which was also accepted into a conference. I feel truly fortunate to have three co-authored papers published so far as a student. This grant was the stepping stone needed to pursue research and give me an advantage as an undergraduate student looking toward graduate school. I believe this program to be very helpful to jump-start a student's academic career and am thankful to have been given this opportunity.

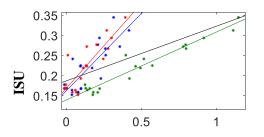
Callan Norby

How this project has benefitted my education

Being awarded funds from the State Board of Education has allowed me to work exclusively in a lab rather than acquiring another job over the summer. I was able to work 25 hours per week only concentrating on research which allowed me to make enough progress in my project to be able to present at ICUR where there is great networking. I was also able to improve upon my presentation skills and gain a better understanding of contemporary research being conducted within all fields of chemistry. My career goal is to become a professor, and the ability to articulate information in a manner conducive to learning is a trait I am constantly trying to improve upon. I will also be able to attend ICUR in July and the Great Scientific Exchange (SciX) in October where I hope to have similar experiences. I have also become much more knowledgable about my research area, chemometrics, due to being around lab cohorts who are all working on projects that pertain to different aspects of the field. This research experience has allowed me to hone my ability to critically think and learn. Enhancing both of these abilities will assist me in all future classes, graduate school eduation, future career, and life in general. Lastly, I was able to enhance my understanding of the MATLAB sofware and its utilities. In doing so, I have gained a serious passion for software programming and have begun to learn three new programming languages (Python, R, and Julia) on my own time.

Summary of accomplishments / research results

Over the course of the summer, I have been able to advance my research project in many ways. Using only spectral similarity measures, we were able to tune the ISU algorithm to have satisfactory least square fits when calculated ISU values are plotted against relative prediction errors for several data sets. The following plot and tabulated results are for one particular data set measured over several temperatures.



ISU vs. Relative Prediction Error

Relative Prediction Error Figure 1. ISU vs. relative prediction error for all prediction properties in Temperature

Prediction Property	R²	Intercept
Isopropanol	0.7383	0.1688
Water	0.6565	0.1625
Ethanol	0.9351	0.1398
Composite	0.4078	0.1872

Table 1. Least squares values for Figure 1.

These results will be presented in Boise at the Idaho Conference on Undergraduate Research (ICUR) in July. Although the results look promising for this data set, we were not able to reproduce similar trends for several other data sets. We are currently adjusting the ISU algorithm to have consistency for multiple data sets.

Presentations

1. Callan Norby, John H. Kalivas, Fusion of similarity measures to assess data set uniqueness, Idaho Conference for Undergraduate Research (ICUR), Boise, ID, July 2020

Melissa Rivas

rivameli@isu.edu

(208)-221-6254

Biological Sciences

Biology Major

Undergraduate Research Funds Application: Social Instability and Stress Hormones in the bluebanded goby, *Lythrypnus dalli*.

In February 2020, I joined Dr. Devaleena Pradhan's laboratory in the Department of Biological Sciences as a volunteer. Dr. Pradhan's research deals with understanding the physiological mechanisms of behavioral plasticity in organisms. I have assisted two graduate students on their research questions on trout. I have been able to get hands-on experience with data collection, instead of just processing samples without understanding the origin of the data. I continued learning how to use new methods and improving my critical thinking in Dr. Devaleena Pradhan. During the short time I had in her lab, I found the opportunity to learn more about the stress mechanism in animals. I was very interest in the applying in their scientific method to Behavioral endocrinology. The physiological stress response entails an elevation of the hormone cortisol that is a hormone that controls stress-induce responses in all vertebrates. The role of cortisol can change phonotype plasticity that will allow to adaptation. I found interesting about the stress response in species of hermaphroditic fish like the bluebanded goby, Lythrypnus dalli, their behavioral phenotype is regulated by social structure. The stress response the bluebanded goby presents its due to an elevation of circulating cortisol. We could observe, the blubanded goby's relationship between social status it depends on the cortisol levels, that regulates metabolic demands during stressful periods. Adding and changing their already social hierarchy will produce stress. Waterborne hormones were collected after 24 hours of the application of either of the treatment. Samples will dry down and resuspend in 7.5% and 95% EIA buffer. Then to quantify cortisol levels it will be perform another method enzyme immunoassay. I plan to continue my research in her lab in a project that investigates social instability and stress hormones in the fish, blue-banded goby, Lynthrypnus dalli. In my short time in Dr. Pradhan's Lab, I have experienced the process of scientific discussions and critical thinking –what I felt I lacked all this time, about how to design an experiment and prepare for it.

I've been learning a lot of lessons. One of the important is writing protocols for each procedure that I can refer back of them if I need to. Dr. Pradhan highlight the importance to write your own procedure and asking questions about it. Learning things for the first time is difficult but building a solid foundation on basic lab techniques can help to reinforce knowledge gain in the protocols and make no mistakes during the experiment.

Based on my short experience in Dr. Pradhan's Lab. I've improved in my lab etiquette knowing and using new instruments in Dr. Pradhan's lab. I've been learning a lot of lessons too. One of the important is writing protocols for each procedure that I can refer back of them if I need to. Dr. Pradhan highlight the importance to write your own procedure and asking questions about it. Learning things for the first time

is difficult but building a solid foundation on basic lab techniques can help to reinforce knowledge gain in the protocols and make no mistakes during the experiment. This new knowledge impact in motivate me more discipline and keep me engage. The other major challenge that I encountered is being organized and ask questions. Being vocal about the research projects allowed me to get more involved in their experiments and help me to interpreted data.

Undergrads, like me often help to make or update the inventory because its important familiarized with the lab and the materials. Knowing where is the material storage in lab will help the lab team to operate more effectively and provide a high performance, its important to keep a tracking of the laboratory material. Controlling inventory will save time and work. I had a positive experience observing how Grad students design their experiments. I'm looking forward to understand insight and problems with the stress hormones and discussing more articles that revealed new gaps that had not been previously described using the bluebanded goby. I feel like I'm growing as a researcher and I wan to continue improving and learning.

Garrett Stouffer SBOE Report 6/23/2020

This research project is about solving partial differential equations using fenics which is a mathematical programming language based on python. Everything I've learned from this project is useful information for me because I am majoring in mathematics. I've learned about the Finite Element Method which was developed for solving partial differential equations. The information I've been taught or found out on my own as a part of this project will help me succeed academically and career wise. Academically I've further developed the skill of learning on my own and covered mathematical/programming topics that may be very useful in future classes. Beyond that I've learned problem solving and communication skills that last forever and will definitely come in handy in future careers.

This project has been very challenging for me to understand at times. It really forces me to think long and hard in order to understand what I'm learning. I can't actually remember ever finding learning and studying as difficult as this project. Typically school has been easy for me to understand, but this project forces me to think critically and work hard. I believe that that is the best case scenario for a student, because without being challenged academically you could lose the love for learning. I am very grateful for this project and for the funds that supported it because it allowed me to get a headstart academically and career wise.

Jacob Tolman

This project was focused on writing software implementations of the finite element method to apply to the Eastern Snake Plain Aquifer Model (ESPAM). We obtained some initial information about the model when we visited the Henry's Fork Foundation, and learned about how the model is used to solve important problems related to water law. They use a finite-difference approach to solve the partial differential equations involved, which is far from efficient. Using the finite element method for approximating the solution of the equations involved would greatly reduce the computational cost of simulating the aquifer, and allow for a much higher-resolution model to be used.

We also spent time learning and implementing recent variation of the finite element method, called the Weak Galerkin method. This method is currently very popular, as ithas been shown to be much simpler and more efficient than most other variations of the finite element method. In the future, we plan to use the Weak Galerkin method and standard finite element method to solve the aquifer model, and comparing the efficiency and results with each other, and with the current finite-difference method.

This funding has greatly benefited me this semester. Without it, I would probably have to work a job not as focused on math or research. So it has given me the opportunity to focus more on learning and research than I would otherwise be able to. This is particularly useful for me, since I plan to pursue a PhD in mathematics. It is important for me to get any extra preparation for graduate school that I can. Also, this project has helped me apply some of the skills I have learned throughout my undergraduate studies in a practical setting. I learned a lot, and I look forward to continuing the project next semester. All papers and posters related to this project will be completed then.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS JUNE 16, 2021

						-	F	D ¹
Student(s)	Major(s)	Project Summary	Project Amount	Stipend(s)	Supplies	Travel	Faculty Mentor	
Mari Carillo	Biology/Social Sciences:Anthropology Emphasis	Medical Pluralism: Shifts in traditional knowledge and practice amoung Sobadores and medical practitioners	3,039	2,460		579	Kerensa Allison	Presented at th conference.
Rhiana Fox	Math & Psychology	Using Data Analytics to study the psychological effects due to long-term illness.	3,510	3,510			Heather Moon	Presented at th conference.
Gary McEwen	Exercise Science	Effects of Bio-Electro-Magnetic-Energy- Regulation (BEMER) on recovery and performance in Anaerobic Exercise Tests	1,000	1,000			Collin Fehr	Presented at th conference and in Boise, Idaho
Tristan Olsen	Mathematics and Chemistry	Using Parametric Linear Programming to approximate phase state curves	3,510	3,510			Heather Moon	Presented at th conference and in Boise, Idaho
Abbey Roy	Biology	Studying long-term biological consequences of Blm-deficient embryonic development in Drosophila.	2,560	2,560			Eric Stoffregen	Presented at th conference.
Judy Boozer	Biology	Use of Amphioxus as a model for Regenerative Medicine.	1,624	1,176	448		Leigh Latta	Presented at th conference.
Dylan Miller	Biology, Chemistry	Method Development for the Determination of Uptake Rates used in Passive Sorbent Tube-Type Sampling.	1,440	1,440			Nancy Johnston	Presented at th conference.
Eli Moser	GeoChemistry	Collection and analysis of mobile sulfer compound data around a pulp papermill in northern-central Idaho.	1,440	1,440			Nancy Johnston	Presented at th conference.
Elias Pukkila	Chemistry/Biology	Analysis of multiple anions in the water supply and surrounding natural water deposites of North Idaho.	1,480	1,080	400		Nancy Johnston	Presented at th conference.
Ryan Glimp and McKenzie Malm	Kinesiologgy:Exercise Science (Glimp) Kinesiology:Health & Fitness (Malm)	Body Dysmorphia Occurrence in College Athletes versus College Students	1,482	1,344	138		Clay Robinson	
Tota	ıls	Payments FY21 HERC Undergraduate funding received # undergrads participating in research	21,085 20,000 11		986	579		

FY20 HERC Undergraduate Research: LEWIS-CLARK STATE COLLEGE

ATTACHMENT 7

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8/5/2020

Dear Provost Stinson:

Hello, my name is Eli Moser. This summer I had the privilege to be funded by the State Board of Education Higher Education Resource Council and Provost Stinson to conduct research on sulfur dioxide (SO₂) in the air in the Lewis-Clark Valley. Sulfur dioxide in our valley is partially responsible for the noxious odor that hangs in the valley. It is emitted by industry such as the local paper mill. SO₂ is a criteria pollutant monitored by the EPA but has never been monitored constantly for a significant amount of time in the area. SO_2 is known to cause irritation of the skin and respiratory system and increases the symptoms in people with preexisting respiratory issues. SO₂ also has corrosive environmental effects such as acid rain and the reduction on growth in foliage existing in high concentration areas.

My project goals were to measure SO₂ constantly and find trends temporally, spatially, and seasonally. To achieve this, we sampled 24 hours a day since June 2019, and continue to sample from the lab and on a mobile platform. We analyzed the data and found that temporally there was a spike in concentration through the morning and has been a constant increase in concentration for the past year. Spatially, from the few sampling runs we have done agree that there is an increase in concentration with an increase in elevation. The title of my project was Collection and analysis of mobile sulfur compound data around a pulp papermill in northern-central Idaho. As the project developed the final poster title that was presented at the Idaho Conference of Undergraduate Research (ICUR) was Analysis of Sulfur Dioxide Emissions in the Lewis-Clark Valley.

Similar to the project itself, I developed as a scientist and a person over the course of this project. I have learned more of the chemistry of SO₂ in the atmosphere and instrumentation than I previously had exposure to in classes or normal lab procedures. I had the opportunity to be exposed to the grant writing process as well as method development and all of its trial and error. Perseverance is an essential element of conducting research and has taught me many lessons like better communication and time management. I believe that future projects will be vastly improved by the experience that I have gained while taking on this project. I am very thankful for the opportunity and hope to assist more students in the future to have a similar research experience.

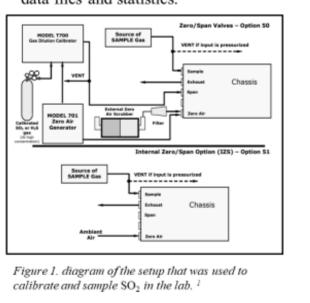
Sincerely,

Elijah Moser

- central Idaho.

- Diurnal variation of concentrations including
- sulfur analyzer.
- a mobile platform that was driven around the valley

- 7/1/2020.
- data files and statistics.



Analysis of Sulfur Dioxide Emissions in the Lewis-Clark Valley



Introduction

• Sulfur dioxide (SO₂) is produced as a byproduct of burning fossil fuels or chemical reactions used by industries such as kraft paper mill production.

• A kraft paper mill is a major industrial pollution source in the Lewis-Clark Valley; a community that rests at the confluence between the Snake and Clearwater Rivers and includes parts of Southeastern Washington and North

• SO₂ is a criteria pollutant that is monitored by the EPA because in the atmosphere because it is an indicator of other sulfur species SOx concentration

• It creates acid rain and while gaseous can damage plant growth and foliage accelerates respiratory issues such as asthma

• The goal of this study is to discover:

• How SO₂ pollution varies in a water gap valley

• Plume movement throughout the day morning to noon versus noon to dusk Daily / weekly / monthly averages or seasonal variation

• Spatial variation of concentrations throughout the valley • SO₂ was monitored using a Teledyne T102, UV fluorescence-total reduced

· Sampling was done in both a stationary location (LCSC instrument lab) and on

Methods and Materials

• A Teledyne T102, UV fluorescence-total reduced sulfur analyzer was used in SO₂ mode during mobile operation and in SO₂ and TRS (Total Reduced Sulfur) mode switching every 10 minutes during stationary operation.

• While conducting stationary sampling the analyzer was calibrated with NIST traceable 5.0 ppm +/- 10% sulfur dioxide gas cylinders as standards controlled via a T700 dilution calibrator and a T701 zero air generator.

• Calibration checks were conducted while sampling in the field with a Metronics Dynacal 140 ng/min +/- 25% wafer permeation tube.

• Sampling sites seen in Figure 1 were chosen to bisect the paper mill and explore different elevation gradients.

• SO₂ was sampled continuously from the LCSC instrument lab from June 2019 to present, while Mobile operations took place in a Chevy Volt on 7/1-

• During mobile sampling the relative humidity, atmospheric pressure, temperature, wind speed and direction both locally and on a valley wide average as well as times were recorded while in the field.

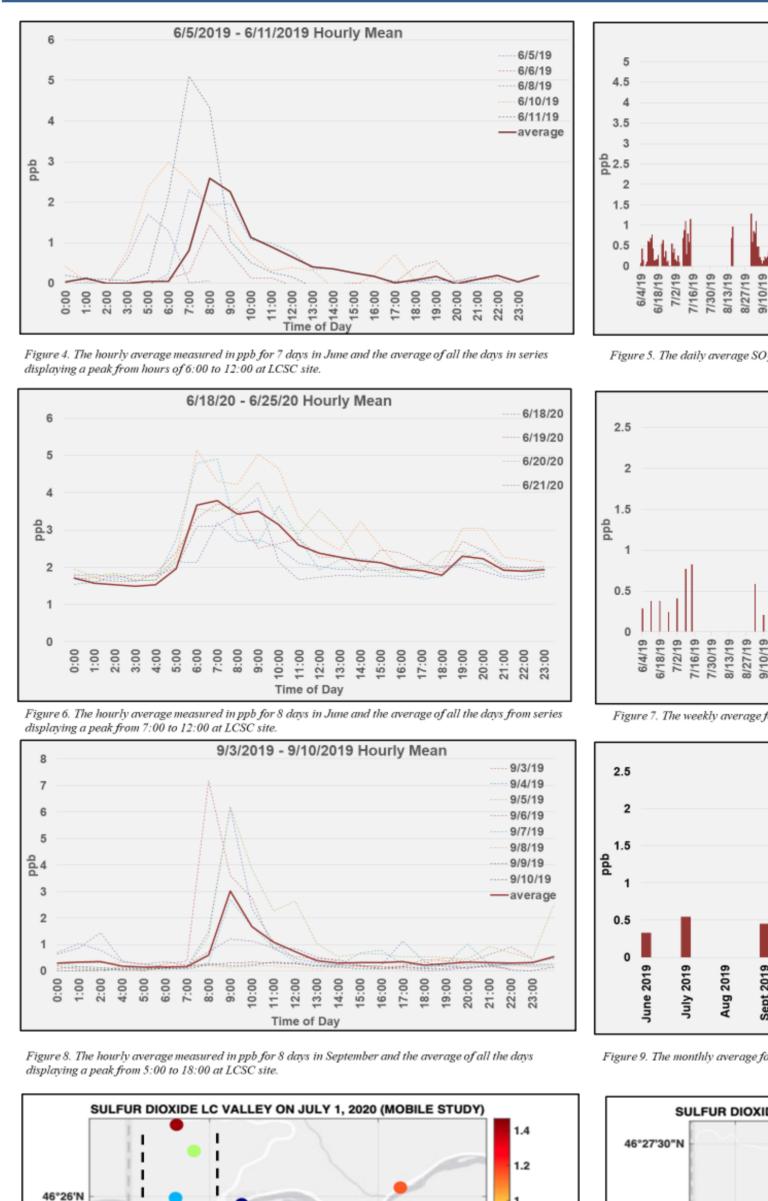
• Data analysis of raw 1-minute data was streamlined by using Python to create

Figure 2. Eli Moser calibrating the T102 sulfur analyzer. Figure 3. Chevy Volt housing the sulfur

analyzer and sampling via an intake tube out of the back window.

Moser, E.P.; McGarry J.K; Johnston, N.A.C. Ph.D. Division of Natural Sciences and Mathematics Lewis-Clark State College

Results



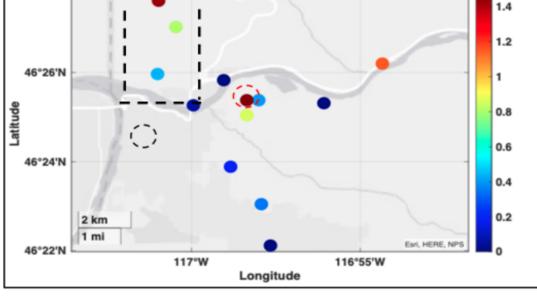
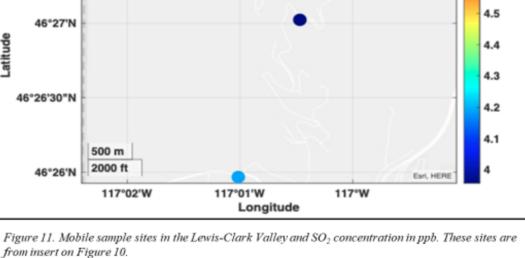


Figure 10. Mobile sample sites in the Lewis-Clark valley and SO₂ concentration in ppb on July 1, 2020. Red

circle marks the Paper Mill location. The black circle indicates the stationary site at LCSC.



117°01'W

Longitude

117°W



Conclusions

- There is a consistent peak SO₂ from about 6:00 AM to 12:00 PM during the Daily Mean SO2 day and otherwise the days and nights are low. • SO₂ appears to be rising throughout the year at a slow rate. This could be coincidence, weather related or increased emissions. • There may be certain months that have higher concentrations however more data is needed to confirm. Although data is limited (two sample runs on 7/1/20-7/2/20), the mobile sampling suggests an increase in SO₂ concentration with an increase in elevation. This could be from the heat released causing the SO₂ to rise in a column and then disperse with the inversion layer. • We also see low concentrations of SO₂ directly beside the mill although the smell is distinctly stronger meaning the odor may be other compounds in addition to SO₂ Figure 5. The daily average SO₂ for June at LCSC site 2019-2020 with concentrations in ppb. In the future we plan to sample in a stationary position at different locations Weekly Mean SO2 and attempt to track plume movement as it correlates to temperature and elevation. • SO₂ levels in LC Valley are considered at or below attainment.² Figure 7. The weekly average for 2019-2020 at LCSC site and SO₂ concentrations in ppb. Monthly Mean SO2 Figure 12. A photo of the Clearwater Paper Mill on the Clearwater River. Photo taken by Nancy Johnston. References Teledyne API. (2012, June 11). Model T102 Total Reduced Sulfur Analyzer with Model 501 TRS Thermal Analyzer. San Diego, CA. United States Environmental Protection Agency. (2017, January 19). Sulfur Dioxide (SO2) Pollution. Retrieved from EPA.gov: https://www.epa.gov/so2-pollution Figure 9. The monthly average for 2019-2020 at LCSC site and SO₂ concentrations in ppb. Acknowledgements SULFUR DIOXIDE SPIRAL HWY ON JULY 2, 2020 (MOBILE STUDY) • This research was sponsored by a Higher Education Research Council Grant, Idaho State Board of Education's Higher Education Research Council, This publication was made possible by an Institutional Development Award (IDeA) from the National Institute of General Medical Sciences of the National 4. Institutes of Health under Grant #P20GM103408 and Lewis-Clark State College. Additional assistance that made this research possible was provided by
 - Gabrielle Dickenson and Timbre Durbin. Contact: Elijah Moser (epmoser@lcmail.lcsc.edu)



ATTACHMENT 7

30-Jul-20

Provost Lori Stinson, Ph.D., RN Lewis-Clark State College c/o Office of the Provost 500 8th Avenue Lewiston, ID 83501

Dear Dr. Stinson,

I want to thank you for facilitating my Summer 2020 Idaho HERC award. As this component of my project comes to a close, I reflect on the results we have achieved from a very positive outlook. The HERC grant I received was instrumental in initiating our study of diffusive uptake rates for use with passive air sampling. I'm so grateful for the steps forward these funds have allowed me to take as a student researcher and critical thinker.

At the Idaho Conference on Undergraduate Research this month, I presented the poster entitled "Determination of Diffusive Uptake Rates for VOCs on Passive Thermal Desorption Air Samplers". This was the first public sharing of my work with uptake rates. Our preliminary results indicated confidence in the method conducted and relevant literature comparison showed commensurate data with derived uptake rates. Attached is a copy of the presented material. For the remainder of the summer and throughout the coming academic year, our goals for the project will include the expansion of our data sets including uptake rates of up to two weeks working toward eventual publication in a scientific journal.

Again, thank you so much for your support of this research!

With Gratitude,

Dylan Miller



NATURAL SCIENCES & MATHEMATICS

 The LCSC VOC air research group is conducting ongoing studies on air pollutants and wildfire emissions with pertinence to human heath risk. Thermal desorption tube-type samplers are a common method for air sampling. This can be done actively by pumping air through the sampler or passively by the diffusion of compounds onto

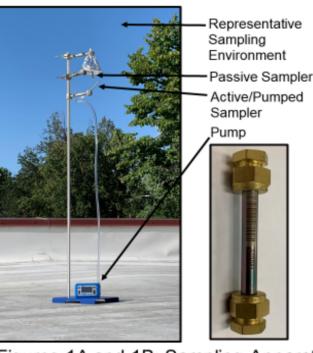
- sorbent.

Introduction

- lacking.⁴

Methods

- environments.



Determination of Diffusive Uptake Rates for VOCs on Passive Thermal Desorption Air Samplers

Background

 Sampling passively offers an average concentration of compounds over the sample period, which is important in human health risk assessment.²

 Passive sampling requires the use of an uptake rate (UTR), the rate at which compounds diffuse into the sampler and onto the sorbent.³ UTRs published in the scientific literature are

 The purpose of this research is to expand the literature of established UTRs via a synchronized active/passive sampling technique.

 Necessary components of UTR calculations were obtained by parallel active and passive samples. Two sampling trials of 24-hour duration with one duplicate were conducted using this technique. Experimentation was performed in outdoor ambient

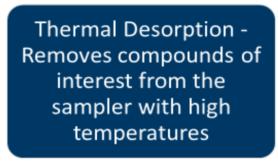
 Active samples were taken for 4 hours with a flow of 20 mL/min to accompany passive sampling.

> Blank correction was accomplished by the subtraction of all trials' averaged field blanks from both passive and active

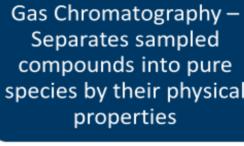
samples. All Samples were analyzed using TD-GC-MS and chromatograms were individually verified for quality.

Figures 1A and 1B: Sampling Apparatus and Sorbent Tube.

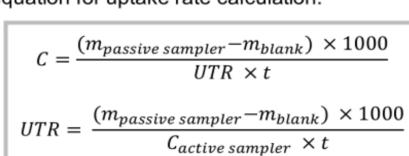
Dylan D. Miller and Nancy A.C. Johnston, Ph.D.



Methods (cont.)



Calculations Algebraic manipulation of a concentration equation for passive samplers derives the equation for uptake rate calculation.



- To calculate uptake rates (UTR), Cactive sampler (concentration) was provided by active samplers, m (sorbed mass on sample) was provided by passive samplers, and t (time) is duration of the sample.
- Active sample concentrations were averaged to provide the mean concentration over the sample period (24-hr).

Results

Pump

UTR = -

Results						
Compound	24-hr Trial 1 UTR (mL/min)	24-hr Trial 1 Duplicate UTR (mL/min)	24-hr Trial 2 UTR (mL/min)	24-hr Trial Averages (mL/min)	Literature comparison (7-day period) ² (mL/min)	
Benzene	0.31	0.21	0.80	0.44 (+/- 0.26)	0.30	
Toluene	0.25	0.22	0.74	0.40 (+/- 0.24)	0.35	
Ethylbenzene	0.29	0.27	0.81	0.46 (+/- 0.25)	0.35	
m,p-Xylene	0.21	0.19	0.70	0.37 (+/- 0.24)	0.39	

Figure 2: 24-hour uptake rates (mL/min) averaged from all trials and compared to related literature data (1-week rates). There are no directly comparable 24-hour rates in the published literature.

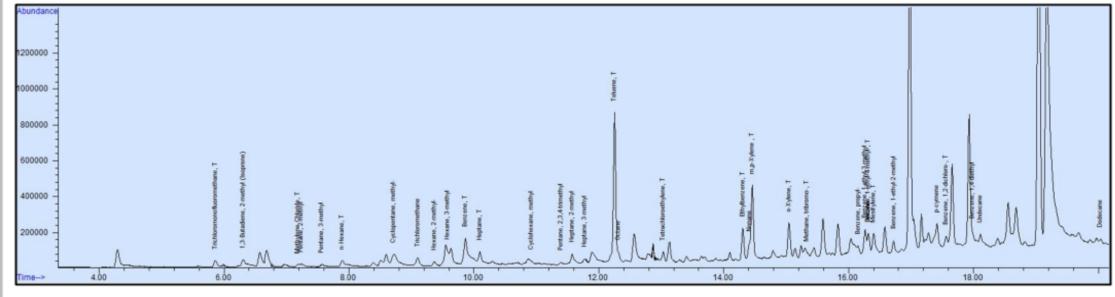
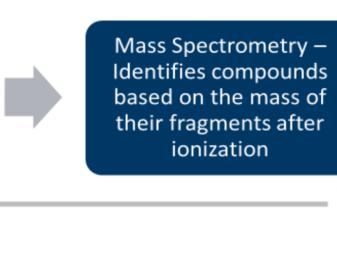
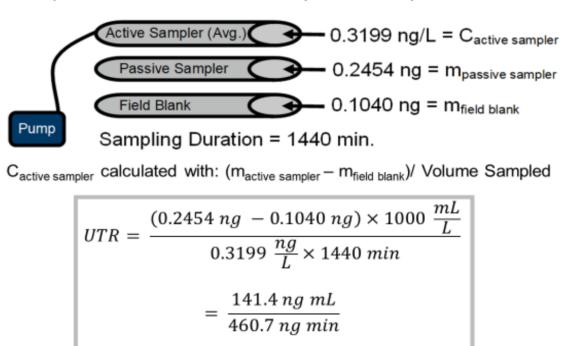


Figure 3: Chromatogram showing a normal response for actively sampled air samplers.

Division of Natural Sciences and Mathematics, Lewis-Clark State College, Lewiston, ID



Sample Calculation: Benzene (24-hr UTR)



 $UTR = 0.3060 \frac{mL}{min}$

Conclusions

- Agreement between experimental data and comparable published uptake rates is observed.
- Preliminary data suggests confidence in the method due to these agreements.
- Fewer uptake rates than expected were calculated. This is due to the fact that compounds whose uptake rates are derived are quantified on both active and passive samplers. This experimentation yielded a phenomenon in which many more compounds were quantified on active samplers in comparison to passive samplers. This may be resolved with longer sample durations.
- With the measurement of additional uptake rates, LCSC VOC 2019 data set from our participation in NASA/NOAA FIREX-AQ will be retrospectively evaluated for human health risk.



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Acknowledgements

- This research was supported by an Idaho Higher Education Research Council Grant and an Institutional Development Award (IDeA) from the National Institute of General Medical Sciences of the National Institutes of Health under Grant #P20GM103408, Idaho State Board of Education's Higher Education Research Council and Lewis-Clark State College.
- This research was assisted by Gabrielle Dickinson, Elias Pukkila, Timbre Durbin, Elijah Moser, Aakriti Bajracharya, and William Bruchard.





ATTACHMENT 7

Analysis of Nitrate and Other Anions in Natural Water Sources of North Central Idaho



LEWIS-CLARK STATE

Abstract

Nitrates in the water supply may cause cancer and birth defects when ingested. Nitrates are introduced to the water supply when farmers use fertilizer for their crops. The fertilizer contains high concentrations of nitrates. These nitrates are then able to enter various water sources via runoff from rain. Water samples from various water sources in North Central Idaho during early summer were collected. Nitrates and six other anions (Fluoride, Chloride, Nitrite, Bromide, Phosphate, and Sulfate) were analyzed using ion chromatography. Only Fluoride, Chloride, Nitrate, and Sulfate were detected in any of the samples. No amounts of nitrate analyzed exceeded the EPA MCL (maximum contaminant level) except for one site located in a small creek located in a valley between two farms. Therefore, analysis shows little risk of health danger for most water sources in North Central Idaho.

Introduction

- Runoff from farmland can cause high concentrations of nitrate to flow into different water sources which can be harmful to biological systems when ingested.
- Sites were chosen based on the EPA's nitrate priority areas. These are areas which have had high nitrate levels that need to be monitored.¹
- One of these areas is located to the east of the Lewis-Clark valley. Sites were picked along the river to observe any change in anions as creeks located in these nitrate priority areas were deposited into the river.
- Two samples were taken from each site on different days during the beginning of Summer.

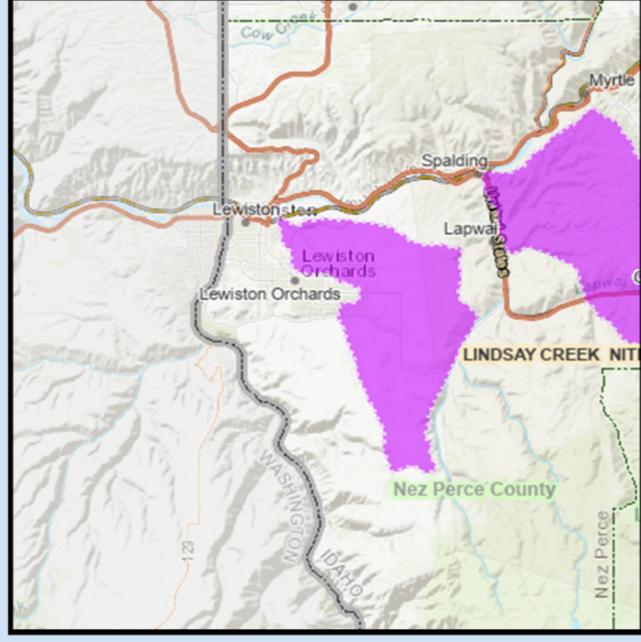
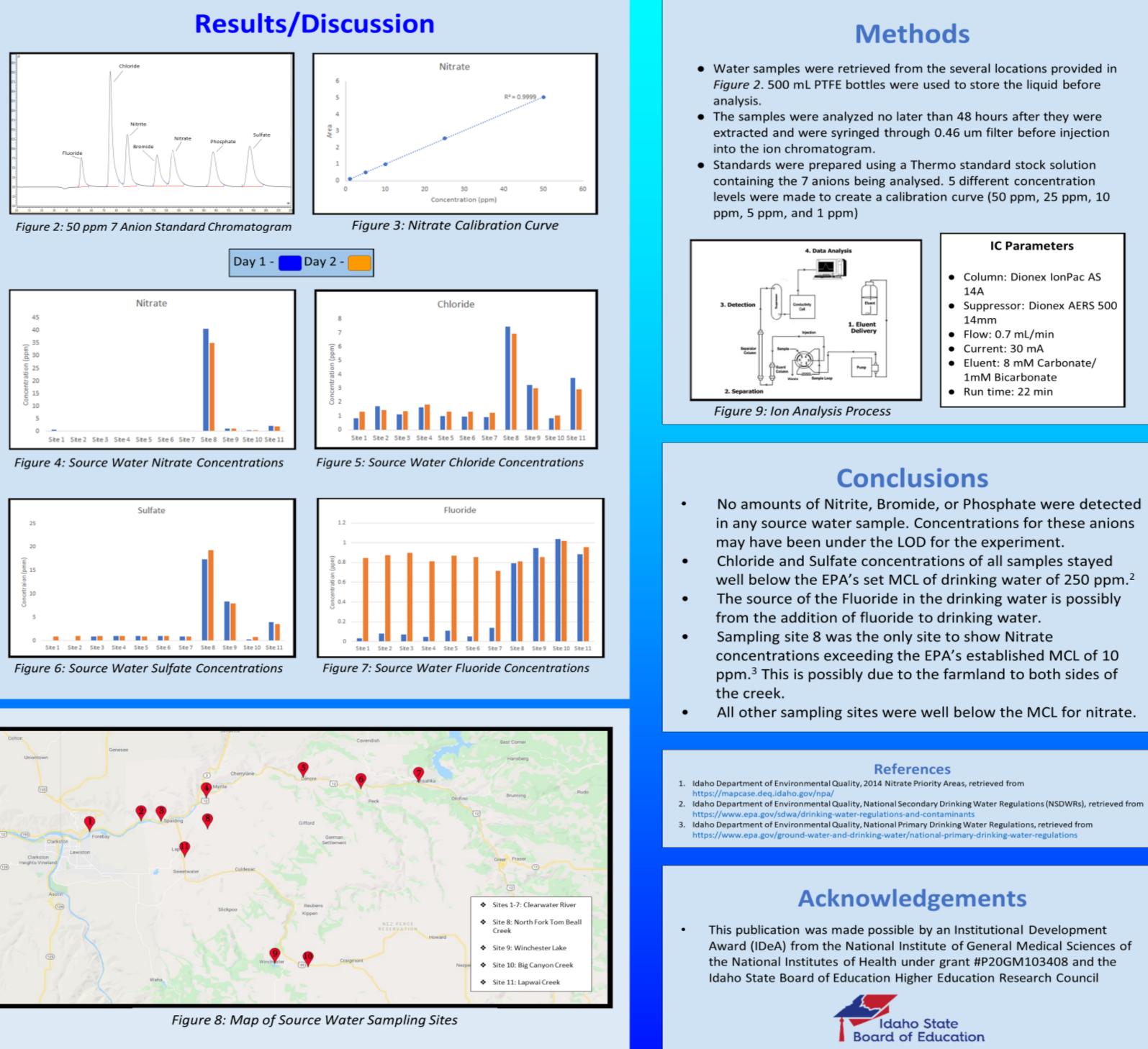
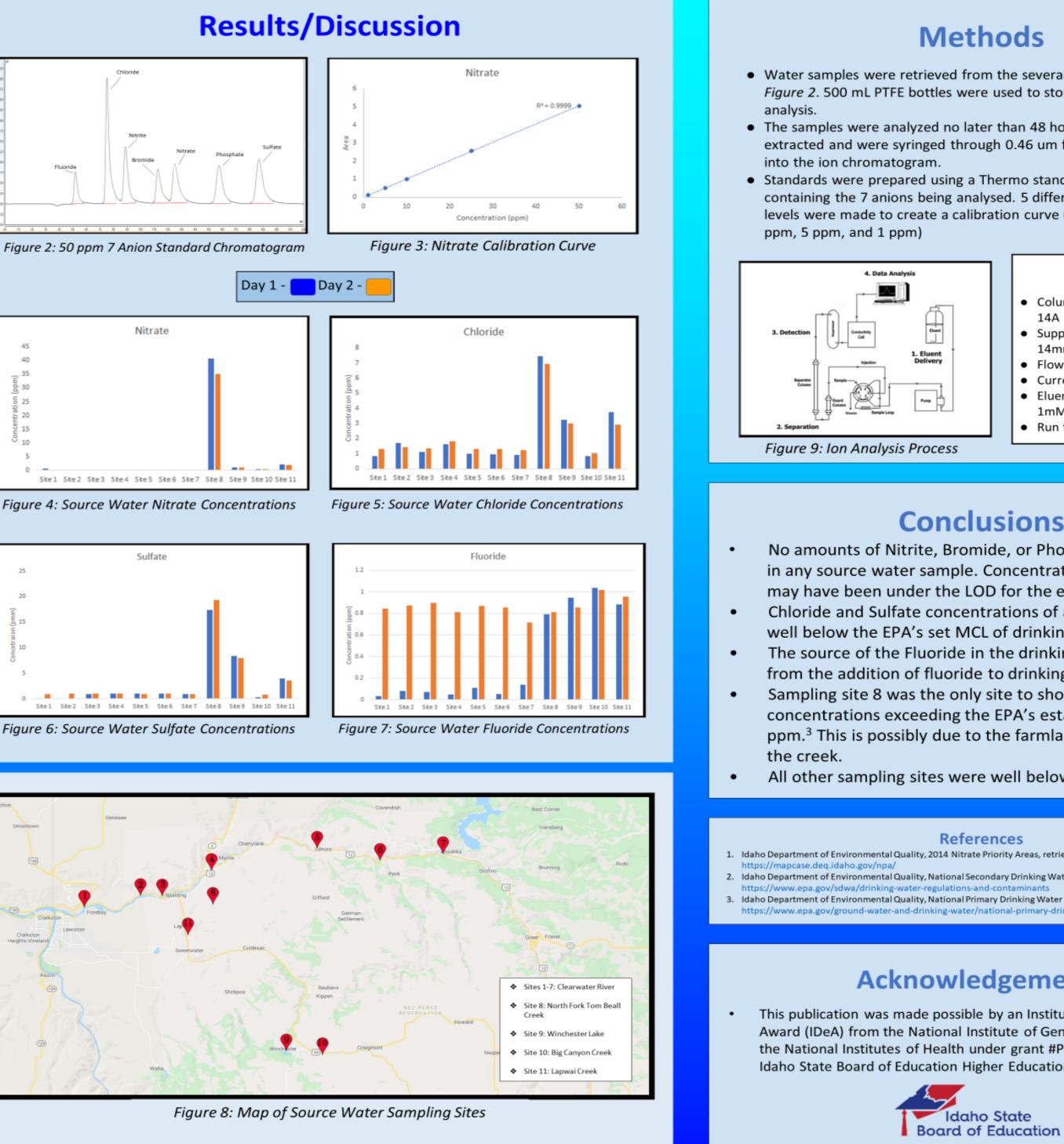
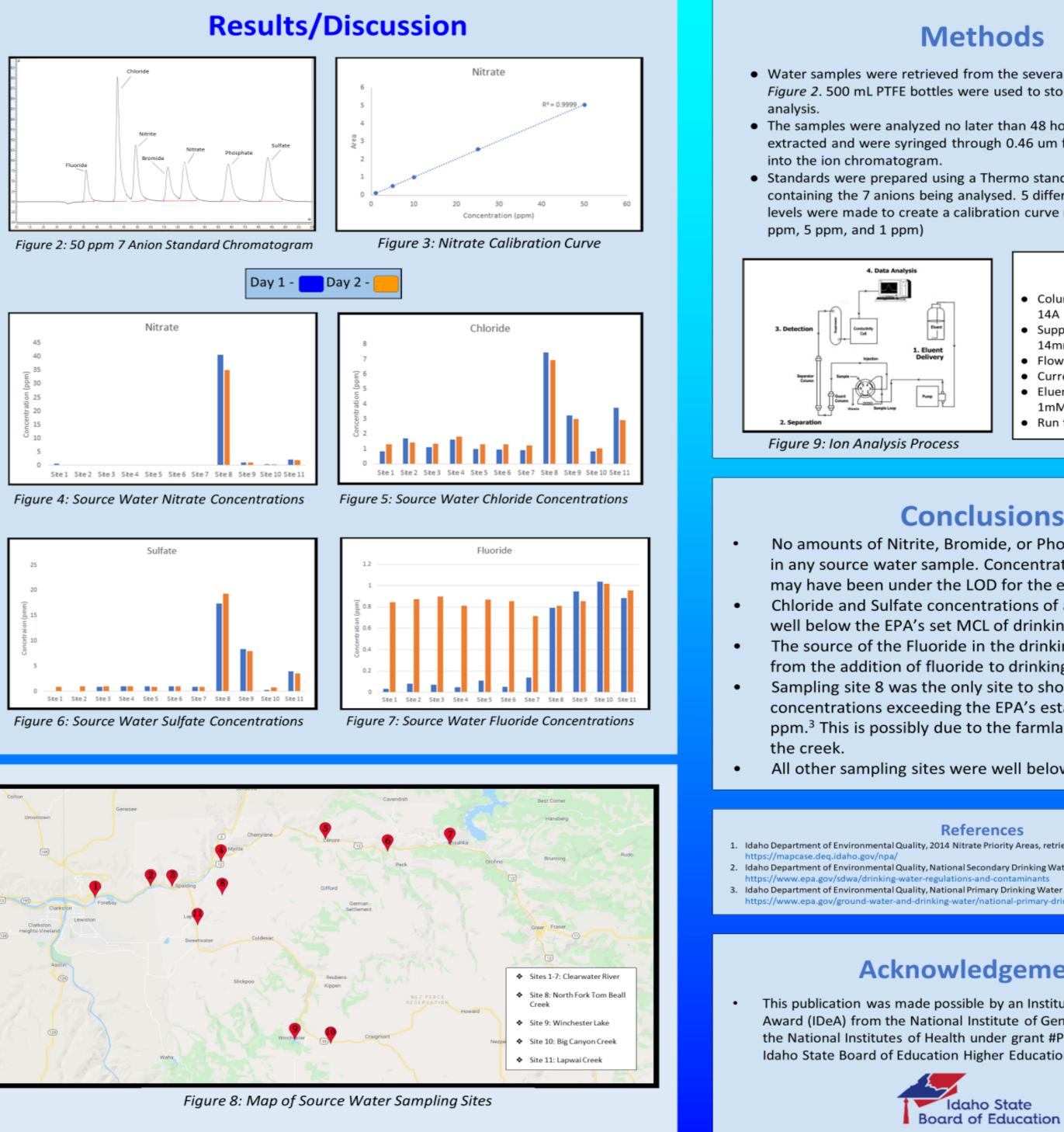
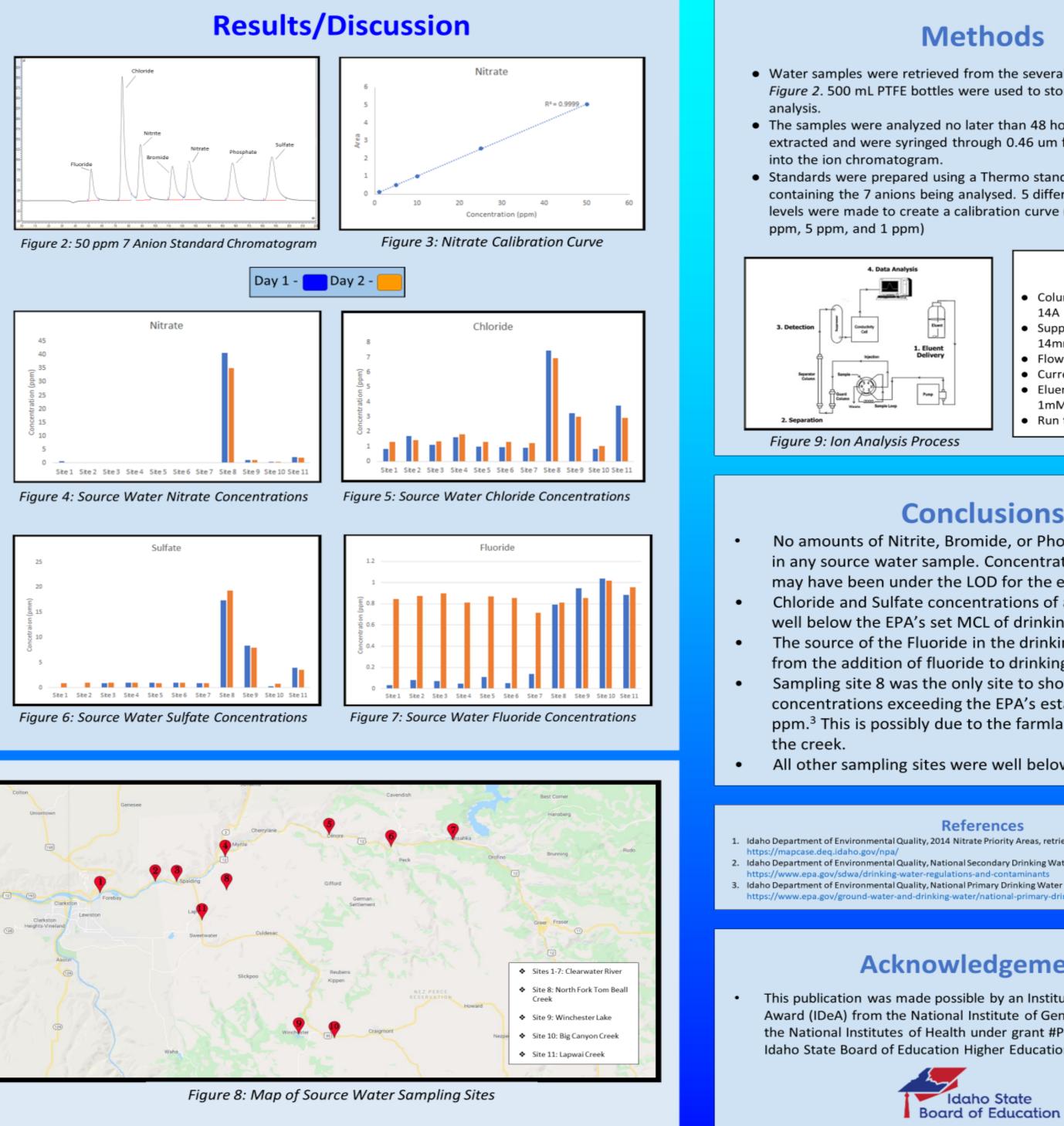


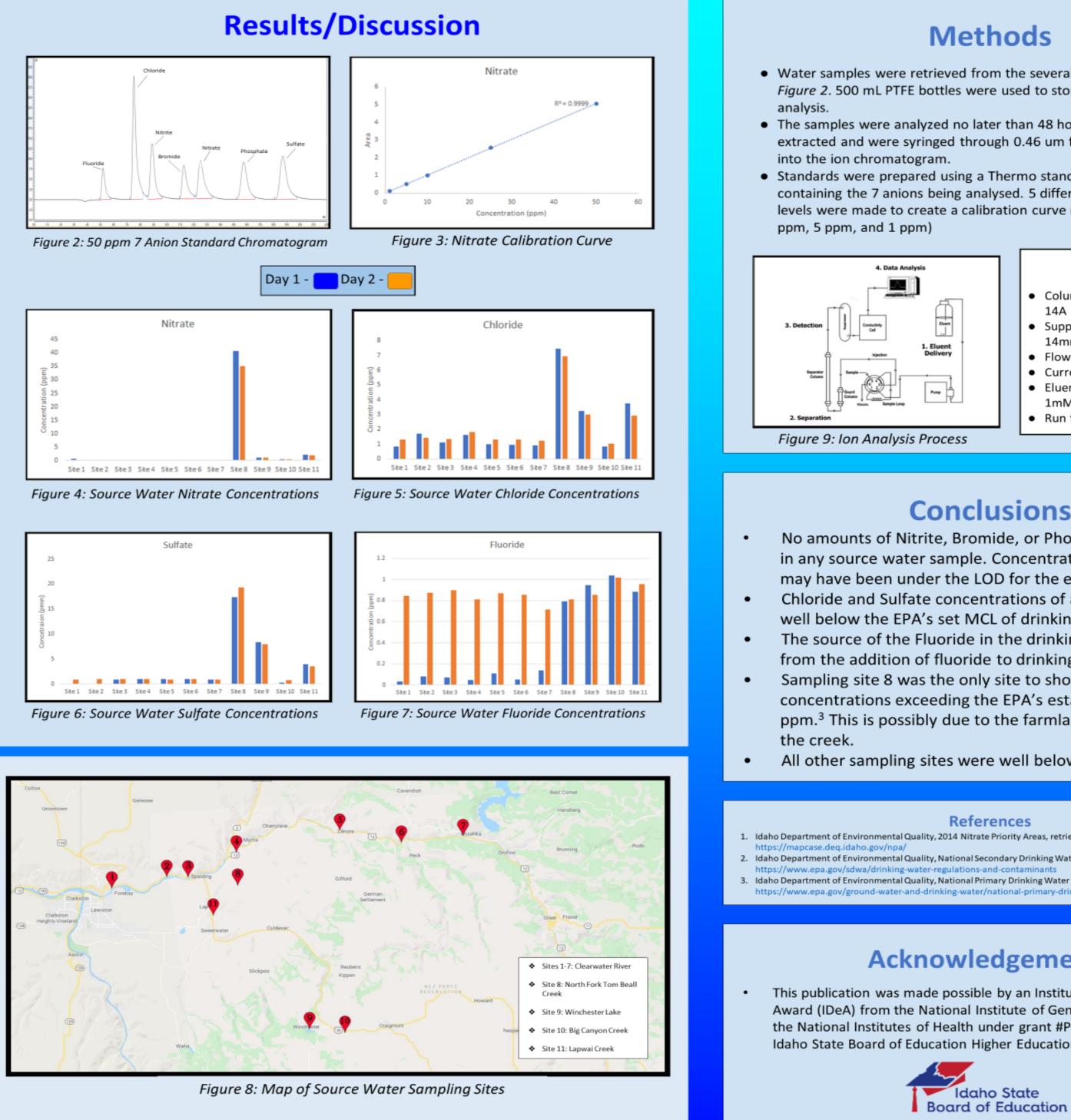
Figure 1: EPA Nitrate Priority Map











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- Water samples were retrieved from the several locations provided in *Figure 2.* 500 mL PTFE bottles were used to store the liquid before
- The samples were analyzed no later than 48 hours after they were extracted and were syringed through 0.46 um filter before injection
- Standards were prepared using a Thermo standard stock solution containing the 7 anions being analysed. 5 different concentration levels were made to create a calibration curve (50 ppm, 25 ppm, 10

Conclusions

- No amounts of Nitrite, Bromide, or Phosphate were detected in any source water sample. Concentrations for these anions may have been under the LOD for the experiment.
- Chloride and Sulfate concentrations of all samples stayed well below the EPA's set MCL of drinking water of 250 ppm.²
- The source of the Fluoride in the drinking water is possibly from the addition of fluoride to drinking water.
- Sampling site 8 was the only site to show Nitrate concentrations exceeding the EPA's established MCL of 10 ppm.³ This is possibly due to the farmland to both sides of
- All other sampling sites were well below the MCL for nitrate.

- 3. Idaho Department of Environmental Quality, National Primary Drinking Water Regulations, retrieved from

Acknowledgements

This publication was made possible by an Institutional Development Award (IDeA) from the National Institute of General Medical Sciences of the National Institutes of Health under grant #P20GM103408 and the Idaho State Board of Education Higher Education Research Council

IC Parameters

Column: Dionex IonPac AS

Suppressor: Dionex AERS 500

 Flow: 0.7 mL/min Current: 30 mA Eluent: 8 mM Carbonate/ 1mM Bicarbonate Run time: 22 min

STRATEGIC INITIATIVE Undergraduate Research Funding for STEM Majors at the University of Idaho

FINAL PROJECT REPORT

Submitted to:

Higher Education Research Council Idaho State Board of Education P.O. Box 83720 Boise, Idaho 83720-0037

Submitted by:



875 Perimeter Drive Moscow, ID 83844

September 30, 2020

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Executive Summary

Undergraduate research is recognized as a high-impact educational practice that increases the rates of student retention and engagement. At the University of Idaho, it is practiced throughout all units on campus and it is centrally placed in the institution's strategic plan. The Office of Undergraduate Research is tasked with taking the lead in enabling research opportunities for undergraduates at the U of I. Among its roles, it manages various competitive student grant programs that directly support student research.

During FY2020, generous funding from the State Board of Education/Higher Education Research Council permitted the U of I to continue its Summer Undergraduate Research Fellowship (SURF) Program. This intensive 10-week summer research experience actively engages undergraduates in faculty-mentored, independent research. Each student is provided with a \$4,000 stipend in the form of a fellowship which allows them to devote full time effort to their projects. Each student is also provided with \$1,000 to help offset materials and supplies and other project-related expenses. Selection of student participants is a competitive process in which students submit research proposals to the Office of Undergraduate Research. State Board of Education funding supported eleven SURF awards during the summer of 2020. These awards were managed by the U of I Office of Undergraduate Research.

Of the eleven student projects funded by the State Board of Education award, all but one student/mentor team fully spent out project-related funds as planned. The one exception involved a student project where the final cost of project supplies came in just under the original estimated amount. This left an unspent amount of \$90.25 after the project had been completed. This unspent money is being returned to the State Board of Education.

All of the U of I students supported by State Board of Education funds attended and presented the results of their projects at the Idaho Conference on Undergraduate Research (ICUR) in July 2020. With the exception of those students who will be graduating this fall, all of our students also will present posters of their work at the U of I Undergraduate Research Symposium in April 2021.

End of project feedback from students and their mentors was overwhelmingly positive. Significantly, none of the undergraduate research projects described here would have been possible without the support provided by the State Board of Education. We sincerely thank the Higher Education Research Council and the Idaho State Board of Education for making these experiences possible for our students.

This final project report combines all of the student project reports funded by the SBoE awards into a single document.

Final Project Report: Office of Undergraduate Research (OUR) Spring Undergraduate Research Grant – Summer 2020

Grant Recipient: Evan Allen, University of Idaho

Faculty Mentor: Dr. Michael Maughan, Department of Mechanical Engineering **Project Title:** Determining Residual Stress Fields and Plastic Zone Sizes Surrounding Fatigue Cracks Using Nanoindentation

Project Description:

A plastic zone forms at the tip of a growing fatigue crack. In this zone, residual stresses are created as the crack travels, thereby relieving the load and hindering crack growth. The size of the residual stress area or "plastic wake" can be measured in a new way by combining nanoindentation and atomic force microscopy (AFM) to measure material upheaval around an indent. The magnitude of the residual stress field is related to the elastic modulus and Poisson's Ratio of the tested material, as well as the indenter angle, flow stress, and residual stress (Larson 2017). The coupled method of nanoindentation and AFM can determine the magnitude and location of the residual area around the tip of a crack. The data found through performing this research can also help predict the plastic zone size at different crack lengths.

The specimen my mentor and I studied is an alloy 709 stainless steel that has undergone fatigue crack growth testing. Fatigue is a critical failure mode in almost all components; therefore, it is important to improve our understanding of crack propagation. The goal of this project was to provide a comparison between new experimental measurements and the Irwin model, which predicts the zone size from the yield strength of a material and the applied stress intensity factor (Stephens 2001). Another project goal was to determine how the stress field varies from the tip of the crack to locations outside the plastic zone. This project was conducted in order to refine our understanding of fatigue crack models to better predict and prevent system failure.

Expanding our knowledge of crack propagation is critical in determining when components are approaching fracture. This fracture due to crack growth, if not analyzed properly, can sometimes be catastrophic and can put lives in extreme danger. That is why the understanding of the area around a growing crack is an absolute necessity. The project procedure was to first obtain an Alloy 709 fatigue crack growth sample, indent the surface, measure indent upheaval around the indents, and then compare the data with the plastic zone size estimations with the Irwin model. This procedure was the foundation for the project.

Project Accomplishments:

I was able to obtain an Alloy 709 Stainless Steel fatigue crack growth sample that was heated to 700°C. I took the sample to the machine shop and milled down one side so the material could be indented. This was my first experience using the manual mill in the machine shop. Once the sample was machined to the proper specifications, I polished the surface to prepare it for nanoindentation. I then indented the specimen with a gradient pattern as can be seen in Figure 1a along four different crack lengths along the specimen. Fig. 1b shows the Alloy 709 surface indentation lines at 17.8mm and 20mm crack lengths. Fig. 1c depicts the loading parameters used for the indentations.

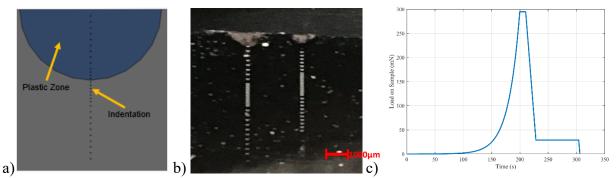


Figure 1: a) Indentation gradient technique applied to all measured crack lengths on the surface of the specimen b) Alloy 709 FCG specimen indents taken along 17.8mm and 20mm crack length c) Indentation Load vs. Time Curve (typical for all indents)

The indentation data can be used to provide estimations of the plastic zone size based on the hardness. Below in Table 1, the estimated plastic zone size comparison between the Irwin model and solely indentation data is shown. The nanoindentation estimation of the plastic zone radius is estimated at the point where the highest change in hardness occurs between any two indents. As seen in table 1, the indentation estimations of the plastic zone size are closely related to the Irwin model values.

Table 1: Plastic zone sizes found using the Irwin model and indentation changes in hardness. Nanoindentation estimation values are the distances from the crack tip where the greatest change in hardness occurs

Plastic Zone Size Comparison				
Crack Length (mm)	Irwin Model r _y (mm):	Nanoindentation Estimation of r _y (mm):		
17.8	2.416	2.28 - 2.38		
20	3.024	3.04 - 3.14		
25	5.247	5.13- 5.23		
30	10.226	10.39 - 10.49		

More results for the indentation data can be seen in the poster that I made for ICUR 2020. Unfortunately, the AFM machine that I was looking to use still does not work. A few faculty members and I spent quite some time trying to get the machine to work, but we were unsuccessful. Currently, my mentor and I are looking into other methods to find the surface topography so I can measure the residual stress field and compare the results with those displayed in Table 1. I am performing scanning electron microscopy on the sample to hopefully retrieve data that will lead to another estimate of the plastic zone size.

Discussions and Conclusions:

This project has taught me many new research skills, and my mentor and I have been able to accomplish many of our goals. I was able to estimate the plastic zone, and I learned quite a bit more about fatigue testing, nanoindentation, AFM, and scanning electron microscopes. I will be able to carry the skills I developed while performing this project through graduate school and the next phases of my academic and professional career. I had many challenges to overcome and I am proud that I was able to put forth my best effort to overcome the obstacles I experienced. I will continue this research, and I plan on determining the residual stress field. I am hopeful that I will be able to complete this aspect of the project soon and hopefully be able to publish my findings.

I would like to sincerely thank Idaho State Board of Education for the support provided that made my SURF award possible.

Final Project Report: Office of Undergraduate Research (OUR) Spring Undergraduate Research Grant – Summer 2020

Grant Recipient: Lydia M. Druin, University of Idaho **Faculty Mentor:** Dr. Lisette Waits, Fish & Wildlife Department **Project Title:** Assessing Relationships between Predator and Prey Distributions in the Central Volcanic Cordillera Region of Central Costa Rica

Abstract

Predators are a focus of conservation efforts, especially in the tropics, where there are high levels of disturbance on the landscape. Prey availability plays an important role in predator abundance, and predator-prey relationships are extremely complex. Pumas (*Puma concolor*) and jaguars (*Panthera onca*) are the largest mammalian predators in Central America and have been the focus of range-wide conservation efforts promoting habitat connectivity. In Costa Rica, the Central Volcanic Cordillera Jaguar Conservation Unit (CVC JCU) is a critical link for connectivity within Costa Rica and from Panama into Nicaragua. This region has experienced disturbance and has low densities of felid predators and their prey. We evaluated potential predator-prey relationships between species distributions via camera trapping and hypothesized that prey distributions would serve as a predictor of puma distributions in the CVC JCU area. Species occupancy was modeled using four main covariates: forest cover, minimum distances to roads and towns, and the Human Footprint Index. We found only six models returned significant p-values, all the null models of the following species: agouti, armadillo, coati, puma, rabbit, and tamandua. The low levels of significance in the dataset may be attributable to a small overall dataset, which accumulated over a 14-week sampling period, or due to low numbers of detections per species sampled.

Background & Project Summary

Predator species have long been considered a major focus of conservation initiatives. These organisms are believed to have multiple community- and ecosystem-level effects; understanding and delineating these effects is critical for evaluating their impacts on landscapes and their value to conservation (Finke & Snyder 2010). Furthermore, large predators typically occupy the top trophic levels and are at a higher risk of extinction as a result (Finke & Snyder 2010). In addition to predator species, global biodiversity is under increasing threat due to agricultural expansion, especially in tropical countries (Tscharntke *et al.* 2012; Laurance *et al.* 2014). Food resource availability plays a central role in large predators duration abundance: decline in prey abundance can produce a five-fold loss or greater in large predators (Carbone *et al.* 2010). Relationships between large carnivores and their prey are complex and vary extensively. Low densities of prey may cause a myriad of effects on carnivores, including low predator abundances, higher energy expenditures and metabolic rates, and reduced survival and reproduction rates (Carbone *et al.* 2010).

Jaguars (*Panthera onca*) and pumas (*Puma concolor*) are the largest terrestrial predators in the tropics of Central America. Jaguars specifically have been the subject of range-wide conservation initiatives for roughly two decades. Biologists described Jaguar Conservation Units (JCUs), areas hypothesized to be able to support self-sustaining jaguar populations (Sanderson *et al.* 2002), and corridors, which seek to connect nearby JCUs; together these units work to provide functional connectivity for jaguars range-wide (Zeller *et al.* 2013). In Costa Rica, 27% of the country is considered protected, but some of these areas have some degree of fragmentation. Corridors connecting these protected areas often have experienced high rates of deforestation and human disturbance such as agriculture (Sanchez-Azofeifa *et al.* 2003).

The Central Volcanic Cordillera (CVC) JCU was previously assumed to be a stronghold for jaguars; however, recent studies have reported little evidence of jaguars in the area (Salom-Perez 2019; Velado-Cano 2019). This JCU is a critical link in a chain of refuges in Costa Rica seeking to provide

jaguar habitat connectivity from Panama into Nicaragua (Salom-Perez 2019), and the reason behind the jaguars' absence is unclear. Consequently, pumas are the main predator in the area. A nearby evaluation uncovered that puma habitat use was positively correlated to prey species richness, and that forest cover was the most important habitat covariate for habitat use. Low species richness was observed in areas with high human disturbance or fragmentation (Salom-Perez 2019).

With this project, I built upon Salom-Perez's (2019) work by investigating relationships between puma and prey species occupancy in the CVC JCU. I addressed the following objectives: 1.) assess prey occupancy of puma prey species, 2.) assess puma occupancy, and 3.) determine relationships between these species' distributions in this area. I hypothesized that prey distributions would serve as suitable predictors of puma distributions and predicted that areas with higher levels of human disturbance or encroachment would have lower species occupancy.

The study area is the Central Volcanic Cordillera Jaguar Conservation Unit (CVC JCU) (*Figure 1*). This area is composed of protected lands with 75% primary and secondary forest cover, serves as the origin of several rivers, and is roughly 1,100 km². Forty-two camera traps were deployed for 14 weeks in a 16 km² grid from October 2018 to January 2019 (*Figure 1*). Camera trap photos were reviewed using Panthera's Integrated Data Systems in 2019 to generate detection histories by species. For my analysis, I selected prey species only if they were documented as puma prey, following Salom-Perez's (2019) review. Camera data was combined to the 16 km² grid cell level and at weekly observation periods.

I utilized program R package *unmarked* for data analysis (R Core Team 2019; Fiske & Chandler 2011). Via *unmarked*, I estimated each species' detection probability and occupancy at each grid cell across the 14-week sampling period. I selected four site covariates: forest cover (FONAFIFO 2012), Human Footprint Index (WCS & CIESN 2018), minimum distance to road (Ortiz-Malavasi 2009), and minimum distance to town (Ortiz-Malavasi 2009) and composed models where site covariates impacted or served as predictors of species occupancy only. Models were selected based on Akaike's Information Criterion (AICc) scores corrected for small sample size. Prey species occupancies were then scaled as site covariates and combined with the four original site covariates to determine the best model in predicting puma occupancy across the sites.

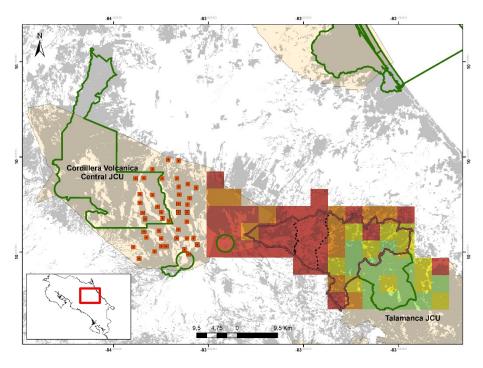
Summary of Project Results

In addition to pumas (*Puma concolor*), the qualifying observed prey species were agouti (*Dasyprocata punctata*), armadillo (*Dasyphus novemcintus*), coati (*Nasua narica*), red-brocket deer (*Mazama temama*), opossum (*Didelphis marsupialis*), paca (*Cuniculus paca*), peccary (*Pecari tajacu*), rabbit (*Sylvilagus brasiliensis*), raccoon (*Procyon lotor*), tamandua (*Tamandua mexicana*), and tayra (*Eira barbara*), for a total of 11 prey species. After generating models to estimate species occupancy, relating to the four covariates and a null model, I reviewed these results for significance and found only six models were supported across all species, as described in *Table 1*. Six species had supported models, each being the null model; however, the null model was not the leading model for all six species. Agoutis and tamanduas instead were best supported by the town model and forest model, respectively. In this case, the agouti minimum distance to town model was extremely close to the null model (town deltaAICc = 0.00, null deltaAICc = 0.06), despite not being significant (p-value = 0.127). The tamandua forest cover model was also close to the null model (forest deltaAICc = 0.00, null deltaAICc = 0.35) but was not significant (p-value = 0.153). For the four remaining species listed in *Table 1* with significant models, no other model was reasonably close (deltaAICc <2) to the leading null model, nor were any other significant.

Because of these results, I was unable to generate species occupancy estimates to then relate the 11 prey species occupancies with puma occupancy across the study site, and only ran puma models with the four site covariates and null model. The null model was the top model for pumas (*Table 1*). The low observed significance (six models of total 60) could be due to a small dataset. Data was gathered over only a 14-week sampling period; this may not have been a lengthy enough period to accumulate enough data to suitably complete the planned analysis. Furthermore, the lack of significance found could be

attributed to a low number of detections by species. Species that returned with significant models did have more detections when compared to others; for example, there were 69 total detections of armadillos over 42 cameras but only 5 detections of raccoons. However, this was not the rule—pumas had only 7 detections, while species such as red-brocket deer had 39 and peccaries had 34 detections. It is also possible that there are other factors that were not considered (e.g. elevation, slope, hunting) that could have an influence over species distributions.

This study has continued funding from the Adele Berklund Undergraduate Research Scholar Award in cooperation with the University of Idaho, and we plan to continue this project by incorporating additional site covariates and testing for significance. Further directions with this project include determining puma habitat use probability based upon prey species occupancy or abundance and distribution of prey, which extends Salom-Perez's (2019) analysis as pictured in *Figure 1*. Additionally, further investigation into prey species abundance in this area may provide more insight on jaguars' absence from the area, a critical geographic link.



Appendix

Figure 1: The study site, the Central Volcanic Cordillera JCU, is in shaded yellow in addition to the camera trap locations in the study site denoted with red squares. The colored grid cells indicated predicted jaguar habitat use, ranging from good (green) to poor (red) as evaluated by Salom-Perez (2019). National Parks are outlined in green.

Table 1: The six significant models are listed

below in order of species. The top model is denoted in the second column. In cases where the top model was not significant, it is starred. The null model was the only supported model in this study.

Species	Top Model
Agouti	Town*
Armadillo	Null
Coati	Null
Puma	Null
Rabbit	Null
Tamandua	Forest*

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Final Project Report: Office of Undergraduate Research (OUR) Spring Undergraduate Research Grant – Summer 2020

Grant Recipient: Audrey Duncan, University of Idaho

Faculty Mentor: Dr. Deborah Stenkamp, Department of Biological Sciences

Project Title: Nuclear hormone signaling and regulation of cone photoreceptor gene expression in the zebrafish

1. Abstract:

Vertebrate color vision requires spectrally selective opsin-based pigments that are expressed in separate cone photoreceptor populations. The regulation of cone opsin expression is poorly understood. The common model used to describe regulation of tandemly-replicated opsin genes in humans suggests that locus control regions (LCR) interact with each of the tandemly replicated opsin genes at random. However, it has been found that in human retina there are topographic gradients in red: green cone ratios which suggests that a trans-regulatory mechanism is involved in their expression. Publications from the Stenkamp lab have shown that thyroid hormone (TH) is involved in the endogenous regulation of *lws* (long-wavelength sensitive, red-sensing) opsin expression in zebrafish larvae and juveniles; more recently, research was conducted on adult zebrafish with TH treatments showing similar results. With this project, further research was done to better understand the regulation and expression of *lws1* and *lws2* cone opsin genes in response to TH in larvae and adult zebrafish. This included determining the effects of TH on a transgenic reporter line that has had elements deleted from the regulatory region of the *lws* array and further characterizing the effect of TH on adult zebrafish cones.

3. Project Description:

i. Background

The retina is the light-sensitive layer of the eye containing photoreceptor cells called rods and cones. Cone cells in our eyes express photopigments consisting of a chromophore together with a protein called opsin, which play an important role in color vision. Human long wavelength-sensitive (*LWS*) and medium wavelength-sensitive (*MWS*) genes are arranged in tandem and share a single locus control region (LCR) (Wang et al., 1999). An independent evolutionary phenomenon (tandem replication) is also seen in the orthologous *lws* array present in zebrafish (Tsujimura et al., 2010).

The current model of opsin regulation in humans suggests that a locus control region (LCR) interacts with each of the tandemly replicated opsin genes at random (Wang et al., 1999). However, in human retina it has been discovered that there are topographic gradients in red: green cone ratios, this suggests that a trans regulatory mechanism is involved in their expression. In support of this hypothesis, recent publications from our lab, investigating the *lws* array of zebrafish have shown that thyroid hormone (TH) promote the expression of *lws1* at the expense of *lws2* in larvae and juveniles (Mackin et al., 2019). This suggests that TH serves as an endogenous trans regulator of the *lws* genes array.

ii. Significance:

The significance of this study is to ultimately further scientific understanding on how human *LWS* and *MWS* genes and other tandemly replicated genes are regulated. A better understanding of cone plasticity can inform generegulating therapeutic intervention for diseases caused by opsin mutations and other retinal disorders. Elucidating the mechanism of regulation in tandemly replicated opsin play an important role in photoreceptor-replacement approaches to vision restoration.

4. Summary of Project Accomplishments:

The goal of this study was to assess the expression and regulation of *lws1* and *lws2* cone opsins. Research previously conducted in this lab has shown that retinoic acid and thyroid hormone are involved in the expression and regulation of *lws* cone opsins (Mitchell et al., 2015; Machin et al., 2019). At other institutions, LWS and other cone opsins have been implicated in human color blindness and cone degenerative diseases (Kuchenbecker et al., 2011).

Using transgenic line constructs, we wanted to determine what regions of the LWS locus are involved in the expression and regulation of lws1 and lws2 cone opsins. Two transgenic line constructs were created by our collaborators, using the *lws* Locus. The first construct lacked the 1.8kb region upstream of *lws2* and the second construct lacked the 2.6kb region upstream of *lws1*. By removing these regions in each construct, we were hoping

to determine how the removal of the sections alters *lws1* and *lws2* expression in zebrafish, particularly the response to thyroid hormone. GFP+ is used to report the expression of these genes and allows for the visualization of the cones within the eyes. Using confocal images obtained by a graduate student in the Stenkamp lab following these TH treatment experiments, I quantified GFP+ cones in these samples. It was determined with the first construct that the proximal 2.6kb region upstream of *lws1* contains elements sufficient for TH- mediated upregulation of *lws1*. With the second construct, the LAR and 1.8kb intergenic region together do not contain the elements necessary to reduce *lws2* in response to TH. In fact, somewhat unexpectedly, the LAR and 1.8kb intergenic region together contain an element(s) that serves to promote the expression of *lws2* in response to TH, when other proximal regions upstream of *lws1* are missing. This shows that additional research is needed to fully understand how expression is regulated and anticipate responses to TH.

Our experiment using HCR v3.0 in situ processes on whole mounted larvae were used to test our probes to make sure they were working properly. The reason for this was because when first trying an HCR treatment on adult cryosectioned slides it was unsuccessful. To better narrow down the issue with the adult experiment, we wanted to confirm whether or not it was the probes themselves causing the issue. In the past experiments done on larvae whole mounts have been successful. The whole mount treatments were successful and the probes labelled correctly. This indicates that there are non-probe-related issues present.

The experimental design of adult TH treatments begins with two groups of wild type fish being treated with either NaOH or T4, one group is the control and the other is the treated respectively. Both groups were treated for five days and after the treatment period their eyes were dissected out of the body. One eye from each fish was used for qPCR and the second eye was used for cryosectioning. As mentioned before, the first trial of HCR protocol on adult cryosectioned slides were unsuccessful. Moving forward it may be possible to optimize HCR v3.0 in situ protocol on sections. Some other alternatives include using dig-labeled probes (normal in situ protocol), or collecting whole retinas from adults rather than using cryosections.

5. Summary of Budget Expenditures:

- 1. Pipette calibration- 90.00
- 2. Superfrost slides- 427.00
- 3. Probe wash buffer- 253.00
- 4. Proteinase K-136.00
- 5. Hard drive- 93.37
- 6. Total (as of 08/10/2020) 999.37

6. Literature/references:

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Final Project Report: Office of Undergraduate Research (OUR) Spring Undergraduate Research Grant – Summer 2020

Grant Recipient: Anna Findley, University of Idaho

Faculty Mentor: Dr. Diana Mitchell, Department of Biological Sciences

Project Title: Analysis of apoptotic cell clearance by microglia in zebrafish mutants lacking haver1, a putative phosphatidylserine receptor

Abstract

The retina is made functional by complex interactions of various cell types unique to the central nervous system. While neurons and glia are well appreciated in this context, the microglia, a lesser understood cell type, has emerged as an important player. Microglia are resident phagocytes that colonize the central nervous system (brain and retina) early in vertebrate development. Recent work indicates that microglia have a variety of functions in development and homeostasis, but the genes and pathways that are involved, and therefore molecular mechanisms, are poorly understood. A well described function of microglia is the phagocytic clearance of apoptotic cells during normal development as well as in contexts of tissue damage or degeneration. However, the genes required for this function remain to be fully elucidated. Recent transcriptome analysis published by our lab has shown zebrafish microglia express high levels of the gene haver1. Sequence and genomic comparisons indicate haver1 is a receptor for Phosphatidylserine (PS), which is exposed on the surface of dying cells. Therefore, we hypothesize that haver1 has a function in the recognition and clearance of apoptotic cells by microglia. We propose to use the zebrafish to reveal the function of *haver1* in the vertebrate retina, by the following objectives: (1) Demonstrate that microglia express haver1 using in situ hybridization, and (2) Determine if clearance of apoptotic cells during development is reduced in *haver1* mutants. This work will increase mechanistic understanding of apoptotic cell clearance by microglia and will provide a novel genetic tool for future experiments.

Project Description

The overall goal for this project was to gain a better understanding of the function of expression of the *havcr1* gene by microglia. We did this through our two objectives which were: (1) Demonstrate that microglia express *havcr1* using in situ hybridization, and (2) Determine if clearance of apoptotic cells during development is reduced in *havcr1* mutants. To demonstrate our objectives, we used wildtype zebrafish for **Objective 1** and a CRISPR-generated line of zebrafish for **Objective 2**. The original proposal was to study two genes, *havcr1* and *lgals3bpb*, but we decided to focus only on *havcr1* for the summer to be most efficient.

To achieve **Objective 1**, we used HCR in situ technology to detect *mpeg1*, a microglia marker, and *havcr1* transcripts in retinas of wildtype zebrafish embryos at 3 days post fertilization. In situs are an effective method for analyzing transgene expression at the cellular level because it enables the detection of precise localization of a specific nucleic acid sequence in an individual cell (1). Expression of microglia was marked and *havcr1* transcripts were also co-labeled to indicate if microglia express *havcr1* in the developing zebrafish retina. We also included a probe set for the gene *lgals3bpb*, which was also of interest and included in the original proposal. These results indicated co-expression of *lgals3bpb* by microglia as well.

To achieve **Objective 2**, we crossed heterozygous *havcr1* (+/-) parents, which carried a predicted loss of function mutation in the *havcr1* gene, to produce offspring (wildtype, heterozygous, and mutant). The offspring were then collected at 3 days post fertilization (dpf) and dissected for DNA extraction (tails) and TUNEL staining (heads/bodies). The DNA extraction was used for genotyping with an established protocol to identify the genotype of individual fish using a PCR/Restriction Enzyme assay. A 3 dpf time point was chosen because microglia are present in the developing central nervous system by 3 dpf and developing zebrafish retina. During the later stages of apoptosis, DNA becomes highly fragmented by nucleases. These enzymes are activated by caspases, which are a family of proteins that execute

programmed cell death. dUTP is recruited when there is a breakdown of DNA (2). dUTP is what gets stained during TUNEL staining and fluorescence, so we can see which cells are apoptotic. Confocal spinning disk microscopy was used to image the samples. The numbers of apoptotic cells in the retinas were then quantified for wildtype, heterozygous, and mutant embryos to see if there was a significant statistical difference between the different genotypes. Given that microglia are the main cell type responsible for apoptotic cell clearance in the developing zebrafish retina (3) and *havcr1* is predicted to code for a PS receptor (4), we would expect that *havcr1* mutants will have higher numbers of uncleared TUNEL stained cells.

Project Accomplishments

For **Objective 1**, we found *havcr1* transcripts (and *lgals3bpb* transcripts) co-labeled with *mpeg1* transcripts are indeed expressed by microglia in the developing zebrafish retina by 3 dpf, indicating that *havcr1* could play a role in the clearance of apoptotic cells in the developing zebrafish retina. For **Objective 2**, the CRISPR-generated mutant line of zebrafish appeared to have more apoptotic cells in the retina than heterozygous and wildtype embryos. However, our sample size was insufficient for proper statistical analysis and to make strong conclusions. From our sample size, we had 29% (10) *havcr1* mutants, 59% (20) heterozygous fish, and 12% (4) wildtype fish. Our sample sizes slightly differ from the expected Mendelian inheritance patterns. The uneven sample sizes we had with the genotypes is another reason we could not form a strong conclusion with the data obtained thus far. We are currently working on repeating the experiments to further quantify and statistically analyze our data as we continue to increase our sample size.

The future direction of this project may include live imaging techniques to analyze the rate at which microglia function to remove apoptotic cells in the developing retinas of *haver1* mutant compared to wildtype and heterozygotes. In addition, we may use this as a genetic system to study apoptotic cell clearance in the context of retinal regeneration in zebrafish, and to determine how phagocytosis shapes microglial function.

Each objective is significant because we can explore the expression and function of this gene in the retina to better understand microglial functions on a molecular level. This will help us gain a better understanding of how this gene might be important in microglial behaviors, in proper development and homeostasis of the vertebrate retina, or if these genes might have a function in regeneration of the zebrafish retina. Because microglia are dysregulated in a variety of neurodegenerative diseases, this knowledge could assist in informing potential treatments, for human retinal degenerative disorders. Budget Expenditures

Source/Vendor	Item	Price
Molecular Instruments	HCR in situ probe sets and reagents for <i>havcr1</i> and <i>lgals3bpb</i> transcript detection	\$1000.00
		TOTAL: \$1,000.00

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Final Project Report: Office of Undergraduate Research (OUR) Spring Undergraduate Research Grant – Summer 2020

Grant Recipient: Keggan Georgeson, University of Idaho **Faculty Mentor:** Dr. Jessica Stanley, Department of Geological Sciences **Project Title:** Dating South African rifting events via apatite helium thermochronology

Abstract

Despite many years of study, the topographic evolution of the south African plateau is still poorly understood. Thermal histories and cooling dates obtained from rocks that compose the area may give an idea to the progression of continental rifting and plateau development. Our goal is to constrain the <70°C thermal history from samples in the Algoa and Gamtoos basin using (U-Th)/He Thermochronology dating. We began the process to acquire the data necessary by selectively picking and packing apatite grains that meet several quality requirements. 64 apatite grains from 13 sedimentary rock samples have been selected for analysis, packaged, and sent to the University of Colorado Thermochronology Research and Instrumentation Laboratory (CU TRaIL) to be analyzed. After analysis we will examine our data for spatial patterns using Geographic Information System (GIS) software. In addition, a forward and inverse thermal history models will be conducted using a software called HeFTy (Ketcham, 2005). This software will allow for the exploration of thermal histories that can explain data well while taking into consideration of other geologic information and previously published geo- and thermochronology from the region that constrain the possible histories. Preliminary cooling dates for samples 1059-61 and 1059-62 are 90 \pm 11 and 103 \pm 14 Ma. These dates are substantially younger than the depositional ages for the samples and rifting in the region. Theses dates would suggest a major cooling phase 90 - 100 Ma that may be associated with plateau development.

Project description

The objective of this study is to constrain the <70°C thermal history from the Algoa and Gamtoos basins, on the SE edge of the S. African plateau. These basins contain some of the only sediments from southernmost Africa that were deposited during and after continental breakup. Knowing how deeply they were buried and have since been exhumed can provide unique clues to the topographic evolution in this region. Green et al. (2017) suggested a more recent phase of cooling in some parts of the southern coast of S. Africa, however lacking the resolution to detect it in the Algoa and Gamtoos Basins that we are looking for evidence of how widespread the cooling phase is. The samples used have been provided by Professor Jessica Stanley by Dr. Paul Green. These samples are from the Uitenhage Group containing Kirkwood Sandstone, Sunday River Formation, and Enon Conglomerate (Green et al., 2017). Sample location can be seen in Figure 1.

Summary of accomplishments

To complete this project, I have carefully selected 63 apatite grains from 13 rock samples to be sent to the University of Colorado Thermochronology Research and Instrumentation Laboratory (CU TRaIL) for (U-Th)/He analysis. Using this data, we have compiled a map of sample locations with thermal color-coded points. To do this, I have learned the basics of the QGIS geographic information systems software to plot sample locations. I have also been working on adding in fission track dates (Green et al., 2017) to the map to see if there are any visible trends in sample cooling date. Dr. Stanley and I met regularly in the summer to discuss papers we had read related to the Algoa and Gamtoos Basins, southern African topography, and continental breakup. We have received data for 2 preliminary samples and are currently awaiting the data from the rest of the samples. We have also made thermal models samples 1059-61 and 1059-62 showing all possible paths the samples could have taken and highlighted the best fit path (Figure 2). These models will be important for understanding the history of the apatite grains within the samples and help date

cooling rates. To do this, I used literature to define the major geologic events in the region, and use the HeFTy software to model what thermal history paths conform to these events and the apatite (U-Th)/He cooling dates that I acquired (Fig 2). I have also had the pleasure to present at ICUR this year and have learned a lot about other research and how to present my own research. The hope is to do thermal models for the rest of the samples once we receive the rest of the data and to present this at the undergraduate research symposium in the spring.



Figure 1. Map created in QGIS showing sample locations. Figure 2. Thermal history models created using HeFTy.

The boxes inside this figure set constraints for the program to plot around. These samples tried 10,000 different paths in attempt to find the best fit. The line in dark blue is the best direct fit and the black line is the best fit. the colored areas are envelopes, the pink is paths deemed as a good fit and the green is paths that were acceptable. These models overall show the potential paths that each sample could have taken based upon data we received. These events started with a high temperature event <200 ma indicated by fission track dates, then cooled to the surface around 150 ma and finally another heating event based on our U-Th/He analysis around 100 ma.

Summary of budget expenditures

The cost to send in our samples for U-Th/He analysis totaled to \$850.00 and any extra was funded by Dr. Jessica Stanley. We needed 63 Niobium tubes to package apatite grains, these totaled to \$123.20. In order to maintain a sanitized, clean, and contaminate free workplace we needed 5 boxes of kimwipes and 5 1L bottles of Ethanol, these totaled to \$26.50. The overall cost of everything came out to be \$999.70, a cost chart can be seen below. We are still awaiting the invoice for analytical costs from CUTRaIL, should it not arrive in the next week Dr. Stanley will cover these costs and the remainder of the budget will be spent on relevant lab supplies.

Acknowledgement:

I truly appreciate the generous support provided by the State Board of Education in the form of this undergraduate research grant. This was an incredible experience which greatly enhanced my education at the University of Idaho. This grant enabled me to participate in research on a level that otherwise would not have been possible. Thank you again for your generosity.

Final Project Report: Office of Undergraduate Research (OUR) Spring Undergraduate Research Grant – Summer 2020

Grant Recipient: Cody Gibson, University of Idaho

Faculty Mentor: Dr. Jessica Stanley, Department of Geological Sciences

Project Title: Evaluation of a testing apparatus for high temperature/high pressure in nuclear pressure vessel conditions.

Project Description

Stress corrosion cracking (SCC), fatigue, and fatigue crack growth (FCG) of structural materials has occurred since the early operation of boiling water reactors (BWR), pressurized water reactors (PWR) and other light water reactors (LWR) and high-temperature water systems [1]. The Department of Energy-Nuclear Energy is looking to increase reactor service live and reliability through the development of new materials that exhibit higher strengths and better fatigue and stress corrosion cracking resistances. Proper characterization of these materials is of upmost importance due to the harsh environments inside of nuclear reactors.

Recently the University of Idaho was awarded a DOE Infrastructure grant to enhance the viability and competitiveness of the Nuclear/Mechanical Engineering/Material Science Programs. With this infrastructure grant the University was able to sponsor a Mechanical Engineering Senior Design Project that designed and built a testing apparatus capable of testing materials in the same environment seen in nuclear reactors (high temperature, high pressure, and corrosive environment). Implementation and proofing of this system was not completed however, so the testing apparatus was left in an unfinished state. I was tasked to complete the coupling of this testing apparatus and prove out the system, so that it would be ready in the event that the University received a grant to test new materials under the above conditions.

Project Accomplishments

The autoclaves cooling jacket is one of the most critical parts in the autoclave/circulation loop system. It needs to cool down the loading rod while maintaining a dynamic seal between the loading rod and seal housing. During initial validation testing of the autoclave/circulation loop system the previous cooling jacket designs were not able to keep the seals cool enough resulting in complete system failures. A new design was required before any loading, temperature or pressure tests could be performed. My new cooling jacket design in figure 1 moved the seal further away from the autoclave lid and implements a second seal. A chamber between the upper and lower seal is designed to be monitored by a pressure transducer so that a lower seal failure can be detected during testing making it a fail-safe design. My new design also implements a Viton seal which has a melting temperature that is 100oC higher than the original Urethane seals.

After manufacturing and assembling the new cooling jacket I conducted a load test without a specimen in the load grips to determine the friction forces on the loading rod. Loading in tension resulted in a force of 21 lbf while loading in compression resulted in a force of 9 lbf. Because the seals are a directional u-cup design it was assumed that the compression and tension forces measured by the load cell would be different and the initial test proved the assumption to be correct. After determining the friction forces on the loading rod, I conducted an in-air temperature test to determine the cooling capabilities of the new cooling jacket. In this test I placed five thermocouples in different locations to monitor the heater, CT specimen, autoclave lid, loading rod between seals and loading rod above top seal temperatures.

Figure 2 is a temperature vs time graph representing the temperatures measured at the above locations. In this test, the cooling jacket was able to cool the loading rod from 325oC inside of the autoclave to 22oC next to the lower seal which validates the new cooling jacket design capabilities. The last test I was able to conduct tested the ability of the cooling jacket and new seals to hold solution at pressure. After coupling the autoclave and circulation loop systems together I was able to pressurize water in the autoclave to 1500 psi without a seal failure validating the ability of the new cooling jacket design and seals to maintain desired pressure.

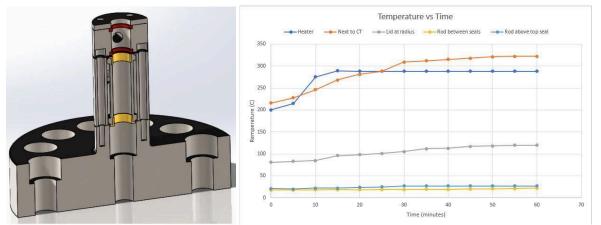


Figure 1) 3D model section view of cooling jacket and autoclave lid. Figure 2) Temperature vs Time graph of temperature validation test.

Discussions and Conclusions

This project has given me a great insight to undergraduate research and has allowed me to use my knowledge as an undergraduate mechanical engineering student to solve a real-world problem. The redesign of the cooling jacket was a critical part of this project and required me to develop better communication skills when working with different seal manufacturers. Testing of the new cooling jacket system and upgraded seals under high temperature and later under high pressure was a big step forward in validating the autoclave/circulation loop system. The circulation loop system is functional but requires five of the high-pressure valves to be replaced. Replacement of theses valves is necessary so that the fluid filtration loop within the system can remain isolated from the autoclave loop. Direct Current Potential Drop (DCPD) is the method used in determining crack length within the autoclave. I was not able to test the DCPD method within the autoclave due to setbacks with manufacturing the cooling jacket. However, I was able to learn how to properly conduct an FCG test using DCPD on a separate load frame in Dr. Stephens lab to ensure that I could validate the method within the autoclave later.

During the Fall 2020 semester I will continue to work on coupling and validating the autoclave/circulation loop system. The next test I conduct will require the cooling jacket and seals to handle water at 1000 psi and 250oC. When successful I will begin testing the DCPD system within the autoclave in first air and then in water. The final validation test will be to perform an FCG test using DCPD to monitor crack growth while the specimen is submerged in water at 1000 psi and 250oC.

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Acknowledgement: I truly appreciate the generous support provided by the State Board of Education/HERC in the form of a Summer Undergraduate Research Fellowship from the UI Office of Undergraduate Research. This was a tremendous experience for me. Without this support from the SBOE, I would not have been able to participate in this research.

Final Project Report: Office of Undergraduate Research (OUR) Spring Undergraduate Research Grant – Summer 2020

Grant Recipient: Kaitlyn Harvey, University of Idaho **Faculty Mentor:** Dr. Nathan Schiele, Department of Biological Engineering **Project Title:** Exploring the impact of macrophages on the tenogenic differentiation of stem cells

Abstract Tendon is a collagenous tissue that transfers mechanical forces from muscle to bone. Tendon injuries are associated with significant disruptions in mechanical function and are difficult to treat clinically. During the healing process, interactions between inflammation and mesenchymal stem cells (MSCs) may play a role in tendon tissue regeneration. Macrophages influence inflammation, and MSCs may differentiate toward tendon (i.e., tenogenesis) to regulate regeneration. However, more research is needed to determine how macrophages directly interact with MSCs and impact tenogenesis. We hypothesized that macrophages impact tenogenesis. To test this hypothesis, macrophages and MSCs were co-cultured. Tenogenesis of mouse MSCs was induced using transforming growth factor $(TGF)\beta 2$, and directly co-cultured with mouse macrophages. Additional experiments were conducted to evaluate how macrophage growth was influenced by both TGF β 2 and the ratio of MSCs-to-macrophages in co-culture. To evaluate the impact that the macrophages have on tenogenesis, both MSCs and macrophages were imaged and cell growth was evaluated. In future experiments, MSCs will be stained to visualize actin cytoskeleton morphology and western blots will be used to determine the protein levels of the tendon marker proteins, scleraxis and tenomodulin. Results will provide new information for how macrophages impact tenogenesis, which has a significant implication for understanding tendon healing and regeneration.

Central Problem and Project Description Tendon is very prone to injury and lacks adequate intrinsic healing properties. After injury, tendon never regains its full original tensile strength. This provides motivation to develop tissue engineering and regenerative medicine techniques to promote better tendon healing. The inflammatory response, which is involved in the tendon healing process, is thought to be regulated by macrophages and stem cells. So, in order to better understand the tendon healing response, this project aims to explore how macrophages impact the differentiation of stem cells into tendon tissue cells (tenogenesis). To accomplish this objective, macrophages and mesenchymal stem cells (MSCs) were directly co-cultured with different seeding density ratios to determine their co-culture viability. To induce tenogenesis, cells were treated with a tenogenic biochemical, transforming growth factor (TGF) $\beta 2$. Control groups were standard culture medium (i.e., no TGF $\beta 2$ supplementation) and monocultures of either macrophages or MSCs. After determining that both cell types were viable in direct co-culture, they were directly co-cultured and supplemented with TGF $\beta 2$ and imaged to determine morphological changes in the stem cell structure.

Procedure and Summary of Project Accomplishments

Macrophage Culture:

Initially, cell-seeding densities needed to be determined. Therefore, mouse macrophages were first cultured with densities of 5000, 1667, 833, and 500 cells/cm2 in 12 well plates with standard cell culture medium (Dulbecco's Modified Eagle's Medium (DMEM), 10% fetal bovine serum (FBS), and 1% Penicillin/ Streptomycin) for 24 hours and three days. Images were taken at the 24 hour and three day time points. Further experimentation cultured the macrophages with densities of 7600, 4750, and 1900 cells/cm2 in 24 well plates with 10% FBS for 24 hours, then switched to a low serum cell culture medium (1% FBS) for 24 hours and three days. These cell densities were supplemented with sterile water, as a vehicle control, or TGF β 2, as the treatment, after 24 hours in 10% FBS and 24 hours in 1% FBS. Images were taken at the 24 hour and three day time points.

Macrophage and Mesenchymal Stem Cell (MSC) Direct Co-Culture:

Macrophages and mouse MSCs (C3H10T1/2) were directly co-cultured in 24 well plates at ratios of 1:1, 1:3, 1:5, 1:6, 1:10, 5:1, and 10:1 macrophages to MSCs, maintaining a total density of 5000 cells/cm2 in each well. Cells were co-cultured in 10% FBS for 24 hours, then switched to 1% FBS for 24 hours before being supplemented with sterile water, as a vehicle control, and TGF β 2, as the treatment. Images were taken at the 24 hour, three day, and seven day time points.

Macrophage and MSC Direct Co-Culture with TGF β 2 Supplementation:

After running the direct co-culture experiments without TGF β 2 supplementation, it was determined that macrophages have a greater viability when cultured at an equal or slightly higher density than the MSCs. Thus, we then used the macrophage to MSC seeding ratios of 1:1 and 5:1 to evaluate the viability of co-culturing these cell types with TGF β 2 supplementation. Cells were co-cultured in 10% FBS for 24 hours, then switched to 1% FBS for 24 hours before being supplemented with sterile water, as a vehicle control, and TGF β 2, as the treatment. Images were taken at the 24 hour, three day, and seven day time points.

Project Accomplishments:

The results from the images of the macrophage and TGF $\beta 2$ cultures determined that macrophages were viable after supplementation with TGF $\beta 2$, which can be seen in poster Figure 4 (ICUR 2020). It was also determined that macrophages generally have a greater viability when cultured at higher densities. As for the co-cultures between the macrophages and the MSCs, both cell types were viable after direct co-culture, seen in poster Figure 5 (ICUR 2020). In this case, we also found that macrophages had a greater viability when cultured in the 1:1 and 5:1 macrophage to MSC ratios. Further supplementation with TGF $\beta 2$ seemed to have no significant impact on the viability of the direct co-cultures. These results have provided us with new information that will further allow us to understand how macrophages impact tenogenesis, which will contribute to our overall understanding of tendon healing and regeneration.

Future Directions:

Through the results of this project, we have seen that macrophages and MSCs are viable in co-culture, and that both macrophages and macrophage co-cultures with MSCs are viable after supplementation with TGF β 2. This information provides us with a basis to perform both long-term direct and in-direct co-culture experiments, as well as perform further analysis of MSC tenogenesis using western blots to look for the production of tenogenic markers, scleraxis and tenomodulin, as well as staining for actin cytoskeleton morphology of the MSCs.

Summary of Budget Expenditures

The consumable lab supplies required to complete this project were as follow: Transwell plates, \$244.79; Mouse macrophages (RAW 264.7), \$471.60; Transforming growth factor beta 2, \$380.00. TOTAL: \$1,096.36 (Dr. Schiele covered the amount that was in excess of \$1,000).

Acknowledgment:

I truly appreciate the generous support provided by the State Board of Education in the form of a SURF award from the UI Office of Undergraduate Research. Without this support from the SBOE/HERC, I would not have been able to participate in this research.

Final Project Report: Office of Undergraduate Research (OUR) Spring Undergraduate Research Grant – Summer 2020

Grant Recipient: Madi Thurston, University of Idaho

Faculty Mentor: Dr. Margrit von Braun, Department of Chemical and Environmental Engineering **Project Title:** Quantifying human exposure to heavy metals in artisanal gold mining communities impacted by severe lead poisoning

Abstract

In 2010, an unprecedented lead poisoning in Nigeria resulted in the death of over 400 children. The outbreak was caused by artisanal processing of gold ores inside rural village homes, where incidental ingestion of contaminated soils resulted in geomean blood lead levels (BLLs) of 149 µg/dL. Soil lead concentrations in villages averaged 300-4,143 mg/kg, regularly exceeding the United States Environmental Protection Agency safe soil lead level of 400 mg/kg. The Nigerian government partnered with international organizations, including TerraGraphics International Foundation (TIFO) and Médecins Sans Frontières (MSF) to remediate residential areas and deliver life-saving medical treatment for poisoned children. Archived *in situ* x-ray fluorescent spectrometer (XRF) soil lead data from the environmental response provides an opportunity to develop a better understanding of heavy metal exposures that can be applied to other artisanal mining and indigenous communities.

This study demonstrates the influences of neighborhood size and compound location on child lead exposure. To assess spatial variability in soil lead concentrations, an attribute database for compound lead levels was built in ArcGIS[™] for pre-remediation data. Household, neighborhood, and community means were calculated for each compound. Neighborhood concentrations consist of a mean of all compounds and public areas within a radius of each home. The appropriate radius value (e.g., 200', 300', 400') should reflect a child's independent mobility and is likely influenced by several factors, including age and gender. This study demonstrates that neighborhood size, contamination variability, and compound location within the neighborhood have a significant impact on child's exposure to contaminated soil.

Project description

During the 2010 lead poisoning tragedy in Zamfara State, Nigeria, TIFO partnered with the Nigerian government to assess environmental soil contamination and to remediate the most affected areas of the villages. Remediation methodologies included using a handheld X-ray fluorescent spectrometer (XRF) to measure the amount of lead and other heavy metals in the soil. XRF results were recorded on hand-drawn maps of homes and public areas. All XRF data was recorded on field sheets and later entered into Microsoft Excel by unique household identifying numbers in each village resulting in >10,000 soil lead concentrations collected for the >800 households.

The goal of this SURF project was to utilize existing XRF soil lead concentration data to quantify variability in soil lead exposures for children using spatial analysis. To assess various exposure scenarios in the Zamfara crisis, the XRF data was characterized over for the pre-remediation time period for each household, each household's associated neighborhood, and each community for a total of five villages thus far. To accomplish this, I input village data into the mapping program ArcGISTM to utilize spatial analysis tools. Village data consisted of a GIS layer of individual compounds and an attribute table including a unique ID for each compound and a matching mean soil lead concentration. Soil lead data for compounds was entered manually from a separate spreadsheet containing XRF arithmetic mean soil lead concentrations. The GIS layer with compounds and exterior areas was checked for accuracy against existing hand drawn maps from 2010 remediation efforts and missing buildings were inserted by hand.

Once all buildings and soil lead data are verified, the result is three separate layers to input into the neighborhood analysis model: exterior areas, compounds, and a combination of exteriors and interiors.

In ArcGISTM, I created a neighborhood analysis model by combining existing spatial analysis tools. The model iterates through each compound of a village to find all the mean soil lead levels of buildings and exterior areas surrounding that house withing a designated radius and outputs a table of summary statistics. Neighborhood area radii included lengths of 100', 200', 300', 400', or 500'. Multiple radii were used to prepare for future analyses in which an appropriate radius will be chosen for a child's exposure based on independent mobility, age, and gender using the Integrated Exposure and Uptake Biokinetic (IEUBK) Model for lead. Repeating the neighborhood analysis for different variations can help determine if mean soil lead concentrations are influenced more by nearby compounds or exterior areas. This neighborhood analysis is repeated at each of the five radius lengths for the following variations:

Finding neighborhood summary statistics of interior buildings by examining surrounding

- o Public exterior areas and interiors
- o Only public exterior areas
- o Only interiors

Summary statistics for exterior areas by examining surrounding o Public exterior areas o Interiors

In addition to creating the neighborhood analysis model, for each village I built a heat map by using a gradient based on average soil lead concentration for the home. I also used a multitude of spatial analysis tools in ArcGISTM for each village to provide statistical results and reveal patterns of soil lead concentrations in different contexts. The most helpful tools were the Cluster and Outlier Analysis test and the Hot Spot Analysis tool in ArcGISTM. The Cluster and Outlier Analysis tool determines four statistically significant variables: significantly high soil lead concentration compounds in relatively high soil lead areas, really low lead concentration houses in low areas, high spots in low areas, and low spots in high areas. The Hot Spot Analysis tool finds significant high or low compound soil lead concentrations relative to nearest neighbors. These tools reveal patterns that can't be seen by just looking at the map.

Accomplishments

Over the course of 10 weeks, I completed the neighborhood analysis for pre-remediation data for five villages, including the largest village with over 425 houses. These villages now have a compound, neighborhood, and village mean soil lead concentration for each individual household. From using spatial analysis tools, I was able to confirm results from a past paper. Villages from Phase I (remediated in 2010) have a significantly higher soil lead exposure than in a Phase II village (remediated in 2011), meaning that a child's exposure in a Phase I village is high regardless of residential location. I also found that neighborhood concentration has a significant impact on a child's exposure. This means that for Phase II and Phase III (remediated in 2013) villages, if a child's home has a high soil lead concentration, but they live in a low concentration neighborhood, their exposure is lowered and vice versa for a low soil lead home in a high soil lead neighborhood. Finally, the neighborhood data showed variability in lead concentrations depending on radius length. Each child's exposure to lead is unique depending on their independent mobility which directly relates to the size of their neighborhood.

These findings help answer questions about exposure and point towards important factors for determining a child's lead exposure. By understanding the relationships between lead exposure from compounds versus neighborhoods, future analysis can help determine what soil lead weighted average of home, neighborhood, and community determines the most meaningful exposure estimate. In addition to these

findings, I presented my research at the Idaho Undergraduate Research Conference and submitted an abstract to present at the 2021 International Conference on Soil, Water, Energy, and Air conference next spring.

Budget expenditures

My original budget was \$875 for project expenditures related to travel to Moscow, ID. Due to unforeseen circumstances, my laptop crashed and had to be replaced in order to use the software required for the project. I was reimbursed \$847.99 for the laptop purchase. This was necessary as my work was remote and required high computing power for large data files and mapping software such as ArcGIS. Due to conditions during the pandemic, travel was limited. The remaining budget was applied toward travel between Boise and Moscow, ID.

Future works

During the 10-week period, I produced several fascinating results that bring up new questions for future work. After this summer, I will continue to work with TIFO on additional investigations for this project. With the neighborhood analysis model, I will finish conducting the soil lead analyses on the remaining three villages. Afterward, I will begin the next steps of finding the most appropriate radius value for a child's exposure varying by age. When neighborhood analysis is completed for all villages, a weighted mean of the soil lead means from the home, neighborhood, and community can be calculated. For children aged 6 months to 8 years, a predicted BLL can be calculated for each individual depending on their location and assumptions about mobility using the IEUBK model. In the future, predicted BLLs will be compared against the actual BLLs collected by MSF during emergency response efforts to adjust exposure factor variables.

Acknowledgment: I greatly appreciate the generous support provided by the SBoE/HERC that made my SURF award this experience possible for me. It was a truly great experience.

2020 SURF 2-page final report

Abstract

Propelled by the recent revolution in genome editing, gene drives—selfish genetic units which spread preferentially in wildlife populations—have been celebrated in recent years as a means to *eradicate* vector-borne diseases like malaria, which continue to claim millions of lives each year. While some proponents have argued for the use of 'lethal' drives to depress vector populations, others support a more nuanced approach: the suppression of parasite transmission, at no cost to the host. Lethal or not, genetic interventions against disease will likely prove *spatially imperfect*—leaving pockets in which parasite persistence and evolution are possible. In order to probe how spatial structure affects such genetic interventions, we built and analyzed multi-strain metapopulation model(s) of vectored disease characterized by distinct functional forms of transmission together with movement of humans between patches. We found that differences in mosquito ecology and the softening of spatial structure, shape the nature of infection globally. This work culminated in a manuscript submitted to Evolution, Medicine, and Public Health this summer. Using a stochastic formulation of the model, we have begun studying evolution of the parasite in discrete space. In particular, we are interested in if and/or when the strength of movement between patches and standing genetic diversity of the parasite can save a pathogen from extinction or allow it to expand its initial range. Altogether, our results illustrate the nuanced reality of interventions, both genetic and not, against vector- borne disease: population structure, mosquito biology, and evolution together determine where eradication is possible, and where it isn't.

Project description

Using two metapopulation models of vectored disease—a system of ordinary differential equations, and the other an analogous stochastic process—we sought to answer a couple key questions. How do differences in mosquito biting (as reflected in density- versus frequency-dependent transmission) affect the long-run outcomes of disease in a two-patch, single-strain setting as the degree of spatial structure changes? In a many-patch setting, how does the strength of movement between neighboring patches change the evolution, transmission, and spread of a parasite in discrete space? How does the degree of standing genetic diversity of the parasite affect the adaptive dynamics? Can mutation save a pathogen headed for extinction? Can a parasite accumulate successive mutations at the boundaries of patches where transmission is (initially) suppressed to expand its initial range?

Our first model is deterministic and tracks densities of susceptible and infected humans and mosquitoes in patches k = 1, 2, ..., n with strains j = 1, ..., m. The equations describing densities of individuals in a given patch k *infected* with strain j are included below.

$$\dot{H}_{I_j}^{(k)} = \left(H^{(k)} - H_S^{(k)} \right) \left[\sum_{i=1}^n c_{ki} \cdot a_{HM}^{(i,j)} \cdot M_{I_j}^{(i)} \cdot b_i \right] - \gamma_j \cdot H_{I_j}^{(k)} - \mu_H \cdot H_{I_j}^{(k)}$$

infection of susceptible humans with strain j

$$\dot{M}_{I_{j}}^{(k)} = b_{k} \cdot a_{HM}^{(j)} \cdot M_{S}^{(k)} \cdot \left[\sum_{i=1}^{n} c_{ik} \cdot H_{I_{j}}^{(i)}\right] - \delta \cdot M_{I_{j}}^{(k)} - \mu_{M} \cdot M_{I_{j}}^{(k)}$$

infection of susceptible mosquitoes with strain j

This model has been updated since applying for OUR funding: we now track multiple strains and mutational dynamics (characterized by red terms).

Our second model is a continuous-time stochastic process $(\vec{X})_{t \ge 0} = (H_{I_j}^{(k)}, M_S^{(k)}, M_{I_j}^{(k)})$ defined on a discrete state space and such that probabilistic rates and transitions are defined as in the deterministic setting. We used τ -leaping to simulate realizations of the process.

Project accomplishments & budget expenditures

With the support of the Office of Undergraduate Research, we have been able to complete the following over the summer months:

- Reviewed literature in mathematical epidemiology, especially that having to do with the spread of vector-borne diseases in structured populations.
- Studied Gillespie's direct method for stochastic simulation. Implemented this method, as well as the τ-leaping approximation, to study the effect of stochasticity in the basic SIR model and in other settings. An R Markdown file with code to complete stochastic simulations for this model with the direct method is attached.
- Finalized study of the model in the two-patch, one-strain setting. While the submitted manuscript does not reflect some of the work done (simulations solving the system of ODEs to steady state for various combinations of parameters), a pre-print can be found here: https://www.biorxiv.org/content/10.1101/2020.07.16.207464v1.
- Wrote code (included in another R Markdown file) to complete simulations of the stochastic *m*-strain and *n*-patch model with mutation, in which *n* and *m* can be chosen arbitrarily. We have begun using this code to answer questions laid out in the project description, as well as in a poster (attachd) presented at the 2020 ICUR.

We spent the funds provided by the OUR for Mathematica on a year-long licence in July.

Determining Residual Stress Fields and Plastic Zone Sizes Surrounding Fatigue Cracks Using Nanoindentation Evan Allen and Dr. Michael Maughan

I. Abstract

Crack propagation is typically observed in systems that experience cyclic loading, often resulting in critical failure (fatigue). Compressive residual stresses induced in a material contribute to stunting crack growth and can increase the fatigue life or prevent failure. The tensile loading of cracks creates a plastic zone at their tips, and growth of the crack leaves a "plastic wake" region adjacent to the newly created surface wherein the material has been strained. While some models and validation techniques to describe and measure the plastic zone size are available, the plastic zone has not previously been measured using nanoindentation. Nanoindentation is the process of inducing compressive plastic deformation at a micrometer length scale, typically using a pyramidal indenter probe. Data analysis of the force vs. displacement data can be used to determine the specimen's material properties. By coupling nanoindentation with atomic force microscopy (AFM) to measure material upheaval around the impression, the residual stress field can be determined at the tip and the wake surrounding a crack. These data can also be used to model the plastic zone around the tip of a crack. This research will provide a comparison between the nanoindentation method and a mathematical model in the literature. Ultimately, results from these experiments can help us to understand crack propagation and potentially provide a non-destructive fatigue damage prediction.

II. Background

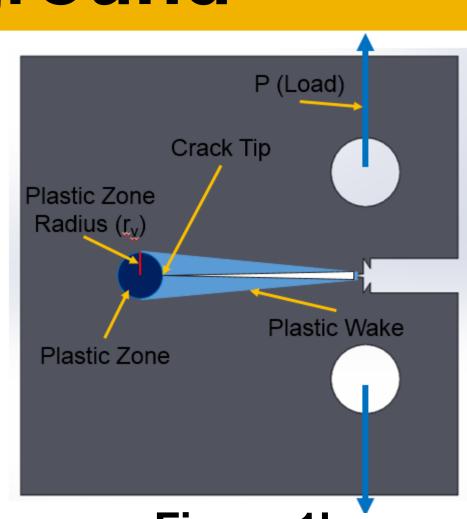


Figure 1a Figure 1b Figure 1: a) Alloy 709 Stainless Steel compact tension specimen b) Specimen characteristics during fatigue testing

The Irwin model for finding the plastic zone size, r_v , is shown in Equation 1. This equation is for plane stress conditions and is commonly used in fatigue crack growth (FCG) applications.

$$2r_y = \frac{1}{\pi} \left(\frac{\Delta K}{2S_y}\right)^2$$

The plastic zone size can be determined by finding the changes in the residual stress magnitude at different points on the surface of the specimen. Equation 2 Shows the formula for determining the magnitude of the residual stress field, Λ .

$$\Lambda = \frac{E * tan(\beta)}{\beta}$$

$$\mathbf{n} = \overline{(\sigma_y(1 - \nu^2))}$$

- E = Young's modulus
- β = Angle between sharp indenter and undeformed surface
- $\sigma_v = Flow stress$
- v = Poisson's ratio
- By performing indentation to an FCG specimen's surface and AFM to determine the indented surface topography, the residual stress field can be determined along with the plastic zone size.

Department of Mechanical Engineering, University of Idaho

(1)

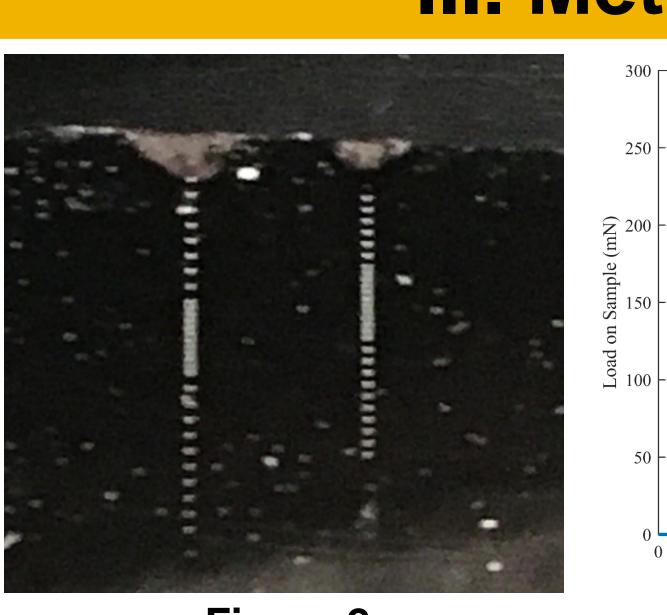


Figure 2a

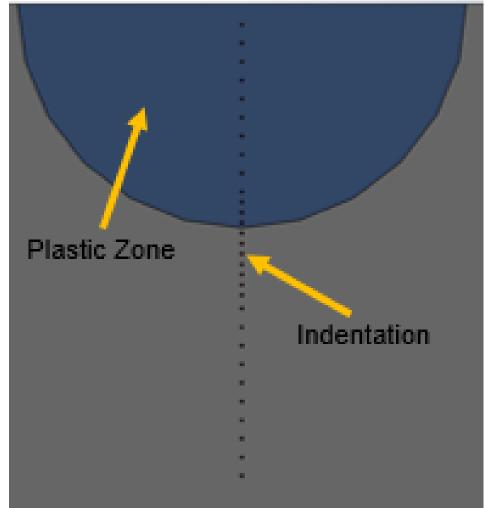
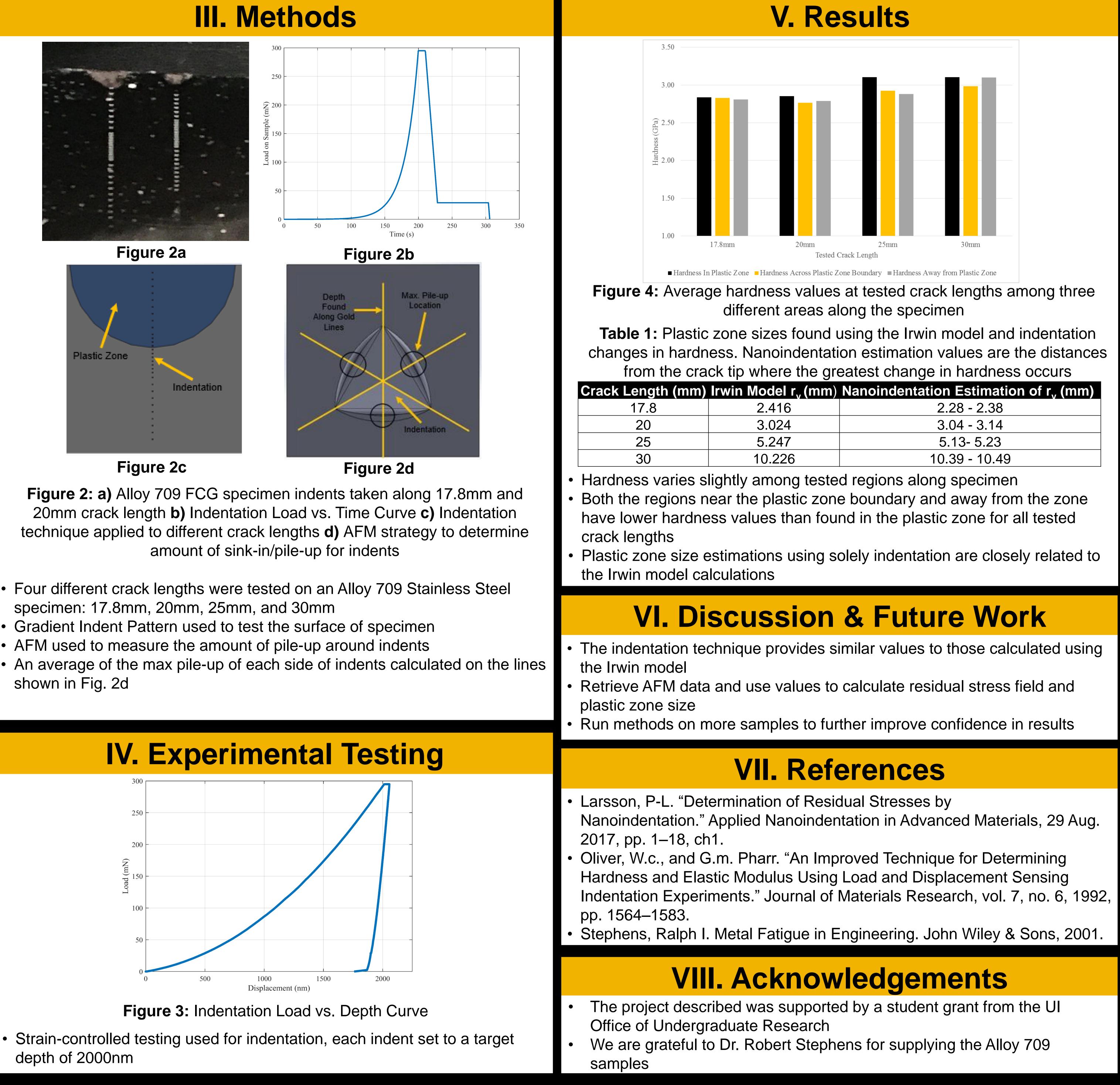


Figure 2c

- specimen: 17.8mm, 20mm, 25mm, and 30mm

- shown in Fig. 2d



depth of 2000nm



Model r _v (mm)	Nanoindentation Estimation of r _v (mm)
2.416	2.28 - 2.38
3.024	3.04 - 3.14
5.247	5.13- 5.23
10.226	10.39 - 10.49

Estimated Ancient Volcanic, Charge and students fices from Modern-Spatter

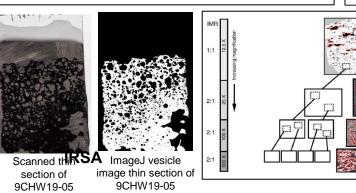
David Cavell (University of Idaho, Geology)

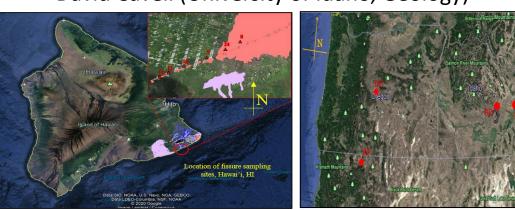
Hypothesis

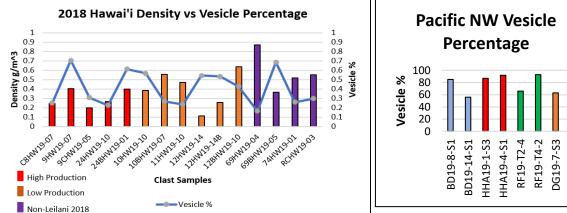
Analyzing spatter deposits and their vesicles from recent eruptions, such as the 2018 Hawai'i eruption, can be used to determine relative degassing and potential lava fountaining height through vesicle percentage and shape.

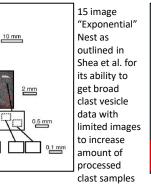
Methods

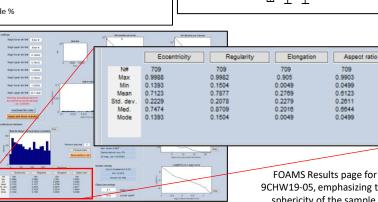
- Spatter clast were collected from the 2018 Hawai'i eruption and several ancient sites from throughout the Northwest, USA.
 - Samples collected from the Northwest USA were collected from lava flows and fissure sites from Hell's Half Acre, Blue Dragon, Devil's Garden, and Ross Flow
- Thin sections were created for each clast
- Each thins section was thin scan to have an image of the whole thin section
- These scanned images were then inputted into ImageJ for a vesicle percentage in the thin section
- The thin sections are then imaged with backscatter SEM at varying magnifications and locations on the slide
 - At 29x, 50x, and 100x magnifications following the guidelines set in Shea et al., 2009.
- The SEM images are processed in FOAMS for analyses of the vesicles size and sphericity











9CHW19-05, emphasizing the sphericity of the sample.

Looking Forward

- Using the outlined methods, it is hoped that we can locate eruptive fissures that displayed relatively high degassing, potentially resulting in higher fountaining of erupted lava. In Parcheta et al. 2013, it is shown that fissures with higher fountaining resulted in a higher percentage of vesicles and smaller in size and consisting of high sphericity. Through analyzing the 2018 Hawai'i eruption's spatter from sites with varying fountain heights and rate of degassing, we hope to see correlations to ancient volcanic events. This can lead to knowing the way in which the lava was erupted and how it affected the landscape and eruption. We can see that fissures with higher vesicle percentage tend to be from high production vents.
- Completion of Northwest samples in ImageJ and both sets of samples in Backscatter SEM, and then process and interpret the collected data and present all findings.

Acknowledgements

Dr. Erika Rader (University of Idaho, Geology) Kari Odegaard (University of Idaho, Geology) Kevin Cerna (University of Idaho, Geology) Dr. Bruce Houghton (University of Hawai'i, Geology) USGS Hawai'i Volcano Observatory OUR Undergraduate Research Programs

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Assessing Relationships between Predator and Prey Distributions in the Central Volcanic Cordillera Region of Central Costa Rica



Lydia M. Druin^{*1}, Lisette P. Waits¹, and Roberto Salom – Perez² ¹College of Natural Resources, University of Idaho; ²Panthera Costa Rica

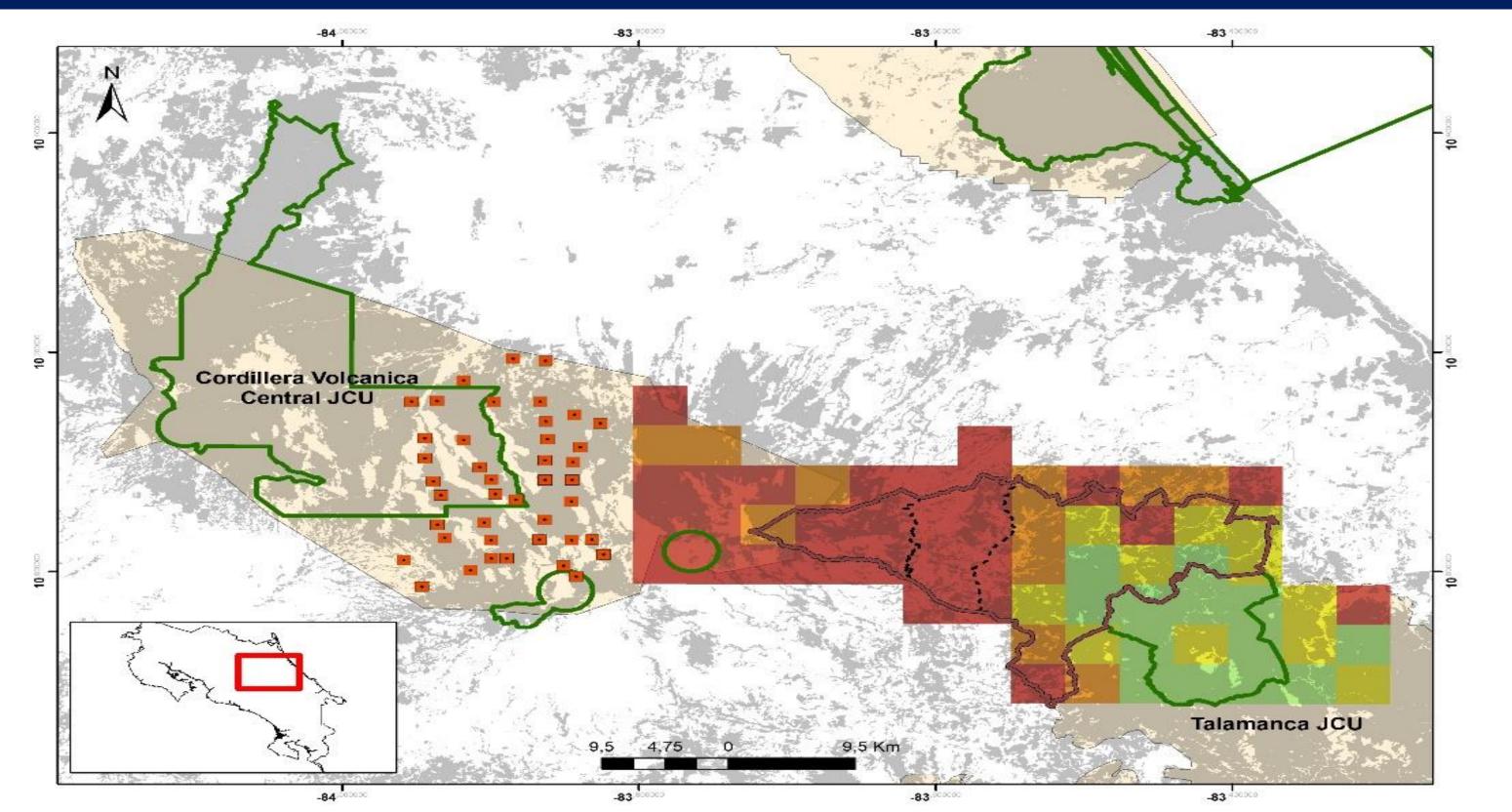
*student presenter, *drui8305@vandals.uidaho.edu*

Methods



Background

- Pumas (*Puma concolor*) are one of the largest mammalian predators in Central America
- They have many complex effects on ecosystems.
- Pumas are a species of conservation need due to a high extinction risk in some areas 2
- Predator abundance, survival, and reproduction rates are closely tied to prey availability and density1
 In Costa Rica, 27% of land is protected, but some areas have a degree of fragmentation5
- Corridors often have high rates of deforestation and human disturbance5



Discussion and Implications

Our results indicate that pumas in the Central Volcanic Cordillera may follow prey in the area

- In this case, pumas were best predicted by rabbit and red-brocket deer occupancy (of prey models where deltaAIC < 2)
- However, deer and pumas were inversely related deer may be avoiding pumas, or other, unmeasured factors may be contributing (such as elevation or distance to water)
- More investigation is necessary to confirm results Four of 11 prey species evaluated had some anthropogenic

- The Central Volcanic Cordillera Jaguar Conservation Unit (CVC JCU) has low jaguar density, despite previously being viewed as a stronghold4
 - Provides habitat connectivity from Panama to
 Nicaragua
 - A 2019 study in a nearby JCU and corridor evaluated prey species richness as a means of predicting jaguar and puma habitat use4
- Evaluating species distributions in the CVC JCU could provide insight on the relationships pumas have with prey in this critical protected area
- Similar studies observed predator distributions were best explained by prey distribution7
- Puma-prey relationships are unknown in this area; reason for jaguars' absence is unknown

Research Questions & Objectives

Can prey occupancy serve as a predictor for puma occupancy? If so, which species? Objectives:

- Predict occupancy for species with four main covariates (minimum distances to road and town, Human Footprint Index, and forest cover)
- Predict puma occupancy, including predicted prey

- Figure 3: Camera trap locations in the study site are denoted with red squares. The colored grid cells indicated predicted jaguar habitat use, ranging from good (green) to poor (red)4.
- 1. Camera Trapping
 - 42 camera stations deployed across study area (*Figure 3*) for 14 weeks from Oct. 2018 to Jan. 20194
 - Generated detection histories per species
 - Species were included if they were a documented prey item of pumas4
 - Selected covariates include forest cover, Human Footprint Index, minimum distance to road, and minimum distance to human town
- 2. Data Analysis
 - Data analyzed with R package *unmarked*3
 - Predicted occupancy based on leading model (by AIC scores) for each prey species
 - Puma occupancy was modeled with predicted prey occupancies as influencing factors in addition to 4 site covariates
 - Leading puma occupancy model was then used to predict puma occupancy across the 42 sites

Results Summary

Puma occupancy was best predicted by rabbit (*Sylvilagus brasiliensis*) occupancy, minimum distance to road, and red-brocket deer (*Mazama americana*) occupancy as the top models (*Table 2*, deltaAIC < 2). **Puma occupancy across the study site ranged from 0.003 (std error=0.01) to 0.602 (std. error=0.27)**

disturbance as the main covariate impacting occupancy
Showed higher occupancy rates when disturbance was less or a greater distance away

Caveat:

- Selected #1 model of prey species to conduct puma occupancy analysis—often, species had more than 1 model with deltaAIC < 2
- In future, can combine these top models for more complete summary of the system

Further Research

- Can perform further analysis by combining models where deltaAIC < 2 for more refined results
 Mitigating cat-cattle conflict is of high importance in the country and a main focus of Panthera4
- We can build upon Salom-Perez's 2019 evaluation (*Figure 3*) of the neighboring protected areas and determine puma habitat use probability based on prey species abundance and distributions
- This can identify potential conflict hotspots between cats and humans
- Further examining prey species abundance and distributions may help provide insight on why there is

occupancies as additional covariates



Figure 1: Camera trap deployed by Panthera Costa Rica.



- Rabbit occupancy varied from 0.009 (std. error=0.02) to 0.416 (std. error=0.21)
- As rabbit occupancy rates increased, so did puma occupancy rates
- Pumas were also linked to minimum distance to road (decreasing occupancy with increasing distance) and red-brocket deer (decreasing occupancy with increasing red-brocket deer occupancy)

AIC scores.

Table 2: Model ranking summary for all models

evaluated in predicting puma occupancy. Models

are listed in order of best to poorest fit based on

Table 1: Species included in the analysis and the best model. The effect of the covariate on occupancy is

summarized by trend; null models indicate that species occupancy does not vary across site and therefore no trend was identified.

Species	Top Model	Trend			dolto			
		Increases with increasing Forest	Model	AIC	delta AIC	AICwt	Rsq	cumltv Wt
Agouti	Forest	Cover	Rabbit	47.41	0	0.24	0.24	0.24
Armadillo	Town	Decreases with increasing Minimum Distance to Town	Road	47.48	0.08	0.23	0.24	0.46
Coati	Null	None	Red-brocket Deer	47.52	0.11	0.22	0.24	0.69
Red-brocket	Deed	Increases with increasing Minimum	Tayra	50.57	3.17	0.05	0.10	0.74
Deer	Road	Distance to Road	Null	50.67	3.27	0.05	0.00	0.78
Opossum	Null	None	Armadillo	51.70	4.29	0.03	0.05	0.81
•		In area a a with in area air a Lluman	Town	51.99	4.58	0.02	0.04	0.83
Paca	Human	Increases with increasing Human Footprint Index	Agouti	52.07	4.66	0.02	0.03	0.86
Peccary	Town	Increases with increasing Minimum	Peccary	52.20	4.79	0.02	0.02	0.88
recoury		Distance to Town	Forest	52.54	5.13	0.02	0.01	0.90
Puma	Rabbit	Increases with increasing Rabbit Occupancy rates	Human	52.63	5.22	0.02	0.00	0.91
Rabbit	Road	Decreases with increasing Minimum	Paca	52.64	5.23	0.02	0.00	0.93
		Distance to Road	Tamandua	52.67	5.27	0.02	0.00	0.95
Raccoon	Null	None	Coati	52.67	5.27	0.02	0.00	0.97
Tamandua	Null	None	Opossum	52.67	5.27	0.02	0.00	0.98
Tayra	Forest	Decreases with increasing Forest Cover	Raccoon	52.67	5.27	0.02	0.00	1.00

little to no evidence of jaguars in the CVC

- This area is a critical link for jaguars4
- Can extend Salom-Perez's 2019 work into the CVC and predict jaguar habitat use using our data and occupancy analyses

Acknowledgements

This research was funded by a Summer Undergraduate Research Fellowship from the University of Idaho's Office of Undergraduate Research. For research support, we would like to thank Panthera Costa Rica, Panthera's field teams in camera trap deployment and collection, and Maryory Velado-Cano at the Centro Agronomico Tropical de Investigacion y Ensenanza, Costa Rica, in data collection. Without these contributions, this work would not have been possible.

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⁹Velado-Cano, M. A. 2019. Thesis, Centro Agronomico Tropical de Investigation y Ensenanza., Costa Rica.

Figure 2: Puma as captured on a camera trap by Panthera Costa Rica.

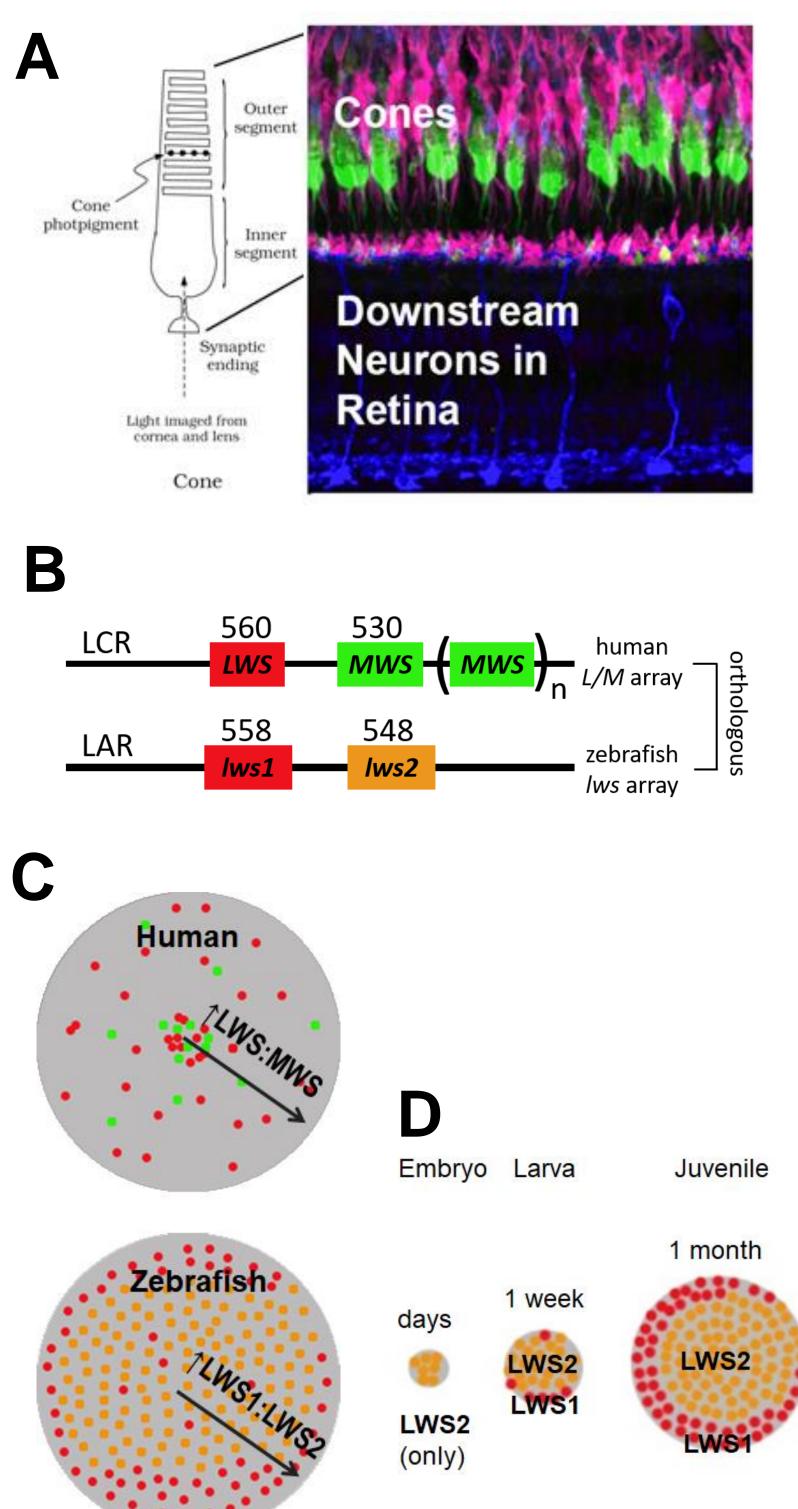
TAB 1 Page 59

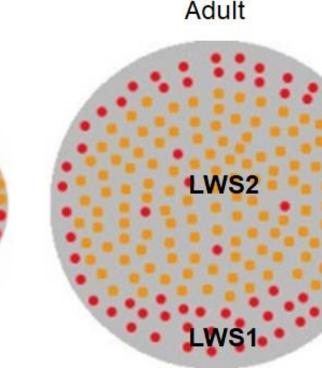


Nuclear Hormone Signaling and Regulation of Cone Photoreceptor Gene Expression in the Zebrafish

Introduction

Cis-regulatory regions involved in response to TH Vertebrate color vision requires the expression of cone visual pigment proteins (opsins), with different peak spectral Fig. 2. A) Transgenic constructs generated to evaluate roles for cis-A sensitivities in separate cone populations (Fig. 1A). In primates regulatory regions that may be important for the response to TH. The native locus responds by upregulating *lws1* and downregulating *lws2⁵*. B) and in teleost fish, some opsin genes have been tandemly-LWS-2 Left: a whole mounted 4dpf DMSO-treated (control) eye; Right: a whole replicated, with the opsins encoded by the replicates having mounted 4dpf T3-treated eye. Both eyes are from the transgenic reporter divergent spectral sensitivities (Fig. 1B). The current model for line *lws*1up2.6kb:GFP C) Left: a whole mounted 4dpf DMSO-treated (control) eye; Right: a whole mounted 4dpf T3-treated eye. Both eyes are the regulation of tandemly-replicated opsin genes in humans is from the transgenic reporter line *l*ws2up1.8kb:GFP. All eyes were imaged described as a stochastic event¹. However, in human retina it using the confocal microscope. D) Numbers of GFP+ cones for DMSO vs. hown above by purple and pink brackets were deleted has been discovered that there are topographic gradients in red: T3 treated line *lw*s1up2.6kb:GFP P=0.00512. E) Numbers of GFP+ cones LAR GFP for DMSO vs. T3 treated line /ws2up1.8kb:GFP P=0.00094. The Manngreen cone ratios² (Fig. 1C), this suggests that a trans regulatory Whitney test was used to quantify the comparison between GFP+ cones mechanism is involved in their expression. In support of this lws1up2.6kb:GFF from the control vs. treated group, resulting in the above P values. hypothesis, recent publications from our lab, investigating the **B** Control Statistical notation: ** $P \le 0.001$, *** $P \le 0.0001$. T3 (48hr treatment) orthologous long wavelength sensitive (*lws*) array of zebrafish (Fig. 1B; D) have shown that retinoic acid and thyroid hormone •The proximal 2.6kb region upstream of *lws1* (TH) promote the expression of *lws1* at the expense of *lws2* in contains elements sufficient for TH-mediated larvae and juveniles ^{3,4}. Preliminary data from experiments in upregulation of *lws1*. which adult zebrafish were treated with TH, suggest a similar response takes place in adults. The goals of the current project lws2up1.8kb:GFP •The LAR and 1.8kb intergenic region together do are to better understand the regulation and expression of *lws* C Control T3 (48hr treatment) cone opsins when larvae and adult zebrafish are treated with not contain the elements necessary to reduce *lws2* TH, as well as demonstrate that *lws* expression is plastic in in response to TH. cones of adult zebrafish. Fig 1: A) Diagram of •Somewhat unexpectedly, the LAR and 1.8kb A cone photoreceptor, and image of (fluorescentlyintergenic region together do contain an element(s) labeled) cones and that serves to promote expression of *lws2* in 600 lws2up1.8kb:GFP downstream neurons in zebrafish retina. B) response to TH, when other proximal regions Human *L/M* cone opsin upstream of *lws1* are missing. array and zebrafish *lws* Downstream cone opsin array. LCR = Neurons in locus control region. LAR Retina DMSO DMSO T3 = *lws* activating region. Light imaged from ornea and len Numbers above genes indicate the Test of HCR v3.0⁶ in situ to detect *lws* transcription. corresponding peak B Scheme E (v3.0 with "split-initiator probes") 2 stages **B** Control spectral sensitivity (in T3 (7hr treatment) Α HCR initiator I1 split between Stage 2 (amplification) nm) of the encoded Colocalized initiator I1 triggers HCR pair of probes visual pigments.⁵ C) stage 1 (detection) Probes bind target, colocalizing Topographic patterns of wo halves of HCR initiator In two halves of 11 human LWS:MWS zebrafish (=L/M) and zebrafish Metastable DN/ *lws* arrav HCR hairpins LWS1:LWS2 cone ratios b b* b b* in adult retinas. D) С Topographic patterns of Fig 3: A) Scheme E provides the basis for *in situ* HCR (Hybridization Chain Reaction) v3.0.⁶ B) Left is a zebrafish LWS1 and a* b* HCR initiator I1 Human triggers chain LWS2 cones across the whole mounted 6dpf DMSO-treated (control) eye and right is a whole mounted 6dpf T3-treated eye. DNA HCR Probes = Zebrafish-opn1lw-B3 (Iws1), and Zebrafish opn1lws2-B4 (Iws2) were used when undergoing HCR lifespan. initiator v3.0. FIJI was used to process the images following imaging on the confocal microscope. Blue self-assembly of HCR amplification fluorescence indicates *lws1* expression, and magenta fluorescence indicates *lws2* expression. polymer D •The HCR procedure was successful; 7h T3 may not be sufficient to upregulate *lws1*. Embrvo Experimental design for experiments using adult zebrafish. 1 month Zebrafish NaOH-treated 5 days **Fig 4:** Flow chart of adult thyroid hormone treatment. 10,000x stock T4 was LWS2 One eye



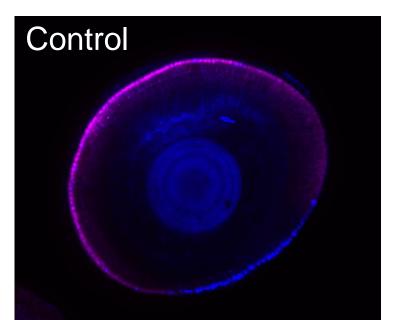


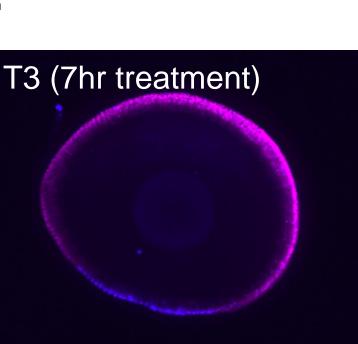
Wild Type

Fish

Audrey M. Duncan, Ashley A. Farre, Robert D. Mackin, Deborah L. Stenkamp University of Idaho; Moscow, ID; United States

Results





One eye

5 davs

T4-treated

added to the fish beakers to result in a final concentration of 386nM (NaOH was at a final concentration of 0.01%), Treatments lasted 5 days and solutions were refreshed every 24 h.

•HCR in situs are in progress.

• Regulation of *lws1* vs. *lws2* opsin gene expression by TH is a complex process.

• The HCR v3.0 in situ process, and the probes available, appear useful for detecting specific transcripts in whole mounted tissues.

25: 301–306. 116(34): 16884

Discussion

- We characterized regions of the *lws* locus that are important for TH mediated opsin expression.
- Initial attempts to perform HCR using these probes, on sectioned adult retinas, were not successful. A non-probe-related issue needs to be resolved, including adjustments to reduce autofluorescence.

Future Directions

• Determine expression patterns and response to TH in adult *lws*1up2.6kb:GFP and

Iws2up1.8kb:GFP transgenic fish.

• More work needs to be done to better

optimize HCR v3.0 in situ use on adult retinal cryosections.

• Alternatives include the standard use of diglabeled probes, or the collection of whole retinas from treated vs. untreated adults.

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Acknowledgments

This project was funded by a SURF award from the U of I Office of Undergraduate Research and by NIH R01 EY012146 (DLS). We thank O. Balemba, M. Camerino (Biol Sci OIC); LARF staff, R. Frey, L. Morey (fish care); members of the Stenkamp and Mitchell labs, and the S. Kawamura lab for producing the transgenic lines TAB 1 Page 60

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS Analysis of Apoptotic Cell Clearance by Microglia in Zebrafish Mutants Lacking *haver1*, a Putative Phosphatidylserine Receptor ATTACHMENT 7

Anna Findley¹, Emma Esposito¹, Celia Shiau², and Diana Mitchell¹ ¹Department of Biological Sciences, University of Idaho and ²Department of Biology, University of North Carolina

University of Idaho

Abstract

The retina is made functional by complex interactions of various cell types unique to the central nervous system. While neurons and glia are well appreciated in this context, the microglia, a lesser understood cell type, has emerged as an important player. Microglia are resident phagocytes that colonize the central nervous system (brain and retina) early in vertebrate development. Recent work indicates that microglia have a variety of functions in development and homeostasis, but the genes and pathways that are involved, and therefore molecular mechanisms, are poorly understood. A well described function of microglia is the phagocytic clearance of apoptotic cells during normal development as well as in contexts of tissue damage or degeneration. However, the genes required for this function remain to be fully elucidated. Recent transcriptome analysis published by our lab has shown zebrafish microglia express high levels of the gene *haver1*. Sequence and genomic comparisons indicate *haver1* is a receptor for Phosphatidylserine (PS), which is exposed on the surface of dying cells. Therefore, we hypothesize that *haver1* has a function in the recognition and clearance of apoptotic cells by microglia. We propose to use the zebrafish to reveal the function of *haver1* in the vertebrate retina, by the following objectives: (1) Demonstrate that microglia express haver1 using in situ hybridization, and (2) Determine if clearance of apoptotic cells during development is reduced in haver1 mutants. This work will increase mechanistic understanding of apoptotic cell clearance by microglia and will provide a novel genetic tool for future experiments.

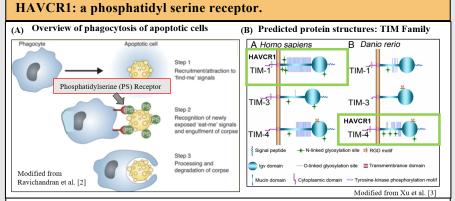
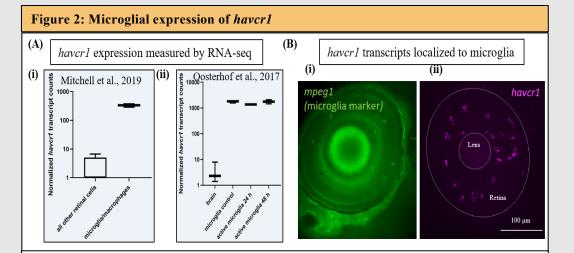


Figure 1: Dynamics of phagocytosis and the predicted structure of

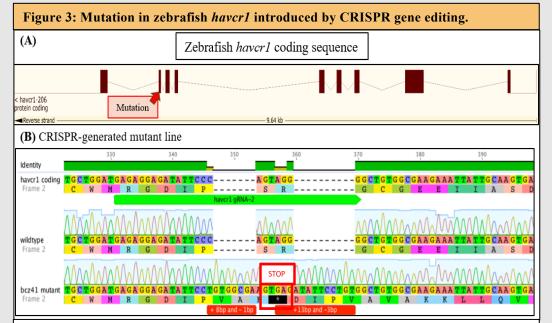
(A) Overview of apoptotic cell clearance. "Find-me" signals are released from apoptotic cells, which attract phagocytes to the site of death within tissue. "Eat me" signals are exposed on the surface of apoptotic cells and promote recognition by the phagocyte and subsequent internalization of the dying cell. The best known "eat me" signal is phosphatidyl serine (PS) [1]. In healthy cells, PS is located on the inner plasma membrane, but during apoptosis, becomes exposed on the surface of the apoptotic cell. Phagocytes express receptors that recognize and bind to PS. Binding of PS receptors to PS on apoptotic cells provide a signal that triggers cell engulfment [2]. (B) Humans and zebrafish have orthologous genes in the TIM family that act as PS receptors [3]. In this diagram (modified from Xu et al. [3]), the protein called TIM-1 in humans is coded by the human HAVCR1 gene. The protein called TIM-4 in zebrafish is coded by the zebrafish haver1 gene. The predicted structures of the proteins are shown.

Acknowledgements

Funding: University of Idaho Summer Undergraduate Research Fellowship (AF) and Idaho INBRE NIH P20 GM103408 (DM). We thank Dr. Onesmo Balemba and Michael Camarino (UI Biological Sciences Optical Imaging Core). I would like to Zach Blume and Ren Dimico for their encouragement and support throughout this project.



(A) Shows haver 1 expressions in microglia compared to other cell types, measured by RNA-seq in two published studies using adult zebrafish [4,5] (B) We used HCR in situ technology [6] to detect mpeg1 and haver 1 transcripts in retinas of fixed zebrafish embryos at 3 days post fertilization. (i) Shows the expression of microglia using *mpeg1* in a singular section of an embryonic retina, while (ii) shows a retina of a different embryo with haver1 transcripts labeled. The labeling pattern of the haver1 transcript indicates that haver1 is indeed expressed by microglia in the developing zebrafish retina.



(A) Diagram of the coding sequence for zebrafish haver1, showing exons. The location of the mutation in haver *l* in the bcz41 zebrafish line is shown with a red arrow. The mutation is located in the second exon. (B) Shows the region targeted by the gRNA and containing the CRISPR-generated edits to haver1 in zebrafish compared to the wildtype gene sequence. The CRISPR-generated mutant line was gifted to our lab by Dr. Celia Shiau (UNC). The mutant allele introduces a premature STOP codon (red box), which occurs early in coding sequence. The mutation is predicted to be a null mutation, meaning the altered gene product lacks the molecular function expected from a wildtype gene. Since the HAVCR1 protein is likely a receptor for PS, we would then expect to see a higher number of apoptotic cells in haver1 mutants due to the lack of recognition and clearance of apoptotic cells by microglia.

(A) (i) wcr1 (+/-)**0** (ii)

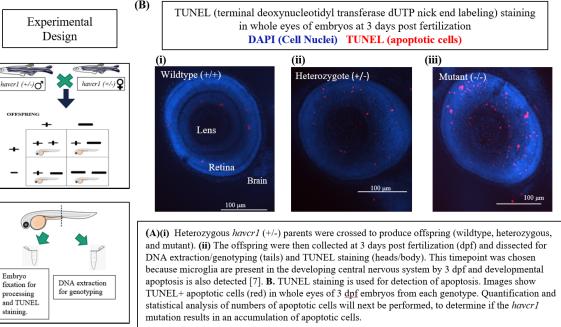
Conclusions

References

doi.org/10.3389/fimmu.2020.00506

Figure 4: Analysis of apoptotic cell clearance during retinal development in *havcr1* mutant zebrafish.

Hypothesis: Loss of haver1 leads to failure of microglial clearance of apoptotic cells during development. Justification: The results from Figure 2 present evidence that haver1 is highly expressed by microglia. Microglia are the main cell type responsible for apoptotic cell clearance in the developing zebrafish retina [7]. Since haver1 is predicted to code for a PS receptor (Figure 1), it is predicted that *havcr1* mutant retinas will have higher numbers of TUNEL stained cells.



We have shown that *haver1* is expressed by microglia in the developing zebrafish retina by showing that *haver1* transcripts localize to microglia and not other cell types.

The CRISPR-generated haver1 mutant line of zebrafish appears to have more uncleared apoptotic cells than heterozygous and wildtype embryos, although quantification and statistical analyses are still pending.

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Evaluation of a Testing Apparatus for High Temperature/High **Pressure in Nuclear Pressure Vessel Conditions** Cody Gibson and Dr. Robert Stephens

Abstract:

Mechanical components that operate under high temperatures and pressures in a corrosive environment while being cyclically loaded are prone to the effects of environmental cracking. Dr. Stephens along with other faculty members at UI have submitted several proposals to various agencies with the hope of being awarded a grant that would allow them to begin testing new materials under these conditions. Recently Dr. Stephens was a Co-PI on an NEUP Infrastructure Grant in which the team was awarded the grant to purchase and assemble couple a testing frame / autoclave / circulation loop / controller for material testing. As a result, there is a lot of complex and complicated coupling of the equipment necessary to make it operate correctly and safely. Over the summer I will be tasked with coupling the key components together so that they will be fully functional in the event one of the submitted grants is awarded. I will be performing validation tests that include fatigue and stress corrosion cracking using a candidate stainless steel alloy used in nuclear power plant applications. Initial tests will include room temperature validation followed by high temperature and pressure within the testing apparatus.

Introduction:

Stress corrosion cracking (SCC), fatigue, and fatigue crack growth (FCG) of structural materials has occurred in numerous types of high temperature and pressure water reactors used in the Nuclear Energy Industry. The Department of Energy-Nuclear Energy is looking to increase reactor service life and reliability though the development of new materials that exhibit higher strengths and better fatigue and stress corrosion cracking resistances. Proper characterization of these materials is of upmost importance due to the harsh environments inside of nuclear reactors. Recently the University of Idaho was awarded a DOE Infrastructure grant to enhance the viability and competitiveness of the Nuclear / Mechanical Engineering / Material Science Program. With this infrastructure grant the University was able to sponsor a Mechanical Engineering Senior Design Project that designed and built a testing apparatus capable of testing materials in the same environment seen in nuclear reactors. Implementation and proofing of this system was not completed however, so the testing apparatus was left in an unfinished state. I have been tasked to complete the coupling of this testing apparatus and prove out the system so that it will be ready in the event that the University receives a grant to test new materials under the above conditions.

Department of Mechanical Engineering, University of Idaho

Methods

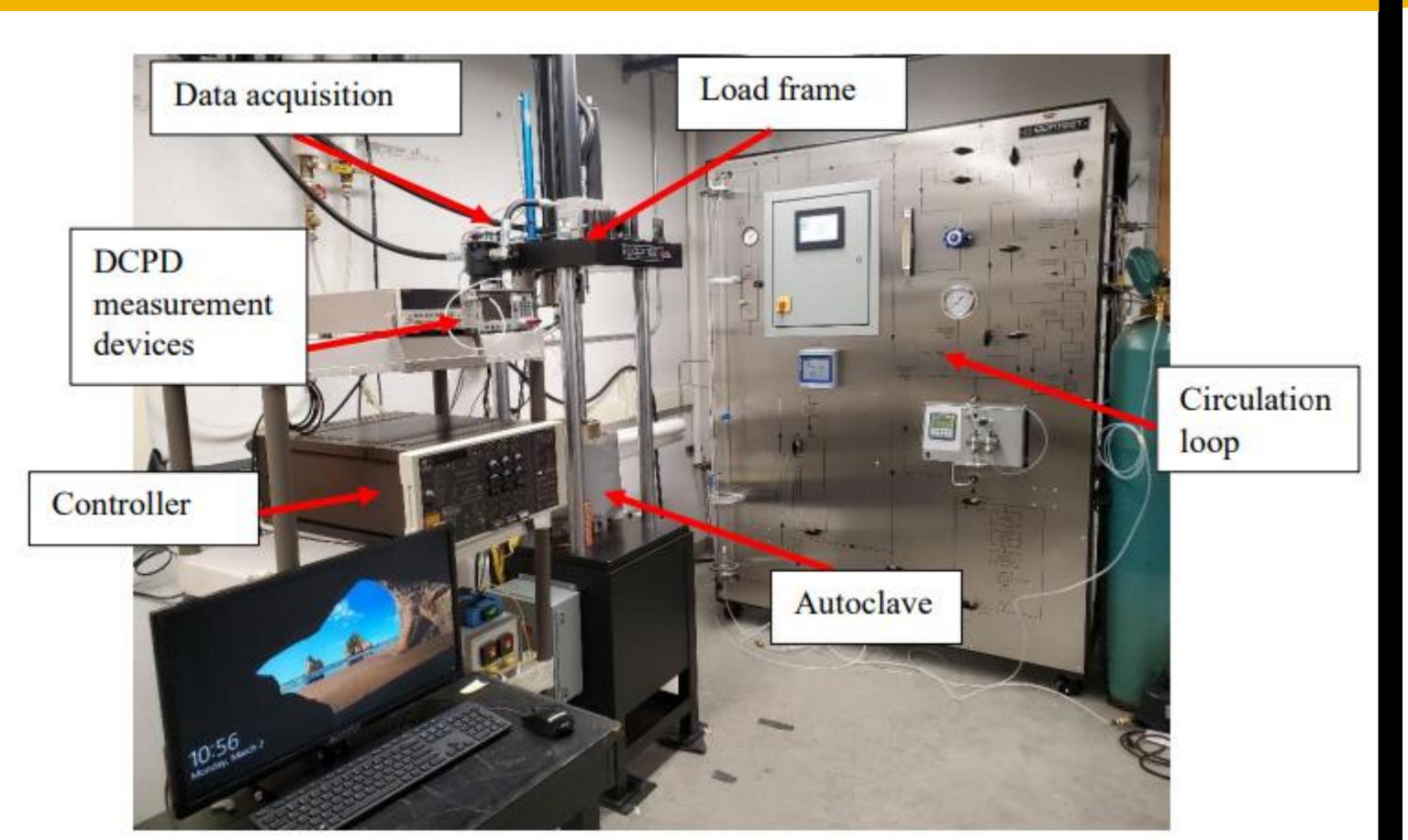


Figure 1. Primary components of experimental testing apparatus. Includes data acquisition, controller, load frame, autoclave, DCPD devices, and circulation loop.

- LabVIEW software has been downloaded to the desktop
- Data acquisition system has been connected to _abVIEW
- Nano voltmeter and power supply for DCPD measurement have been connected to the DAQ
- Controller with micro profiler has been connected to the load frame and is fully functional

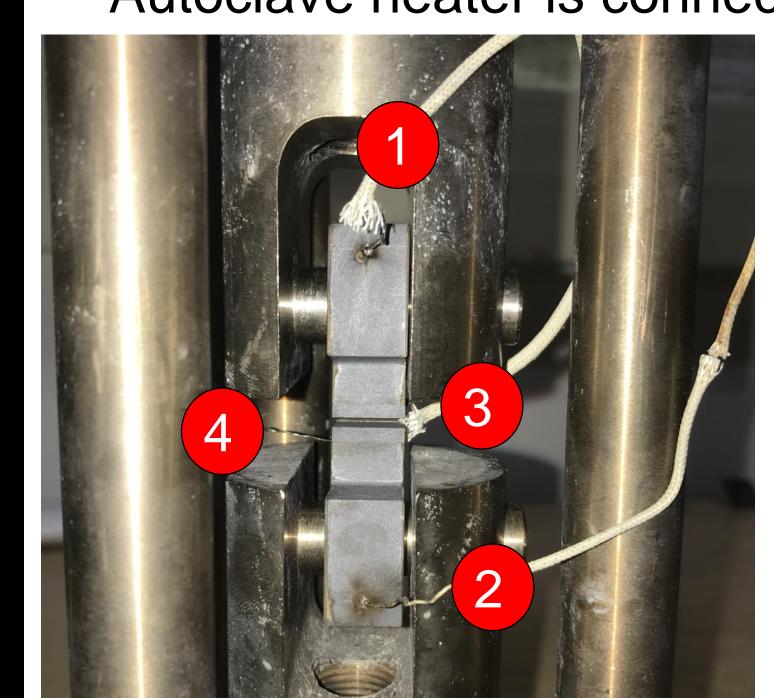


Figure 2. Side view of a compact tension specimen wired for DCPD measurement inside of the load frame grips. Wires 1 and 2 are connected to the power supply, wires 3 and 4 are connected to the nano voltmeter.

Direct Current Potential Drop (DCPD) is the method used for monitoring crack growth. A constant amperage of 2 amps runs through the specimen. As the crack grows there is a change of resistance in the material. The nano voltmeter monitors the voltage change due to the change in resistance. That data is collected and converted into a physical measurement corresponding to crack length.

Autoclave heater is connected and has been tested



Figure 3. Old cooling jacket system

While testing the high temperature capabilities of the autoclave a seal failure was found in the cooling jacket that mounts to the lid of the autoclave. Before proceeding to pressure testing in the autoclave a new cooling jacket design was required. The new cooling jacket implements a fail-safe design. There are now 2 rod seals (seen in red in figure 4) and a second chamber between the rod seals. The second chamber will be monitored using a pressure sensor. A significant pressure change in this chamber will indicate a lower seal failure and will let the operator know to stop the test.

Perform validation tests that include fatigue crack growth and stress corrosion cracking using a candidate stainless steel alloy used in nuclear power plant applications. Testing will be conducted at room temperature for initial validation followed by high temperature and pressure within the testing apparatus.



• The project described was supported by a student grant from the UI Office of Undergraduate Research

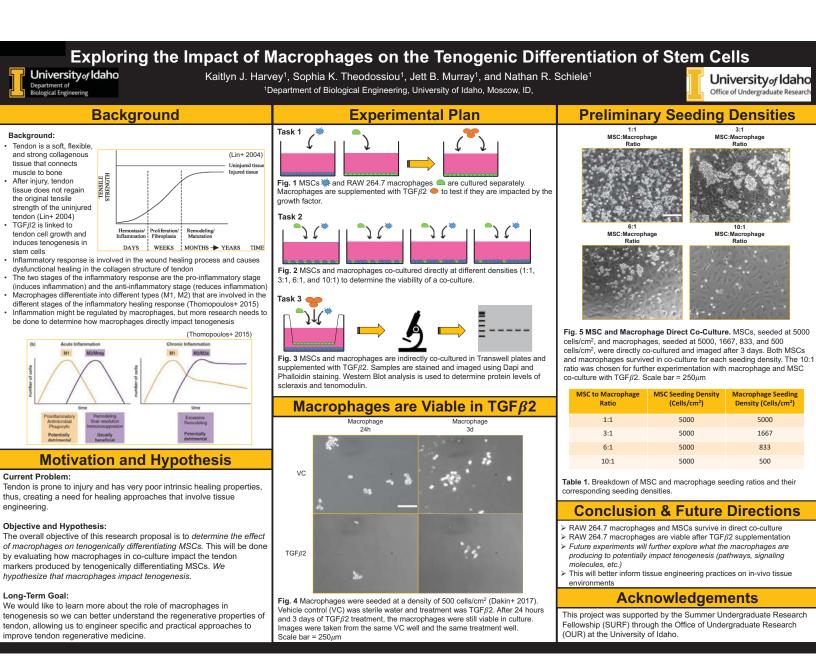


Results

Figure 4. Solidworks model of new cooling jacket system.

Future

Acknowledgements



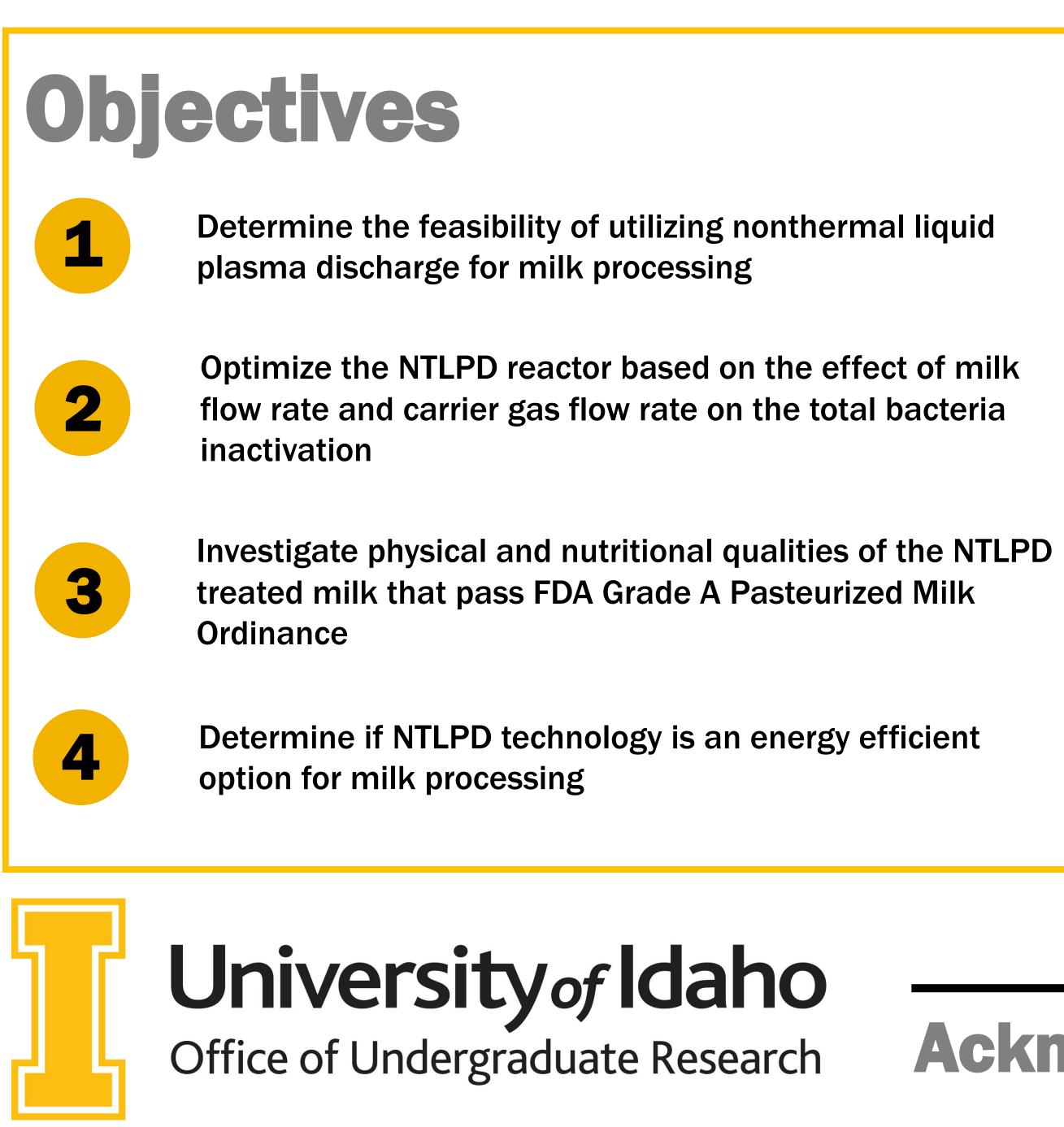
Milk Processing by Nonthermal Liquid Plasma Discharge Technology Elisabeth Nickell, Yuan Yuan, Sarah Wu, Jordan Ommanney, and Celiannie Rivera Department of Biological Engineering, University of Idaho, Moscow, ID

Introduction

In 1938, 25% of all disease outbreaks associated with contaminated food and water stemmed from milk-borne outbreaks hence high temperature short time pasteurization was developed [1-2]. This method does not effectively eliminate of heat-resist pathogens, requires large costintensive energy inputs, results in losses of 33% of thiamine and 50% of vitamin B12 in raw milk, and leads to a reduction in milk quality by decreasing vitamin E content and enzymes [3]. This has led to additional research into the application of nonthermal technologies to improve milk quality with novel milk processing methods.

Nonthermal liquid plasma discharge (NTLPD) is a promising nonthermal technology that inactivates microorganisms under more mild conditions, while meeting microbial safety standards and preserving bioactive compounds that are essential to the quality and composition of milk. Utilizing high voltage power in contact with liquid to produce a plasma discharge reaction from and electron avalanche, NTLPD has been shown to microbicidal and promising in industrial applications [4-5].

The purpose of this study is to further the research on the inactivation of microorganisms using nonthermal liquid plasma technology for milk pasteurization while focusing on the impact of product quality nutrient composition.

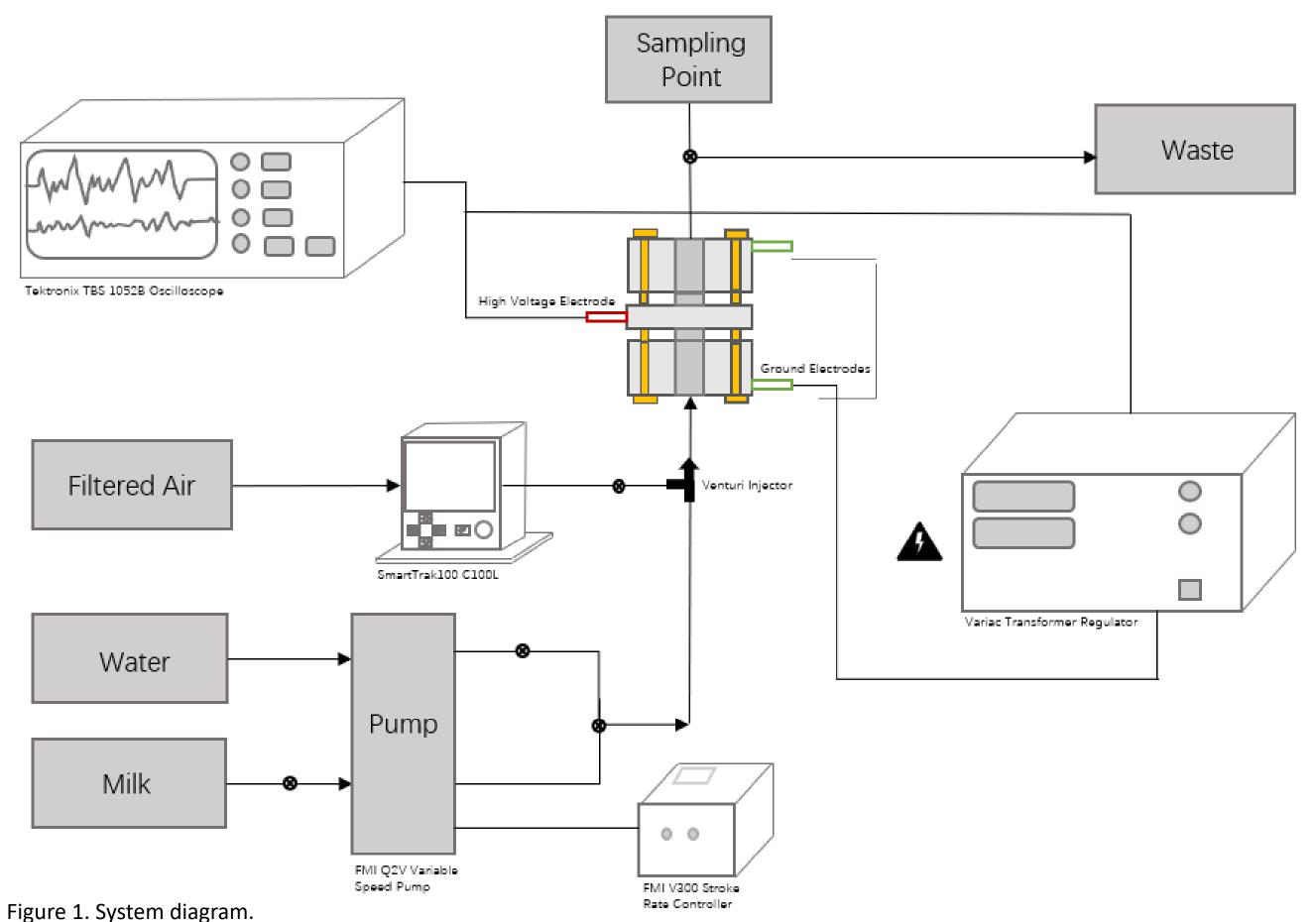


Materials and Methods

Materials

- Raw milk was used to develop the procedure and efficiency of the system for preliminary testing.
- During the major experiments, pasteurized milk inoculated with bacteria isolated from raw milk will be treated to characterize microbial inactivation.
- Samples are stored at 4°C and plated on TSA medium and incubated at 37°C for 72 hours, with CFUs (colony forming units) recorded every 24 hours. Serial dilutions were performed, and the microbial inactivation will be reported in log reduction of total bacteria.

Experimental Set Up



Experimental Design

The preliminary testing stage will be determining the influential factors and feasible variable input ranges using Design-Expert® software. Air flow rate, milk flow rate, and power were used as input variables and pH, conductivity, applied voltage, as well as total bacteria log reduction rate were placed in the software as responses. Further testing will determine optimum variable parameters and assess the quality of the NTLPD treated milk on top of satisfying microbial inactivation. Lastly an energy assessment will be conducted to determine the energy efficiency of the system as compared to other nonthermal milk processing techniques found in literature.

Preliminary Results

Initial results suggest that the non-thermal liquid plasma discharge technology in this novel two-phase water priming design decreases the risk of bacterial contamination with 100% bacterial inactivation achieved at the power input of 200-watt, milk flow rate at 40 mi/min, and air flow rate controlled at 1 L/min.

This provides a basis to meet the project objective #1 by showing that NTLPD technology could be a feasible option for fast and efficient milk processing.

Future Directions

The aim of this project is to determine the feasibility of milk processing using NTLPD technology and optimize the system and procedures. The accomplish this, we will:



Use inoculated pasteurized milk for testing to determine parameter values that optimize microbial inactivation in log reduction of total bacteria.



Assess the quality of the treated milk and analyze comprehensive milk quality breakdowns from laboratory screened samples.

Analyze the viability of NTCLD technology for and industrial scale milk process by determining the energy efficiency of the process.



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<u>Spatial Analysis of</u> Soil Lead Exposures from Lead Poisoning Tragedy in <u>Artisanal and Small-Scale Gold Mining Villages of Zamfara, Nigeria</u>

lan von Lindern², Casey Bartrem² University of Idaho TerraGraphics International Foundatior Madison Thurston¹, Margrit von Braun^{1,3}

S

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igeria: 400 More Children Killed by Lead Poisoni

Africa

THE WALL STREET JOURNAL



Background

Zamfara State Abare Sunke Yargalma 🔴 (TIFO), Médecins Sans Frontières (MSF), and Nigerian ingestion. TerraGraphics International Foundation emergency remediation and medical treatment for resulting in the death of over 400 children in three In 2010, several remote northern Nigerian village health and environmental agencies implemented lead poisoning in severe lead exposures via incidental soil/dust Artisanal gold ore processing resulted exposed children. Handheld X-ray Fluorescent contamination before and after remediation concentrations. The interdisciplinary project resulting in a database of >10,000 soil lead 16,000 community members.² Two villages team remediated eight villages in Zamfara Spectrometer (XRF) was used to assess exposures for nearly 3000 children and State, including 820 homes, reducing experienced unprecedented nonths.

addressed from Sept 2010-March 2011 (Phase II), and one village was remediated in 1,113 mg/kg (range 19 - 35,380 mg/kg), and decreased to average 94 mg/kg postwere assessed and remediated from May-June 2010 (Phase I), five villages were 2013 (Phase III). Pre-remediation residential in-situ XRF soil lead levels averaged emediation.³ Geometric mean blood lead levels decreased from 149 μg/dL prenost-remediation ion to <30 µg/dL



Figure 1. (Left to right) Incidental ingestion of soil and dust is a significant source of children's exposure to environmental contaminators remediation crew enrowing contaminated soil in a compound; Zamitat e Environmental Sanitation Agency using XFR to measure lead in compound soil.

Objectives

- Use XRF database to quantify spatial variability in in situ soil lead concentrations for each home, neighborhood, and village
 - Determine spatial factors with potential impact on children's exposure

Organize and geolocate data AB

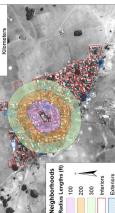
- Compare XRF data to compound (home) and exterior (common) area maps to confirm contect soil lead concentration for each location. Import soil lead data into ArCGIS[™] There summary geo-statistics for compounds, externors, and neighborhoods arcuistic enteriors, at radius lengths of 100–500° at 100° increments offereior effects 3a. Fin N.
 - aat step 2 by examining neighborhood means of exteriors and neighborhood means of interiors, excluding surrounding exteriors
 - Use the Cluster and Outlier Analysis ArcGIS® tool and Anselin Local Moran's I 3b. Neighborhood analysis
 - statistic to identify compound outliers and clusters
 - University of Idaho

Results

- Compared to the Phase I village (Yargalma), Phase II means and greater variability in lead concentrations, villages (Sunke and Abare) have lower community
- Depending on a child's independent mobility, children from the same home may have different exposure resulting in clusters of high or low areas (Fig 4a-c)

-ead egend.

- concentrations can experience high exposure if living in Children in Phase II compounds with low soil lead severity (Fig 5a-c)
- have higher concentrations of lead than other types of Exterior areas with wells and where grinding occurred a high neighborhood (and vice versa) (Fig 6a-c)
 - exteriors (data not shown)



RESEARCH.

and exteriors for Yargalma, Sunk

4b. Sunl

Figures 4a-c. Village maps depicting pre-remediation mean soil lead concentrations of individual homes

and Abare

AND

5c. Abare

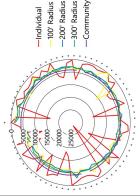
igures 5a-c. Village maps depicting the neighborhood pre-remediation mean soil lead concentrations for each home using a radius of 200 feet

5b. Sur

5a. Yargalma

JUNE 16, 2021

Figure 2. Yargalma village map showing the radius areas of 100, 2001, and 300' used to calculate the neighborhood means (400' and 500' not shown)



Vot eaend

> mean. Each dot around the outer circle represents one compound. Figure 3. Radar graph of Yargalma showing pre-remediation soil lead concentrations for individual homes, neighborhood areas at radius lengths of 100', 200', and 300', and the overall community

nearby concentrations (low home in a low surrounding area or high home in a high surrounding area, respectively). Low-high and high-low homes significantly different from nearby areas (low home in a high area and high home in a low area, respectively) Figures 6a-c. Village homes grouped by hot and cold spots relative to surrounding homes. Low-low and high-high homes are significant among sir 6c. Abare Sunke 6b. 6a. Yaraalma Low-High Out Low-Low Exterior .1

STUDENT AFFAIRS

Discussion and Conclusions

TACHMENT metal exposures in low-income, subsistence communities, where environmental health crises are seen with increasing frequency.⁴ Eighty-two percent (82%) of lead poisoning deaths occu and middle-income countries and children under the age of five are at the highest risk.⁵ Analysis of XRF data from the Zamfara crisis can be applied to other artisanal mining communities. communities, a combination of soil lead concentrations from each is important in predicting exposure. The Nigeria lead poisoning tragedy provides a unique opportunity to better understa This study demonstrates the influence of neighborhood size and compound location on child lead exposure. To account for the wide variation of contamination between homes, neighbor Future Analyses

Complete pre-remediation radius analyses for remaining Zamfara villages and look for patterns among phases, neighborhoods, etc.

- Examine proximity to high-concentration exterior areas as a potentially significant exposure variable
- Complete similar analyses using post-remediation and Remedial Effectiveness Evaluation (REE) soil lead data; assess differences between pre, post-rem, and REE spatial results Use existing geo-located blood lead level dataset and the Integrated Exposure Uptake Biokinetic (IEUBK) model to determine the best fitting radius value for a typical child's neighborhood



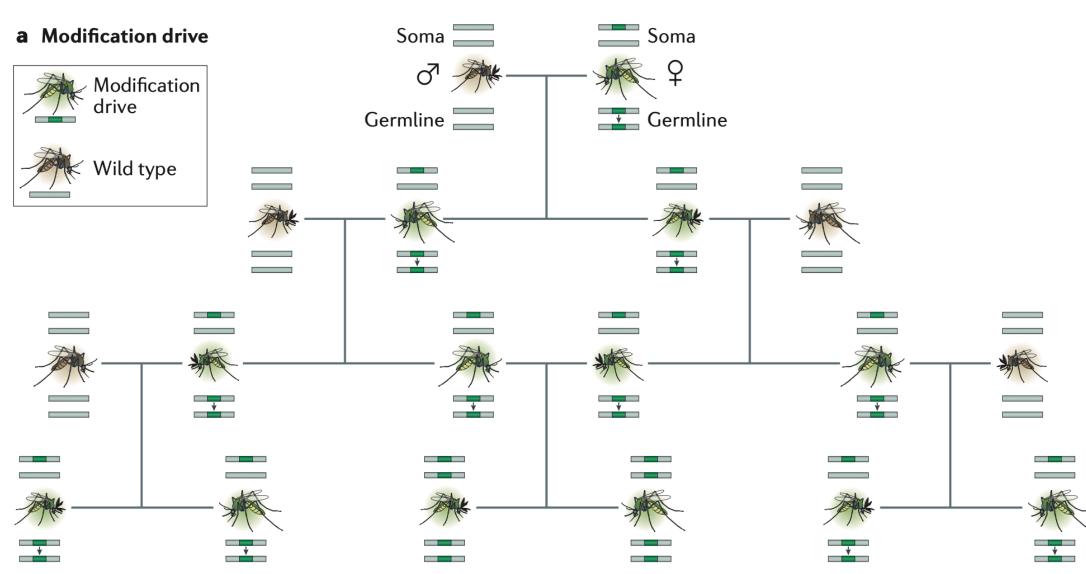
Population Structure Affects Outcomes of Gene Drive Interventions Against Vector-borne Diseases

Mete K. Yuksel (1), Christopher H. Remien (1), Bandita Karki (1), James J. Bull (2), Stephen M. Krone (1) — University of Idaho Departments of Mathematics (1) and Biological Sciences (2)

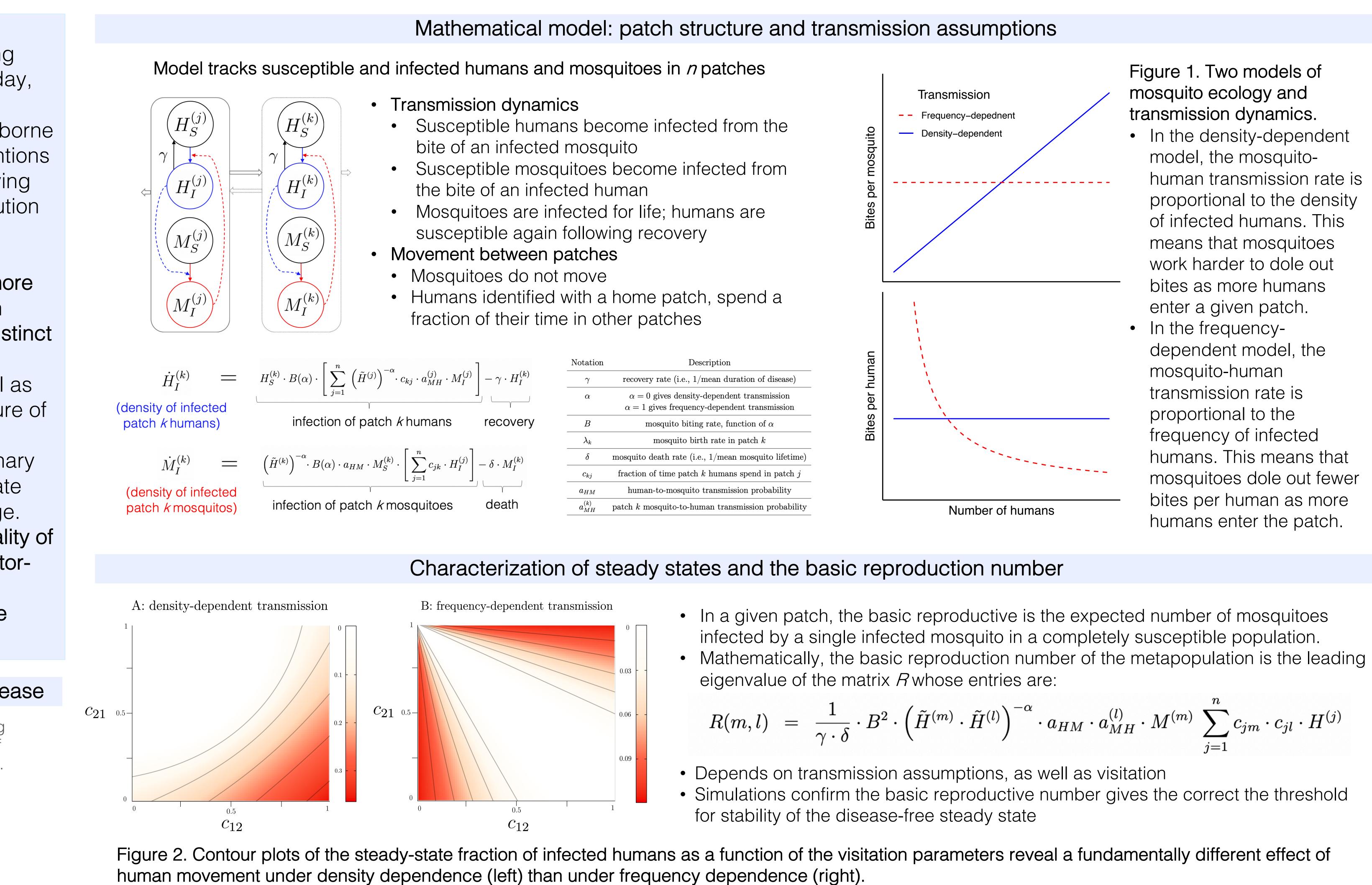
Abstract. Proponents of so-called "gene drives" promise freedom from some of the most pressing public health and ecological challenges of the day, arguing that genetic engineering and similar technologies could be used to eliminate vector-borne diseases like malaria. However, genetic interventions against disease will likely prove imperfect—leaving pockets in which parasite persistence and evolution are possible. To understand the effect of such imperfections on genetic interventions against disease and the role of space in interventions more generally, we build and analyze metapopulation models of vectored disease characterized by distinct functional forms of transmission. We find that movement of humans between localities, as well as differences in mosquito ecology, shape the nature of infection globally. Further, we hypothesize that discrete spatial structure has profound evolutionary implications, allowing for a parasite to accumulate successive mutations and expand its initial range. Altogether, our results illustrate the nuanced reality of interventions, both genetic and not, against vectorborne disease: population structure, mosquito biology, and evolution together determine where eradication is possible, and where it isn't.

Background: genetic interventions against disease

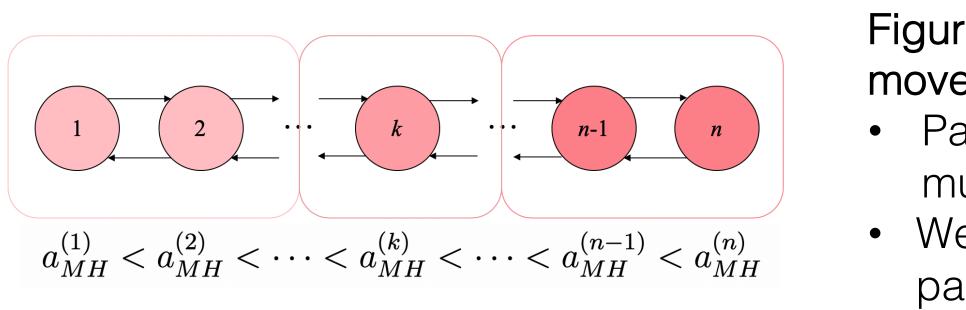
Champer, J., Buchman, A., & Akbari, O. S. (2016). Cheating evolution: engineering gene drives to manipulate the fate of wild populations. Nature Reviews Genetics, 17(3), 146–159.



- Two kinds of "gene drives" to control vectored diseases • 'Lethal' drives reduce vector population sizes
- Drives carrying genetic 'cargo' to depress parasite transmission (from vector to human)
- Introducing the bacterial symbiont *Wolbachia* suppresses parasites in the vector population
- Population and spatial structure have been shown to affect outcomes of gene drive interventions
- Example: inbreeding reduces the number of
- heterozygotes in population, prevents spread of drive • Earlier work predicted that softening spatial structure
- facilitates parasite eradication



Future work: spatial evolution of the parasite—when can mutants invade drive-protected patches?



Conclusions

- Spatial structure and mosquito behavior together shape long-run disease outcomes—there is no universal effect of softening spatial structure.
- Travel to and from sources of infection have global consequences, with the effects reversed between the density- and frequency-dependent models.

$$R(m,l) = \frac{1}{\gamma \cdot \delta} \cdot B^2 \cdot \left(\tilde{H}^{(m)} \cdot \tilde{H}^{(l)}\right)^{-\alpha} \cdot a_{HM} \cdot a_{MH}^{(l)} \cdot M^{(m)} \sum_{j=1}^n c_{jm} \cdot c_{jl} \cdot H^{(j)}$$

The density-dependent equilibrium fraction of infected increases as more humans move from the drive-protected patch (1) to the unprotected patch (2). Conversely, the infection diminishes as humans spend more of their time in the protected patch.

• This effect is reversed in the frequency-dependent case: travel to the unprotected patch reduces infection (because the addition of humans results in a "swamping effect" which insulates the unprotected patch), while travel into the protected patch amplifies infections elsewhere.

> Figure 3. Schematic of the model with (i) linear ordering of patches by drive efficiency, (ii) nearest-neighbor movement, and (iii) mutation illustrates how the parasite may evolve in space. • Patches where the wild-type pathogen can successfully invade are colored light red; patches colonized by mutants spawned over the course of the epidemic are colored increasingly darker shades of red. • We aim to characterize if/when the wild-type pathogen can accumulate mutations and invade initially-protected patches. A parallel approach would be to study if mutation could save the parasite from extinction.

Acknowledgements

• MKY thanks the Office of Undergraduate Research at the University of Idaho for financial support, as well as Courtney Schreiner and Samuel Johnson for useful discussions on the topic of this work.

HERC/IGEM Project

Yr 2: Annual Progress Report

Project Title:	Sustaining the Competitiveness of the Food Industry in Southern Idaho: Integrated Water, Energy and Waste Management				
Principal Investigator:	Dr. Karen Humes				
Institution:	University of Idaho (lead) with subcontracts to Boise State University and Idaho State University				
Grant Number:	IGEM19-001				
Award Amount:	\$700,000				
Fiscal Period:	July 1, 2019 – June 30, 2020				
Progress Report Submitted to SBOE: June 30, 2020					
Reporting Period:	July 1, 2019 – June 30, 2019				

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1) Summary of project accomplishments for reporting period and Plans for Yr 3:

The accomplishments and plans for the four primary tasks identified in the original proposal are summarized here (Tasks A-D). A summary of accomplishments for the overall project management and coordinated stakeholder engagement activities are also summarized below, listed as Task E.

The team would like to stress that our partnerships with producers, processors, municipal treatment personnel and water management entities (private and public) are fundamental to all of our tasks and our project as a whole. Our Yr 2 activities have been influenced and enhanced by interactions with our Stakeholder Advisory Board (described in more detail under Task E below) and interactions with other stakeholders as well.

Task A) Recovery of energy, nutrients, water and bioproducts from waste streams: bench to placebased pilot projects

Team: Erik Coats (UI, environmental engineering/molecular biology; emphasis on resource recovery from waste streams); Armando McDonald (UI, biomass conversion and bioproducts); Kevin Feris (BSU, algae-based resource recovery and microbial ecology))

Team background and overall goals:

This team collaborated for 10+ years and has the required multidisciplinary experience to integrate biological, chemical, physical and thermal approaches to the recovery of energy, bioproducts and nutrients from multiple waste streams. The team is leveraging investments made by the INL, CAES, HERC, and the IGEM incubation fund. Over the last 10 years our efforts have resulted in multiple extramurally funded awards, student training opportunities, scientific publications and a pending patent. We have worked across bench and pilot scales. Recent support from SBOE HERC allowed us to build a pilot scale system to convert dairy waste to value added products (biogas, bio-plastic, algal biomass); previous HERC funding supported construction of two pilot systems at UI by Dr. Coats-one located at the Moscow WWTP, designed for municipal wastewater and one mobile system (24 ft. trailer) designed for dairy manure resource recovery. We are engaged in testing, validating, and extending these systems to evaluate opportunities to recover high-value products (bioplastics, algae, biofuels) from industrial/municipal wastewater while achieving treatment. Research is focused on further understanding/optimizing our integrated system to maximize utility across input streams and demonstrate "real-world" applicability. Research objectives will further technology interrogations and advance wastewater as an economic resource. Ultimately, research will advance solutions that can be applied in Idaho agricultural and food processing sectors; producing economic value from waste will enhance Idaho-based industries by diversifying product portfolios.

Accomplishments this reporting period:

The following provides detail of progress in the first half of Year 2, building from Year 1 successes, towards the aims described in the original proposal.

i. Bench scale: Assess and evaluate nutrient recovery, energy reduction, bioplastics production, and algal production strategies to inform pilot scale operations.

a) Assessment of optimal process sequences (biological, chemical, physical, thermal) to recover energy, bioproducts (biofuels; bioplastics) and nutrients from mixed waste.

- (Coats) Bench-scale EBPR bioreactor operations continue to be operated and evaluated. One current focus is analysis of process "success" vs. "failure." Stable operations of any resource recovery system at full scale demands intrinsic knowledge on what constitutes stable operation, and how unstable, or "failed," operations might be recovered. Investigations are being conducted using macro- and molecular-level methods.
- (Coats) Phosphorus recovery from wastewater is most sustainably and reliably achieved through a process known as enhanced biological phosphorus removal, EBPR. Bench-scale EBPR operations are ongoing, with a focus on ascertaining the effects of key process operational criteria on maximal P recovery. Building from past research efforts, current investigations are focused on two operational scenarios that integrate a new operational strategy. One operational scenario feeds all wastewater to the bioreactor at one time (beginning of the cycle), while the 2nd strategy feeds a more targeted, controlled wastewater (VFA-rich fermenter liquor) at the beginning of the cycle and then the raw wastewater stream at the end of the anaerobic period. The former operational strategy is identified as the A/O process, while the latter is known as the Westbank process. A central question relates to understanding the effect of adding VFAs outside of the anaerobic period. In Y2 research was expanded to incorporate a new operational strategy that involves oxidationreduction (redox) control of the anaerobic period. Research suggests that "deep anaerobic" conditions can enhance and stabilize EBPR; we are utilizing real-time redox process control to further evaluate this operational strategy and its impact on operational "success" vs. "failure." Results will ultimately inform pilot (2020) and full-scale operations.
- (Coats) Another current focus is on achieving stable nitritation in an activated sludge wastewater treatment system achieving carbon, ammonia-N, nitrite-N, nitrate-N, and phosphorus removal. Nitritation is a biological process whereby ammonia-N is oxidized only to nitrite. Process success will result in significant energy savings in wastewater treatment. Process success was realized at both bench and pilot scale in late Y1 and in Y2; results are being reviewed to inform 2020 pilot operations, and also to generate a peer-reviewed publication
- Complementing the nitritation research are efforts to understand and better characterize denitritation, with the aim to further optimize the EBPR process for energy efficient nutrient recovery. Nitrate is a contaminant of concern in drinking water, and often must be removed from wastewater prior to discharge to the water environment. A primary concern with conventional EBPR processes that integrate nitrite/nitrate reduction is the potential production of nitrous oxide, which is a very potent greenhouse gas (300X CO₂). Bacteria exhibit variable metabolic pathways to reduce nitrate vs. nitrite; some bacteria cannot reduce nitrate to nitrite, which requires a more complex microbial culture to successfully eliminate nitrate from the wastewater. Ongoing efforts by one of Coats' PhD students is

centered on better understanding the metabolic capabilities of bacteria and how they reduce nitrate vs. nitrite.

- One of Coats' PhD students conducted intense evaluations of the dairy-based PHA pilot in Y1/Y2, with very successful results. Ongoing efforts are focused on finalizing and submitting a peer-reviewed journal manuscript that details the results from these investigations; the publication will be submitted in June 2020. The manuscript includes numerous team members, including McDonald's research team. Coats' PHA pilot also went into operation in spring 2020; a primary focus is to couple Coats' PHA pilot with his EBPR pilot to evaluate broader process integration for enhance waste resource recovery.
- Algal cultivars were used throughout year 2 for routine experimental deployment. On-going experiments continue to be focused on cultivation at both bench and pilot scales employing wastewaters from multiple sources (e.g. currently dairy and municipal provided by the Coats lab and the City of Boise, respectively) to maximize nutrient capture and algal biomass production as well as production of high-value PUFA enriched algal biomass. Bench scale experiments have identified which strains produce optimal levels of biomass under various cultivation conditions and have been translated to pilot-scale operations of our greenhousebased algal cultivation systems. Current bench scale experiments continue to assess the utility of municipal sourced struvite to cultivate high value algal biomass under controlled conditions, while simultaneously capturing struvite sourced nutrients (e.g. nitrogen (N) and phosphorus (P)). We are continuing to work with three algal strains known to produce high concentrations of omega-3 fatty acids under the proper cultivation conditions (i.e. Chlamydomonas reinhardtii, Nannochloropsis oculata, and Paeodactylum tricornutum). Initial experiments suggested that certain modifications to the cultivation conditions were required to obtain significant levels of growth when using struvite as the primary nutrient source. These experiments not only direct future work for optimization of algal cultivation on municipal struvite, but are also potentially applicable to struvite produced from agricultural resource recovery systems. As we hone our understanding of what cultivation media factors and growth conditions are required to maximize growth and high value biomass production we will then scaled these experiments up to pilot scales to evaluate high-value algae production at these larger scales.

We also initiated greenhouse/pilot-scale cultivation experiments during Fall 2019 and Spring 2020 that are pursuing mixed-culture approaches for the capture of nutrients from liquid wastewaters. Produced algal biomass from these experiments has been dewatered and preserved for HTL processing by the McDonald lab. During year 3 nutrients captured from the HTL processing of algal biomass will then be tested as inputs to a struvite production system (either via modeling or bench scale struvite production). Struvite produced in this way will then either be tested similar to the municipal struvite experiments described above or analyzed for mineral content to allow accurate estimate of the utility of the algae-capture nutrients purified by struvite production. Based on this suite of experiments we will determine the most appropriate mechanism for algal cultivation and nutrient source in our integrated system. Initial greenhouse cultivation results suggest we can generate high levels of algal biomass on PHA reactor effluents. However, we need to continue this work to

determine stability of the production system (i.e. in terms of growth rates, yields, and nutrient capture rates) and repeatability of the HTL processing outputs.

We initially expected to have some biomass characteristics data acquired during the second half of year 2. However, due to experimental delays induced by the COVID-19 pandemic this effort will continue into year 3. We will build on these experiments in year 3 to enhance our focus on the quality of the produced algal biomass in the context of potential economic returns of a commercialized system and/or the influence of the nutrient capture on the potential to reach a "Net zero" status for a given agricultural system. These goals are informed by our discussions with our stake holder advisory group, as noted below.

ii. Pilot scale assessments: Conduct pilot scale evaluations from mixed waste streams; implement/evaluate treatment resource recovery processes.

- Both Coats' pilot systems were operational in Y1, and have been re-started for Y2, to continue into Y3. Coats' research team was fully trained on systems operation.
- Completed 2019 operations of Coats' pilot operations at the UI dairy (PHA pilot) and at the city of Moscow, Idaho (EBPR/nitritation pilot). Former efforts were intensively focused on collecting data to facilitate ultimate transition to a full scale system; ongoing data interrogation is informing and being integrated into a journal manuscript. Moreover, PHA pilot data greatly informed potential future scale-up to commercial operations, and the team is evaluating potential new funding opportunities to make the transition to commercialization. Latter efforts focused on preliminary assessment of integrated EBPR-nitritation, with an emphasis on integrating ammonia-based aeration control (ABAC) to enhance nitritation over nitrification. Successful nitritation was achieved for the entire month of August 2019 (early Y2); data evaluation is ongoing, with the aim to inform 2020 pilot operations.
- The initial pilot scale greenhouse systems have been constructed at the Boise State research greenhouse and were validated for suitability for cultivation of multiple algal strains. We purchased, installed and tested a new 20L flow through centrifuge for rapid collection and concentration of the algal biomass produced in our pilot-scale greenhouse cultivation experiments. Installation and safety checking of the centrifuge took longer than expected slowed the rate of optimization of operational conditions in the first half of year 2. However, final installation and testing of the centrifuge was completed prior to December 2019. In Jan 2020 we initiated our greenhouse scale experiments, employing both controlled media and effluent sourced from the pilot-scale PHA system operated by the Coats lab. Initial cultivation experiments were successful and produced significant quantities of algal biomass for testing in our HTL process development (McDonald lab). Although the full suite of proposed greenhouse scale experiments for year 2 may not be completed in year 2, the majority of the experimental operation and sample collection will likely occur in year 2. However, completion of data collection and analysis will most likely be delayed until the start of year 3. This additional delay is due to the COVID-19 pandemic and associated temporary closures of research facilities at Boise State University. During the last month of year 2 and first months of year 3 we will do our best to accelerate the rate of these experiments to facilitate our ability to inform decisions about which types of algal

cultivation systems to couple with the AD/PHA aspects of our integrated system. We will continue to operate the pilot scale algal cultivation systems through 2020 in collaboration with the Coats and McDonald labs at UI.

iii.

Produce prototype products (bioplastic mulch film, biochar, biofuel) for evaluation.

- One PhD student in McDonald's lab has been working on extracting and isolating pure PHA bioplastic generated from eight trials on the pilot plant over 84 days of operation. Each batch of PHA was produced under slightly different operating conditions (see section ii). The eight batches of the purified PHA bioplastic are being characterized for their thermal and rheological properties in order to determine their suitability for producing bioplastic films. We have been evaluating different extraction and purification methods to improve the recovery of PHA from biomass and the purified PHAs are being characterized.
- With the on-ramping of the greenhouse scale experiments in Fall 2019/Spring 2020 in the Feris lab we will begin to produce suitable quantities of algal biomass for use in HTL experiments by the McDonald lab. Primary outputs of HTL processing of algal biomass will include biofuel (i.e. biooil), biochar, and aqueous phase nutrients. The aqueous phase will be recycled to the algal cultivation system to enhance algal biomass production.
- Partnerships with producers, processors and municipal treatment personnel are fundamental to all of these tasks. Team will build on existing relationships with Twin Falls wastewater treatment facility, Food Northwest, Chobani, Amalgamated Sugar, J.R. Simplot, Idaho Dairymen's Association, and Glanbia, and expand to new partners throughout this project
 - a. A second SAG meeting was held virtually on December 17th, 2019. This meeting focused on providing research updates to our SAG committee members and inquiring with them on where they felt we should focus our efforts over the remainder of year 2. SAG members were supportive of the direction of the research but provided feedback that the team should continue to focus on potential routes towards commercialization of the technologies under investigation. SAG members renewed their commitments to help the team pursue potential routes for commercialization as opportunities arise. Additionally, the SAG provided additional detail on how to best help move portions of our work towards commercialization. These included suggestions to focus interpretation and analyses of experimental outcomes in the context of typical or example real world systems. Specifically, to look into how our technology would translate to implementation at a 1500 head dairy (the typical dairy size in ID). The SAG also suggested we look into how implementation of our technology would help Idaho Dairies reach a net zero status. One means by which the team could achieve these goals would be to engage students and faculty from the Business schools in our respective universities.
 - b. Additionally, our SAG engagement resulted in leadership from the Idaho Dairymen's Association inviting two members of our team (Feris, Coats) to the joint Idaho/Utah Dairymen's association meeting in Salt Lake City, UT in July 2019. This meeting provided an opportunity to further develop relationships with regional dairy producers and to introduce them to the potential outcomes of our project. Additionally, the Idaho Dairymen's Association networked Coats/Feris with Newtrient LLC (Steve Rowe, CEO). Newtrient is advancing an integrated set of technologies focused on achieving 'net zero' emissions from dairies. Discussions will continue with Newtrient to i) potentially ascertain how the PHA

technology might be integrated, and ii) potentially collaborate on future commercialization funding.

- c. <u>Research plan adjustments in response to our Stakeholder Advisory Group (SAG)</u>: SAG feedback from the mid-year meeting in December 2020 continued to support our focus on the utilization of struvite as a nutrient source for algal cultivation for production of high value biomass. Further, current algal cultivation experiments are being planned within the context of potential future application at a typically sized ID dairy and in the context of net economic return. We are also investigating the effect of our integrated technology on the ability of an agricultural system to achieve net zero status, however this work is in its early stages and will require more effort during year 3 to make significant progress. The Feris lab also intends to seek out a suitable and interested business student to help us translate our algal productivity data to economic value projections during year 3.
- d. <u>Another recommendation from our December 2019 SAG meeting was to evaluate</u> i) the greenhouse gas footprint of Coats' PHA process, and ii) evaluate the potential of Coats' PHA process to remove phosphorus. These evaluations are ongoing.
- e. One of our goals for year 2 of this project was to continue to build on our budding Stakeholder relationship with the hopes that they will blossom into partnerships for seeking pre-commercialization funding in year 3. We continue to work towards this goal and during year 3 we will focus our data collection efforts on system development and scale up as well as communication of research findings with our stakeholder group.
- f. Research plan adjustments in response to the COVID-19 pandemic: Research facilities at the University of Idaho and Boise State University were shut down for a significant component of the second half of year 2 of this project. During the facility shut down research activities were focused on data analysis, literature reviews, and planning for experiments once facilities were reopened. Although some delays in data collection were experienced due to the COVID-19 pandemic, as of early June 2020, research facilities at both institutions are re-opening and we hope to make significant progress towards our year 2 research goals in the last month of FY20. Travel to and attendance at conferences/meetings that were planned were halted during this period and delivery of presentations impeded. Additionally, Dr. Feris' sabbatical plans were interrupted by the COVID-19 outbreak and corresponding limitations on travel around the state. However, we plan to utilize our team's stakeholder meetings to enhance our relationships with local municipalities and regional agricultural representatives.

Goals/Plans for Year 3 (Task A):

i: Bench scale

 In year 3 nutrients captured from the HTL processing of algal biomass will then be tested in a secondary stage algae production system for high value commodity production either directly as aqueous nutrients or via production of struvite. Based on these experiments and those of the primary stage algal cultivation we will determine the most opportune mechanism for algal cultivation in our integrated system as a primary

nutrient capture stage and a secondary high value biomass production stage or as a single primary or secondary stage system. Our evaluation will be based on the algaes growth rates, yields, biomass characteristics, and economic potential when grown in the different wastewater nutrient sources.

- Advance new knowledge on operational criteria to discern between process "failure" and "success" for enhanced biological phosphorus removal. Generate a publication.
- Advance new knowledge on achieving shortcut nitrogen removal in biological wastewater treatment. Emphasis will be both on reactors performing enhanced biological phosphorus removal and on reactors just performing ammonia-nitrogen removal. Generate a publication.
- Finalize a metabolic model for producing biodegradable plastics from fermenter dairy manure. Generate a publication.

ii: Pilot scale:

- Operate and analyze performance of Dr. Coats' bioplastics pilot system at the UI dairy.
 - Refine and evaluate operational criteria based on successes from Y2 operations.
 - Produce quantities of bioplastic material from Coats' pilot scale system for McDonald's ongoing polymer characterization work.
 - Undertake blown film trials using pilot scale produced bioplastics
- Operate and analyze performance of Dr. Coats' municipal enhanced biological phosphorus removal system located at the city of Moscow wastewater treatment system. Focus on translating/assessing operational criteria from Coats' bench scale reactors to his pilot scale systems. Specific focus will be:
 - Achieve and assess shortcut nitrogen removal
 - Evaluate the impacts of the return activated sludge flow rate on process stability and performance
 - Evaluate the impacts of integrating effluent from Dr. Coats' bioplastics pilot on overall wastewater treatment and resource recovery
- We will continue to operate the pilot scale algal cultivation systems through 2020-2021 in collaboration with the Coats and McDonald labs at UI.
- iii: Producing prototype products:
 - Ongoing experiments in the Feris lab will begin to produce suitable quantities of algal biomass in year 2 and 3 for use in HTL experiments by the McDonald lab. Primary outputs of HTL processing of algal biomass will include biofuel (i.e. biooil), biochar, and aqueous phase nutrients. The aqueous phase will be recycled to the algal cultivation system to enhance algal biomass production.
 - Produce bioplastic blown films for assessment
- iv: Training:
 - Conducting training for the city of Moscow, Idaho wastewater treatment staff, focused on the basics of biological wastewater treatment and integrating knowledge on the operation of their enhanced biological phosphorus removal system.

Task B) Decision-support tools for industry and community leaders to quantify and visualize trade-offs among water, energy, land use and municipal growth

Team: Jae Ryu, UI, systems dynamics modeling, water resources; Karen Humes (UI, water/energy nexus, geospatial analysis

Overall Goals:

The goal of this task is to integrate energy components into an updated version of a pre-existing system dynamics model for water supply, use and flows in the region of the Eastern Snake Plain Aquifer. The model which will serve as a decision-support tool for stakeholders (including the food producers, food processors, irrigation districts, water and energy providers and municipal communities/citizens). The tool will quantify and provide users with visuals on the linkages between water, energy, land use and municipal growth, to be used for planning and decision-making by producers, water users, businesses, utilities, state agencies and communities.

Accomplishments this period:

- Evaluated the existing model to determine how to implement water management options (e.g., managed aquifer recharge) given the existing data types available
- Interacted with IDWR on their newest ESPAM (Eastern Snake Plain Aquifer Model) model version and updated data needs
- Evaluated the feedback from IDWR and Surface Water User's Association at the stakeholder meetings in May 2019 and Dec 2019 and how the model could be more useful for stakeholders
- Incorporated new features that are available in Stella Architect into the system dynamics model and user interface.
- Performed a quality analysis of the most recent data available from IDWR and completed the integration process to bring the model up to date.
- Completed data placeholders for the updated water data from the ESPAM ground model
- Explored available data on energy use in irrigation, including interactions with IDWR and collaboration with experts on energy use in irrigation at Idaho Power.
- Further evaluation of spatial patterns in energy use for irrigation in the ESPA and controlling factors in order to identify key variables to relate water and energy use in irrigation (i.e., crop type, irrigation system characteristics, water source, etc.). Data analysis nearly complete, with publication to be submitted in August 2020.

<u>Plans for Yr 3 (Task B):</u>

- We will update available water and energy data for Stella Architect once the latest version of ESPAM model becomes available to the public
- We will continue exploring management options to incorporate into the model, such as water conservation, managed recharge, etc.
- We will be developing system evaluation criteria associated with new data inputs and potential uses for the expanded and update model, such as system reliability, vulnerability, resilience, etc.
- We will complete our analysis of available data on energy use in irrigation

- We will complete the development of a module for the system dynamics model that quantifies energy use in irrigation for two meteorological scenarios (average and above average demand in a growing season) and number of acres with other key variable combinations (eg., crop type, irrigation source/type)
- We will begin incorporating supply side scenarios to quantify the linkages between water, energy and land use and address the uncertainty of the water/energy nexus in the Eastern Snake Plain Aquifer.
- Submit draft of journal article describing the linkages between water and energy use in Idaho
- We will continue to seek input from our Stakeholder Advisory Board and other water and energy providers, managers and community leaders on how to make the tool/model most useful to them.
- We will explore water supply uncertainties driven by climate variability in the ESPA, particularly the impacts of more frequent drought conditions.

Task C) Technical innovations/sensing systems to reduce water/energy/nutrient use in targeted production systems:

Primary team members: Donna Delparte, (ISU, drone and satellite-based sensing systems) and partners among growers and crop consultants.

Accomplishments this period:

Progress in the following task area has been made through the subcontract award to Idaho State University and included:

• Goal 1 – Decision Support Systems

- Decision support online tool prototype for sustainable agriculture decisions making: <u>https://avalanche.geology.isu.edu/i2i/osgood.html</u>
- This decision support tool was developed by working with stakeholders and our Advisory Board member (Brandon Vining, ProGro) to provide remote sensing data/tools to aid decision making that is relevant to business decision making and operations
- Stakeholders are excited about the potential of the tool to improve ROI, reduce fertilizer inputs and improve precision farming techniques for sustainable agriculture
- Goal 2 Pilot projects to use drone-based, other field-based and satellite sensors to reduce water/nutrient/energy use in production of targeted crops
 - Conducted remote sensing analysis to forecast yield for potato growers based on a growing season of high-resolution satellite imagery (submitted for publication in 2019 to ASPRS Pecora Conference Proceedings by Masters student)
 - Conducted thermal camera surveys of irrigated cropland using UAS in the 2019 growing season to assess efficiency and support water reduction efforts. Data collected and analysis in progress.
 - Hyperspectral camera data collection during the 2019 growing season of potato crops to detect crop threats

- PhD student conducted experiment to determine essential spectral signatures required to detect individual unhealthy plants in a growers field that leverages machine learning of hyperspectral imagery – thus offering the opportunity to reduce inputs for control and mitigation of disease.
- New thermal and hyperspectral data acquired in the first portion of the 2020 growing season, as well as more training/testing with growers on the effectiveness of the satellite-based tool for monitoring emerging crops
- Co-I Delparte launched a new Idaho based spin-off company (I2IGeo) to provide growers with technological innovations and decision support to assist their operations, leveraging the research outcomes from this grant.

Plans for next reporting period:

For the next reporting period, the team will focus on the continued development and testing of UAS platform and sensor combinations for data collection in the 2020 growing season and the first part of the growing season in 2021, again in partnership with growers and crop consultants. Dr. Delparte will also continue to work actively toward commercialization of the most promising technologies from this research through her new Idaho company (I2IGeo).

Task D) Engaging the present and future workforce in the adoption of new technologies

Team members for training (primary): Karen Humes, Erik Coats, Kevin Feris, and partners at CSI, UI Idaho Falls and professional organizations such as Food Northwest, *Primary team member for drone outreach activities:* Jae Ryu (Idaho Drone League (I-Drone), Founder).

Overall goals:

The overall goals in this task are two-fold: 1) to provide direct support to our stakeholders in the nearterm by identifying workforce development needs that universities could plan and implement, together with partners at community colleges and professional organizations (resourced primarily in Yrs 2 and 3) and 2) contribute to longer-term workforce needs by holding outreach events designed to engage the future workforce in STEM activities that will serve the food industry in Idaho in the future, such as drone operations and the analysis of data from sensors onboard drones.

Accomplishments this period:

- Goal 1: Current/near-term workforce development needs
 - Engaged with a stakeholder (IDEQ) that approached us about workforce development needs and added a representative to our Stakeholder Advisory Board
 - Discussion and initial planning for training sessions we could hold in coordination with the rural water treatment association meetings later in Yr 2 and in Yr 3.
 - Due to Covid-19 and the cancellation of the rural water treatment association, some of
 - \circ the outreach planned for the end of Yr 2 had to be postponed to Yr 3.

- Goal 2:
 - Hosted a hands-on education program known as "Idaho Drone League(iDrone)" in the Treasure Valley in Fall 2019 to promote STEM pipelines and skills important to the Idaho food industry in the future.
 - There was a Drone League event planned for June 2020 in Twin Falls, which unfortunately had to be postponed due to Covid-19 closures and restrictions.

Plans for Yr 3:

- Training sessions to be held in conjunction with the Rural Water Treatment Association meeting and similar venues. If travel and in-person meetings continue to be problematic, we will hold virtual training sessions.
- Three Idaho Drone League events will be scheduled in Year 3. These event will include a table highlighting how drones can be used in food production (from Task C of this research). If COVID-19 continues in Yr3, we will adopt a hybrid option (e.g., virtual meeting for drone building/coding/programming + hands-on flight experience outdoor with social distancing and PPE).
- Continue to engage with our Stakeholder Advisory Board and professional organizations such as Food Northwest to identify and implement professional development needs in food, water, energy and waste and how the universities can catalyze and facilitate these.
- Continue to engage with other stakeholders such as the IDEQ on needs and opportunities in professional development on pollution control and management.

Task E) Project Management/Stakeholder Engagement

Background: An important element of our project management was to put together and meet regularly with an advisory board comprised of stakeholders in the food production and processing industries, water user groups and state agencies. In Year 1 we formed this advisory and had a very successful 1st meeting in person in Boise in early May 2019. As noted in the technical progress reports (earlier sections of this report), the board feedback influenced our research plans in Year 2, as planned. The board agreed to meet in it's entirety once/yr in person (Apr/May), once/yr via videoconference (Nov/Dec) and have specialized meetings between specific sub-groups of team and advisory board members in between.

Accomplishments this period:

- We held a 2nd meeting of our full Stakeholder Advisory Board (SAB) on Dec 17, 2019. As planned and discussed at our May meeting, the meeting was held by video, with 4-5 attendees in one conference room in The following SAB members attended and those listed with a (*) were invited and had hoped to attend but were not able to do so:
 - Jeff Bohlscheid, Senior Principal Scientist, J.R. Simplot Company
 - Shawn Moffitt, Regional Business Manager, Jacobs Engineering (contractor for City of Twin Falls and Chobani water treatment plants)

- Bob Naerebout, Government Affairs and former Exec Director, Idaho Dairyman's Association and and Megan Satterwhite, Environmental Programs Director, IDA
- Ben Nydegger, Biosolids Program Manager, City of Boise
- o Sean Vincent, Hydrology Section Manager, Idaho Dept of Water Resources
- Ben Jarvis, Pollution Prevention Projects Coordinator, Idaho Department of Environmental Quality
- Brian Olmstead*, President, Surface Water Appropriators and General Manager, Twin Falls Canal Company
- Brandon Vining*, ProGro Consulting
- The primary goal of this second meeting of our SAB was to update the SAB on our previous 6 months activities, particularly those things that had been prioritized or tweaked as a result of their feedback in May, and to gain more insight from them as to how we could make our research as useful to them as possible.
- PI Karen Humes and Co-I Erik Coats met individually with Ben Jarvis in Oct 2019 to discuss workforce training opportunities that could "piggyback" along with existing IDEQ events and/or professional meetings such as the Idaho Rural Water Association
- As described in some detail under our "Task A" Technical progress section above, two of our Co-Is (Coats and Feris) have done considerable outreach to the dairy industry in both Idaho and Utah, including presentations at the Utah Dairyman's Association in July 2019.
- We also established a cloud file storage space for our project (and shared it with the SAB) in which all presentations and notes from our SAB meetings are stored, along with our progress reports to the SBOE/HERC.
- PI Humes has begun a new stakeholder relationship with the Association of Idaho Cities
- In the way of other team management and organization among Co-Is at the multiple institutions, we have continued our monthly team meetings via videoconferencing.
- We had planned to hold a second SAB meeting in May 2019 but postponed it in the hope that meeting at a later date would allow face-to-face meeting. However, in late June we began preparations to hold another SAB meeting via Zoom in early July.

Plans for YR 3:

- Hold two SAB meetings (Dec 2020 and June 2021)
- Continue to build on existing relationships with Twin Falls wastewater treatment facility, Food Northwest, Chobani, Amalgamated Sugar, J.R. Simplot, Idaho Dairymen's Association, and Glanbia, and expand to new partners throughout this project
- Continue to hold monthly team meetings to monitor progress and facilitate coordination of all project tasks and stakeholder engagement activities. In coming months these meetings will focus on student presentations of research.

2. Summary of budget expenditures for Yr 2 (July 1, 2019 – June 30, 2020)

A detailed expenditure is provided in Section 6 at the end of the report, but the table below summarizes the spending in the major budget categories, relative to the budgeted amounts for Year 2. The expenditure report was run on June 30, 2020, but expenses for the last pay period in June, which ended on June 27, are not yet reflected in the amounts remaining. There are also a few operational expenses that are still working their way through the approval queue and have not yet posted. Our subcontractors final estimated invoices sent on June 15 indicated that all but \$267 of the funds allocated to them would be spent. We anticipate that all of the funds in the budget for UI investigators will be expended after all June expenses clear the system.

		Budget Expenses Cleared		Remaining*			
Salaries:	\$	181,768	\$	179,629	\$	2,139	
Fringe Benefits:	\$	25,901	\$	22,957	\$	2,944	
Irregular Help:	\$	53,023	\$	40,965	\$	12,057	
Travel:	\$	10,912	\$	10,511	\$	401	
OE:	\$	65,760	\$	63,284	\$	2,477	
Subcontracts:	\$	287,435	\$	287,168	\$	267	
\$5K > Capital:	\$	18,245	\$	18,245	\$	-	
\$5K < Capital:	\$	2,522	\$	2,522	\$	-	
Trustee/Benefits:	\$	54,435	\$	55,533	\$	(1,098)	
Total:	\$	700,000	\$	680,813	\$	19,187	
10(a).	Ş	700,000	ڔ	000,815	ڔ	19,107	

*Payroll has not yet cleared for the last pay period in June, as well as a few other expensed amounts in approval queues.

3. Demonstration of economic development/impact

• Patents, copyrights, Plant Variety Protection Certificates received or pending

Co-I Dr. Donna Delparte has formed a private company in Idaho called *I2IGeo* and is working to develop a commercialization pathway for her research on this grant related to the use of satellite and drone technology to assist growers in the application of nutrients, herbicides, pesticides and water.

• Private sector engagement

Because every aspect of our work involves considerable private sector engagement, we have noted those engagements in each of our five tasks described in Section 1, particularly under <u>Task E: Project</u> <u>Management/Stakeholder Engagement.</u>

• Jobs created

Several of the research assistant and all of student research assistantship positions described in the next section were newly created in Year 1 of this grant.

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4. Numbers of faculty and student participation

In the Yr 2, the numbers of faculty, students and other researchers participating are as follows:

Faculty:	6	(4 UI, 1 BSU, 1 ISU)			
Graduate Students:	11	(7 UI, 2 ISU; 2 BSU (both of whom are from groups			
underrepresented in STEM fields)					
Undergrad Students:	5	(UI)			
Research Scientists:	2	(1 UI, 1 ISU, both partially supported by this grant)			

More details on staffing, by Task:

Task A: Recovery of energy, nutrients, water and bioproducts from waste streams

Coats staffing: 2 PhD students in Environmental Engineering; 2 MS student in Environmental Engineering; 2 undergraduate students in Environmental Engineering; 2 undergraduate students in Environmental Science; 1 research scientist. 4 women, 4 men.

McDonald staffing: 1 PhD student in Environmental Science. 1 woman.

Feris staffing: Current staffing includes 2 male graduate students (both from underrepresented groups in STEM). Both graduate students were previously employed as research technicians on this project, however, by Jan 2020 both transitioned to the MS graduate program in the Biological Sciences with a Spring 2020 start date. Both students will participate in experimental development, data collection, and data analysis. We had originally targeted recruitment of additional undergraduate students (1 or 2) for the second half of year 2 to assist with laboratory and greenhouse scale experiments. However, due to the COVID-19 pandemic we decided to postpone recruitment of additional undergraduate team members. We are planning to recruit additional undergraduate team members in year 3, assuming conditions are favorable for such recruitment.

Task B: Quantifying Water/Energy Linkages

• 2 PhD students (1 in Geography, 1 in Water Resources)

Task C:

- 1 PhD students in Geosciences
- 2 summer Masters students in Geoscience
- 1 research/programming technician

5. Description of future plans for project continuation or expansion

• PI Karen Humes is a Co-Lead on the newly formed CAES Focus Area group in the Energy-Water Nexus arena. Being a CAES Focus Area lead provides some access to CAES resources, including program development funds, to build a team of CAES researchers in pursuit of establishing CAES as a global leader in research, education, and innovation related to the energy-water nexus. Team members of this project are looking forward to leveraging our

current work to pursue future opportunities. The coupling of food, water and energy is exceptionally strong in southern Idaho, from both a national and international standpoint, making a compelling case for other funding sources. Our integrated approach to water, energy and waste is also unique among teams studying the food-energy-water nexus. She and Co-I Erik Coats organized and attended a workshop at CAES in Idaho Falls on Nov 25, 2019 and are now involved in developing proposals.

- Team members are also actively writing grants to other agencies for related work, such as the NSF, USDA and NASA. This includes a current effort led by PI Karen Humes and involving Co-I Erik Coats and 6 other UI faculty) for a graduate student training grant to NSF (the NSF Research Training Grant progam, or NRT) related to water quality and public health, with emphasis on Idaho (proposal was submitted to NSF in Feb 2020 and is currently pending). This effort includes also stakeholder partners such as IDWR, IDEQ, and the City of Boise Dept of Public Works. The NSF-NRT program is highly competitive and it would be very unusual for the proposal to be funded on the first attempt; however, if not funded, the team is dedicated to strengthening the proposal (particularly the partnerships with stakeholders) and resubmit in Feb 2021.
- PI Karen Humes submitted a proposal to UI Presidential Initiative on Water and Sustainability for seed funding to begin discussions with stakeholders for the possible formation of an Industry-University Cooperative Research Center on topics studied in this IGEM grant. The NSF supports the development of these with a process that involves a planning grant and then a full proposal the following year. The NSF goal for this program is as follows: *"The IUCRC program generates breakthrough research by enabling close and sustained engagement between industry innovators, world-class academic teams and government agencies."* We would see this as a way to institutionalize and sustain the research and industry relations developed in this grant. If successful in a full proposal, the NSF provides up to 10 yrs of base funding to establish and maintain such a center. We will also discuss this program at our SAB meeting in early July 2020.
- Co-I Erik Coats (and team leader for Task A of this grant) is a Co-I on the recently awarded 5-yr \$10M grant funded by USDA, led by the College of Agriculture and Life Science, that has among its goals the recovery of byproducts from dairy waste. Dr. Coats will ensure that progress made in the IGEM grant will be brought to bear on the USDA grant and vice-versa.

6. Expenditure reports

The expenditure reports presented in Appendix B (detailed first, then a summary by category) details the expenditures at the University of Idaho, including the amounts for paid invoices from our two contracting institutions (Idaho State University and Boise State University). Please note that that this report was run on June 30, 2020 and not all expenses from June 2020 have cleared the system, including the last payroll period that ended on June 27, 2020.

7. Commercialization Revenue

None to report yet, but the company I2IGeo (Co-I Delparte as Founder) has been formed.

WATER, ENERGY, and **WASTE** Management for FOOD PRODUCTION, PROCESSING, and RESOURCE RECOVERY

Appendix A: Project Brochure Prepared for Stakeholder Engagement

WHO we are: Consortium of scientists and engineers from University of Idaho, Boise State University, Idaho State University, and Center for Advanced Energy Studies









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WHY ARE WE ASKING YOU TO ENGAGE WITH US?

- You are among the leaders in Idaho food production, processing, and associated services such as
 water and waste treatment
- To gain your perspective and input on issues, challenges, and pathways for your industry
- To better understand both single-user solutions and longer-term visions for applied research on regional solutions, including efficiencies to be gained through collaboration.
- · To learn about workforce preparedness gaps and how we can help fill them

WHAT we are:

- Team conducting applied research funded by Idaho State Board of Education
- Research activities focused on creative solutions in water, energy, and waste management that enhance economic and environmental bottom line for Idaho agro-industry and rural communities.

TEAM EXPERTISE -

FOR DAIRIES AND FOOD PROCESSING:

- Wastewater treatment: operations, energy efficiency, nutrient recovery, and water recycling
- Minimizing management of waste products or any other outputs parasitic to the economic bottom line
- Assisting stakeholders to diversify economic portfolio via resource recovery and retrieval of other value-added products



TEAM EXPERTISE -

FOR CROP PRODUCTION:

 Tools for utilizing satellite and drone data for optimal application of nutrients and water

TEAM EXPERTISE -

FOR ALL STAKEHOLDERS, INCLUDING STATE AND COUNTY/MUNICIPAL PLANNING:

- Quantifying the interconnection of water, energy, and waste streams in southeastern Idaho region
- Useful for planning and identifying synergies/ partnerships among stakeholders in the future

For more information, please contact Project Director Karen Humes, khumes@uidaho.edu or 208-885-6506.

https://vandalweb.utdaho.edu/FRUD/govoutp:P_ShowRed?pipe_name=SRASPIELS0570E92A0001&Sess_id=461451069&user_name=... JUNE 16, 2021 ATTACHMENT 8 6/30/2020

	JUNE TO), 2021 ATT	P
FWRITEM	University of Idaho Itemized Expenditures by Grant From 01-JUL-2019 To 30-JUN		
	G3587 - ISBOE IGEM FY20 Sustain Food Ind-KH		I
Salaries			
	Staff Brinkman, Cynthia 884.25 hours	16040.32	
E4108	Summer Salary Humes, Karen 240.00 hours	17647.20	
	McDonald, Armando	11513.60	
	160.00 hours Ryu, Jae 70.00 hours	3711.40	
E4109	IA/GA Salary Abbasi, Maryam 1000.00 hours	20030.00	
	Alfaro Salmeron, Glenda	750.00	
	40.00 hours Deyo, Brent	21500.00	
	860.00 hours Mellin, Jason	36410.00	
	1000.00 hours		
	Smoot, Lindsey 440.00 hours	8250.00	
	Thompson, Emily 1000.00 hours	22228.40	
	Walters, Riveraine 780.00 hours	19497.00	
E4175	Overtime - Covered by FLSA		
	Brinkman, Cynthia 8.25 hours	74.83	
		\$ 177652.75	
	y/Irregular Help		
E4135	Temporary Student Brouillard, Nicolas	2163.00	
	180.50 hours Crites, Willow	2664.75	
	242.25 hours		
	Deyo, Brent 112.00 hours	2800.00	
	Ekness, Tayler 43.75 hours	474.38	
	Gibson, Joseph 326.25 hours	3515.88	
	Guho, Nicholas	23446.32	
	848.00 hours McCormack, Roslyn	595.38	
	54.75 hours McLean, Carly	569.25	
	51.75 hours		
	Shaber, Jonathon 124.50 hours	1369.50	
	Smoot, Lindsey 258.25 hours	2811.88	
		\$ 40410.34	

IRSA TAB 1 Page 19 https://vandalweb.uidaho.edu/PROD/gokoutp.P_ShowReq?pipe_name=ORA\$PIPE\$0670E92A0001&sess_id=461451069&user_name=RENEE

6/30/2020 https://va			NT AFFAIRS id=461451069&user_name=
Fringe Benefits		JUNE 16, 2021	ATTACHMENT 8
E4280 Faculty	CFR Benefit E	xpense	10157.50
E4281 Staff C			6526.59
E4282 Student			5748.64
	U		
			\$ 22432.73
Travel			
E5360 Personal			
20-SEP-19	I2095733	Ryu, Jae H.	5.00
18-0CT-19	I2101059	Humes, Karen S	48.09
10-DEC-19		Parking 11112019	10.00
13-DEC-19	I2110710	Ryu, Jae H.	147.69
E5365 Persona 07-AUG-19	I Venicie - Ou I2087973		42.28
22-0CT-19		Coats, Erik Robert. Coats, Erik Robert.	96.82
22-0CT-19	12101614	Coats, Erik Robert.	55.00
E5367 Rental \			55.00
12-AUG-19	ZT407009	Car Rental Fuel 07202019	60.55
12-AUG-19	ZT407009	Car Rental Fuel 07242019	44.04
12-AUG-19	ZT407009	Car Rental Fuel 07292019	26.72
12-AUG-19	ZT407009	Car Rental Fuel 07302019	37.88
12-AUG-19	12088874	Ryu, Jae H.	520.99
20-SEP-19	ZT534237	Car Rental Fuel 08102019	27.36
20-SEP-19	ZT534237	Car Rental Fuel 08102019	60.55
20-SEP-19	ZT534237	Car Rental Fuel 08132019	63.74
20-SEP-19	ZT534237	Car Rental Fuel 08142019	27.90
20-SEP-19	ZT534294	Car Rental 09032019	230.06
20-SEP-19	ZT534294	Car Rental Fuel 08302019	64.79
20-SEP-19	ZT534294	Car Rental Fuel 08312019	29.63
20-SEP-19	ZT534294	Car Rental Fuel 09022019	16.02
20-SEP-19	I2095733	Ryu, Jae H.	53.87
20-SEP-19	I2095733	Ryu, Jae H.	604.78
18-0CT-19	I2101059	Humes, Karen S	181.16
18-0CT-19	I2101059	Humes, Karen S	2.02
10-DEC-19	12109969	Humes, Karen S	252.00
E5380 Airfare		llumon Kanon C	59.20
18-0CT-19	I2101059	Humes, Karen S	58.30
18-OCT-19 10-DEC-19	I2101059 ZT913239	Humes, Karen S Airfare 11112019	284.50 521.51
E5381 Airfare			521.51
23-JUL-19	I2085705	Coats, Erik Robert.	478.20
23-JUL-19	12085707	Coats, Erik Robert.	1280.00
08-0CT-19	12098846	Ryu, Jae H.	125.00
18-DEC-19	I2111627	Ryu, Jae H.	213.10
25-MAR-20	Z1002936	McDonald A- Airfare to GA- GOT CAN	
E5391 Ground		- In-State	
18-0CT-19	I2101059	Humes, Karen S	38.00
E5392 Ground	Transportation	-Out-of-State	
07-AUG-19	I2087973	Coats, Erik Robert.	17.72
22-0CT-19	I2101614	Coats, Erik Robert.	278.80
18-DEC-19	ZT905632	RyuJa 905632 Uber Jae traveled to	
18-DEC-19	ZT905632	RyuJa 905632 Uber Jae traveled to	S 15.26
E5396 Lodging			
20-SEP-19	12095776	Ryu, Jae H.	49.00
20-SEP-19	I2095776	Ryu, Jae H.	23.00
20-SEP-19	I2095776	Ryu, Jae H.	49.00
18-0CT-19	I2101059	Humes, Karen S	26.00
18-0CT-19 18-0CT-19	I2101059 I2101059	Humes, Karen S Humes, Karen S	42.00 42.00
18-0CT-19 18-0CT-19	I2101059 I2101059	Humes, Karen S	33.00
18-0CT-19	I2101059	Humes, Karen S	30.00
18-0CT-19	I2101059	Humes, Karen S	164.02
18-0CT-19	12101059	Humes, Karen S	433.07
10-DEC-19 IRSA	12109969	Humes, Karen S	^{26.00} TAB 1 Page 20
IRSA		•	TAB 1 Page 20

6/30/2020 https://vandalweb.udaho.eod	GTION RESEARCH AND STUDEN	AFFAIRS 670E92A0007&sess_id=461451069&user_name=
10-DEC-19 I2109969	Humes, Karen S	49.40TTĀCHMENT 8 ¯
10-DEC-19 ZT913239	Hotel - Lodging 11132019	185.00
10-DEC-19 ZT913239	Hotel - Lodging 11142019	178.71
13-DEC-19 I2110710	Ryu, Jae H.	49.00
E5397 Lodging & Per Diem ? (
22-JUL-19 F0168715	GRT226540-CIVIL&ENV ENGINEERIN	-1526.56
23-JUL-19 I2085705	Coats, Erik Robert.	147.96
24-JUL-19 ZT335285	Hotel - Lodging 07032019	2289.84
07-AUG-19 I2087973	Coats, Erik Robert.	56.00
07-AUG-19 I2087973	Coats, Erik Robert.	43.00
08-0CT-19 ZT599870	Hotel - Lodging 08142019	76.61
08-0CT-19 I2098846	Ryu, Jae H.	50.00
08-0CT-19 I2098846	Ryu, Jae H.	38.00
08-0CT-19 I2098846	Ryu, Jae H.	37.05
22-0CT-19 I2101614	Coats, Erik Robert.	76.00
22-0CT-19 I2101614	Coats, Erik Robert.	76.00
22-0CT-19 I2101614	Coats, Erik Robert.	76.00
22-0CT-19 I2101614	Coats, Erik Robert.	76.00
22-0CT-19 I2101614	Coats, Erik Robert.	76.00
18-DEC-19 I2111627	Ryu, Jae H.	33.00
18-DEC-19 I2111627	Ryu, Jae H.	56.00
18-DEC-19 I2111627	Ryu, Jae H.	56.00
18-DEC-19 I2111627	Ryu, Jae H.	56.00
18-DEC-19 I2111627	Ryu, Jae H.	568.54
18-DEC-19 I2111627	Ryu, Jae H.	56.00
25-MAR-20 Z1002936	McDonald A, hotel in GA for Swanapa	381.66
		\$ 10510.58
Operating Expenses		
E5045 Photocopy Service		0.00
03-FEB-20 J1263308	DS; UIB copier charge Jan 2020	0.06
02-MAR-20 J1265005	DS; UIB copier charge Feb 2020	0.18
E5049 Journal Publication Co		25.00
25-SEP-19 ZT574740	Professional Services 09042019	25.00
E5070 Conference/Registratio		C1E 00
24-JUL-19 ZT335285	Conference Registration 07012019	615.00
24-JUL-19 ZT335285 24-JUL-19 ZT335285	Conference Registration 07092019	-570.00 725.00
	Conference Registration 07092019 Conference Registration 07092019	
	6	570.00
26-SEP-19 ZT568130 01-NOV-19 ZT748634	Memberships / Subscriptions / Regis Memberships / Subscriptions / Regis	180.00 -725.00
18-DEC-19 I2111627	Ryu, Jae H.	630.00
11-FEB-20 Z1000753	AAG 2020 conference registration fo	175.00
25-MAR-20 Z1002876	RyuJa 367212 Registration Grant res	5.00
07-APR-20 Z1003527	McDonald A-FPS International Confer	415.00
09-APR-20 Z1003603	2020 AAG conference cancellation fo	-175.00
E5210 R&M Svcs - Work Orders		175.00
26-MAR-20 I2126584	Oppenheimer Development Corporation	195.97
21-APR-20 J1267705	ef/CT from 826742 to 826867	-195.97
E5307 Analytical Services		199.97
02-0CT-19 J1252563	MJ/GRC 1811977_Forney	860.00
16-DEC-19 J1260582	bf ASL Invoice EOCT19-003	46.00
E5320 Software/Applications		
27-AUG-19 ZT406541	Supplies 07272019	129.00
26-JUN-20 I2138310	Oregon Education Technology Consort	107.88
30-JUN-20 B1835767	Oregon Education Technology Consort	0.00
E5330 Software/Applications		
24-JUL-19 I2086054	Ryu, Jae H.	799.00
14-AUG-19 ZT401299	Supplies 07032019	19.15
14-AUG-19 ZT401299	Supplies 07052019 Supplies 07172019	15.99
12-SEP-19 ZT511342	Supplies 08032019	19.99
12-SEP-19 ZT514946	Supplies 08032019 Supplies 08272019	129.00
01-APR-20 Z1003304	RyuJa 400924 Amazon Grant research	31.71
	RyuJa 746498 Verizon Data storage s	166.90
29-MAY-20 Z1005499 IRSA		TAB 1 Page 21

6/30/2020 https://vandalweb.ubart	RUGUON RESEARCH AND STUDENT	AFFAURS 10-924000 sess id=461451069&user name=
E5410 Office and Administ	Trative Supplies 11122010	ATTĀCHMENT 8 [–]
04-DEC-19 ZT859061	Supplies 11122019	88.34
17-JAN-20 ZT159595	Charge for tonor cartridge. Linda M	120.64
E5430 Consumable Water	5 5	
08-AUG-19 I2088020	Culligan Water Conditioning	29.95
E5465 Gasoline		
14-AUG-19 ZT401299	University Vehicle Expenses 0701201	42.34
14-AUG-19 ZT401299	University Vehicle Expenses 0715201	40.31
E5560 Technology - Suppli		
09-AUG-19 I2088550	Ryu, Jae H.	476.96
04-SEP-19 ZT498840	Supplies 08122019	62.99
30-0CT-19 ZT730095 18-FEB-20 Z1001008	Supplies 10152019 Charge for power cord for SC 200 Co	33.99 12.14
E5710 Tools		12.14
14-AUG-19 ZT401299	Supplies 07042019	107.25
14-AUG-19 ZT401299	Supplies 07112019	38.03
E5724 Research Supplies		
18-JUL-19 ZT303097	Supplies 07032019	1613.10
18-JUL-19 ZT303097	Supplies 07052019	11.94
18-JUL-19 ZT303097	Supplies 07062019	98.17
18-JUL-19 ZT303097	Supplies 07072019	11.74
18-JUL-19 ZT303097	Supplies 07092019	396.00
18-JUL-19 ZT303097	Supplies 07092019	18.00
18-JUL-19 ZT303097	Supplies 07102019	166.30
18-JUL-19 ZT303097	Supplies 07112019	91.62
23-JUL-19 I2085701	Ryu, Jae H.	271.08
02-AUG-19 ZT335026 02-AUG-19 ZT335026	Supplies 07032019 Supplies 07102019	420.44 1704.66
02-AUG-19 ZT335020 02-AUG-19 ZT335026	Supplies 07102019	69.54
02-AUG-19 ZT335026	Supplies 07122019	75.80
02-AUG-19 ZT335026	Supplies 07132019	52.28
02-AUG-19 ZT335026	Supplies 07162019	169.80
02-AUG-19 ZT335026	Supplies 07162019	30.26
02-AUG-19 ZT335026	Supplies 07172019	13.75
02-AUG-19 ZT335026	Supplies 07222019	29.98
02-AUG-19 ZT335026	Supplies 07242019	320.62
02-AUG-19 ZT335026	Supplies 07242019	327.90
02-AUG-19 ZT335026	Supplies 07252019	701.46
07-AUG-19 ZT381455	Agriculture and Medical Supplies 07	18.08
14-AUG-19 ZT401299 14-AUG-19 ZT401299	Supplies 06262019 Supplies 06272019	5.99 94.80
14-AUG-19 ZT401299 14-AUG-19 ZT401299	Supplies 07022019	92.91
14-AUG-19 ZT401299	Supplies 07022019	9.24
14-AUG-19 ZT401299	Supplies 07082019	39.94
14-AUG-19 ZT401299	Supplies 07112019	189.74
14-AUG-19 ZT401299	Supplies 07142019	217.28
14-AUG-19 ZT401299	Supplies 07192019	156.86
15-AUG-19 ZT402367	Supplies 07192019	61.57
15-AUG-19 ZT402367	Supplies 07272019	69.54
15-AUG-19 ZT402367	Supplies 07272019	48.02
15-AUG-19 ZT402367	Supplies 08012019	185.84
15-AUG-19 ZT402367	Supplies 08012019	53.10
15-AUG-19 ZT402367	Supplies 08022019 Supplies 08052019	-53.10 28.45
15-AUG-19 ZT402367 15-AUG-19 ZT402367	Supplies 08052019 Supplies 08062019	13.94
15-AUG-19 ZT402367	Supplies 08072019	32.44
15-AUG-19 ZT402367	Supplies 08082019	13.98
15-AUG-19 ZT402367	Supplies 08082019	250.82
15-AUG-19 ZT402367	Supplies 08082019	334.67
27-AUG-19 ZT406541	Supplies 07292019	7.41
27-AUG-19 ZT406541	Supplies 07292019	28.93
04-SEP-19 ZT498840	Agriculture and Medical Supplies 08	36.10
04-SEP-19 ZT498840	Supplies 08072019	9.65
12-SEP-19 ZT511342	Supplies 08032019	4.55
¹² -SEP-19 ZT511342 IRSA ZT511342	Supplies 08032019	^{217.94} TAB 1 Page 22
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12-SEP-19	ZT511342	Supplies	$_{08052015}$ 16, 2021	5.29
12-SEP-19	ZT470567		08102019	113.20
12-SEP-19			08132019	197.90
12-SEP-19			08132019	79.82
12-SEP-19			08142019	65.08
12-SEP-19			08142019	54.04
12-SEP-19			08152019	149.99
12-SEP-19			08162019	32.26
12-SEP-19			08172019	1046.30
12-SEP-19			08182019	1700.00
12-SEP-19			08182019	82.51
12-SEP-19			08212019	38.35
12-SEP-19			08212019	55.97
12-SEP-19			08222019	216.16
12-SEP-19			08272019	188.66
12-SEP-19			08202019	89.90
12-SEP-19			08222019	229.00
			08262019	
12-SEP-19			09032019	241.38 487.72
18-SEP-19				182.70
18-SEP-19			09042019	
18-SEP-19			09052019	456.23
25-SEP-19			09032019	88.77
25-SEP-19			09082019	81.80
25-SEP-19			09092019	62.95
25-SEP-19			09102019	51.94
25-SEP-19			09102019	28.39
25-SEP-19			09102019	49.69
25-SEP-19			09112019	211.89
25-SEP-19			09132019	102.25
01-0CT-19		Ryu, Jae		3120.00
07-0CT-19			Water Conditioning	29.95
07-0CT-19			09092019	75.00
07-0CT-19			09092019	1.42
07-0CT-19			09092019	4.50
07-0CT-19			09092019	28.26
07-0CT-19			09112019	166.30
07-0CT-19		••	09122019	157.46
07-0CT-19			09132019	21.60
07-0CT-19			09132019	81.64
07-0CT-19			09132019	66.68
07-0CT-19			09202019	173.07
07-0CT-19			09212019	75.80
09-0CT-19			09212019	3244.50
09-0CT-19			09242019	283.86
09-0CT-19			09272019	2154.25
09-0CT-19			09272019	-3244.50
09-0CT-19			10012019	17.40
09-0CT-19			10022019	396.00
25-0CT-19			ure and Medical Supplies 09	18.50
25-0CT-19			09192019	56.82
25-0CT-19			09232019	7.40
25-0CT-19			09232019	4.79
01-NOV-19			10082019	446.27
01-NOV-19			10182019	377.25
01-NOV-19			10222019	266.80
06-NOV-19			Water Conditioning	29.95
18-NOV-19			10282019	70.56
18-NOV-19			10292019	41.98
18-NOV-19			10302019	147.50
18-NOV-19			11012019	187.34
04-DEC-19			11042019	8.99
04-DEC-19			11072019	6.63
04-DEC-19			11132019	461.22
04-DEC-19			11152019 11152019	137.09
04-DEC-19 IRSA	21900994	Subbites	11172017	^{1096.36} TAB 1 Page 23

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04-DEC-19	ZT900954	Supplies 11162019 16, 2021	91.62
06-DEC-19	I2109475	Culligan Water Conditioning	29.95
09-DEC-19	J1260116	KRE-H; Phys Mchn shp wrk A McDonald	87.79
11-DEC-19	ZT907694	Supplies 11032019	77.15
11-DEC-19	ZT907694	Supplies 11112019	178.17
18-DEC-19	ZT030436	McDonald A purchased o-rings and co	12.88
18-DEC-19	ZT030436	McDonald, A purchased research supp	40.32
18-DEC-19	ZT852583	McDonald A purchased lab supplies.	24.92
18-DEC-19	ZT852583	McDonald A purchased lab supplies:	13.60
18 DEC-19	ZT852583	McDonald A purchased lab supplies:	6.78
18 DEC-19	ZT852583	McDonald Armando purhcased CHECK IN	254.41
18 DEC-19	ZT852583	McDonald purchased instrument pans	230.00
18-DEC-19	ZT987942	Charge for aluminum dish fluted 144	101.50
18-DEC-19	ZT987942	Charge for high pressure and specia	54.60
18-DEC-19	ZT987942	Charge for new digital ORP sensor,	1123.63
20-DEC-19	ZT923142	USB drives for data backup on the S	65.97
03-JAN-20	ZT080545	Charge for Tryptic Soy Broth 25 Gal	44.87
10-JAN-20	12113862	Culligan Water Conditioning	29.95
15-JAN-20	J1262127	KRE-H; Phys Mchn Shp: evap dishes	225.72
17-JAN-20	ZT000328	RyuJa 000328 Amazon Grant research	181.14
17-JAN-20	ZT000328	RyuJa 000328 Amazon Grant research	74.18
17-JAN-20	ZT000328	RyuJa 000328 Amazon Grant research	102.56
17-JAN-20	ZT000328	RyuJa 000328 Amazon Grant research	158.99
17-JAN-20	ZT104789	MCDonald A purchased sleeve for res	105.44
17-JAN-20	ZT104789	McDonald A purchased Dimethyl carbo	157.51
17-JAN-20	ZT104789	McDonald A purchased flow restricto	18.94
17-JAN-20	ZT104789	McDonald, A purchased a spooler for	28.65
17-JAN-20	ZT159595	Charge for chemicals for research 1	57.42
17-JAN-20	ZT159595	Charge for cylinders, specialty gas	47.40
17-JAN-20	ZT159595	Charge for new (used) controller fo	135.40
24-JAN-20	ZT225464	McDonald A purchased BETAINE, ANHYD	90.07
24-JAN-20	ZT225464	McDonald A purchased CENT BOTTLE 25	204.69
05-FEB-20	12118261	Culligan Water Conditioning	29.95
05-FEB-20	Z1000337	Charge for a new HACH controller fo	599.99
05-FEB-20	Z1000337	Charge for fuses for lab pumps used	7.79
06-FEB-20	Z1000416	RyuJa 182074 Amazon Grant research	13.08
06-FEB-20	Z1000416	RyuJa 182074 Amazon Grant research	161.38
06-FEB-20	Z1000416	RyuJa 182074 Amazon Grant research	242.74
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	60.16
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	103.68
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	244.55
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	51.77
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	11.65
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	9.57
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	117.25
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	9.56
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	84.59
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	-44.51
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	192.95
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	5.67
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	10.39
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	21.73
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	93.21
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	25.43
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	9.53
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	23.58
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	76.30
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	-242.74
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	119.44
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	50.31
10-FEB-20	Z1000606	RyuJa 231435 Amazon Grant research	18.95
10-FEB-20	Z1000606	RyuJa 231435 Home Depot Grant resea	157.57
10-FEB-20	Z1000606	RyuJa 231435 Home Depot Grant resea	43.82
10-FEB-20	Z1000606	RyuJa 231435 Paypal Grant research	217.56
18-FEB-20 IRSA	Z1000988	Armando: 25mL autoclave reactors fo	^{70.00} TAB 1 Page 24
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10 [FEB-20	Z1000988	McDonald: Fuses for 1ab Instruments	₆ ₳₸₸ĀCHMENT 8 [–]
	FEB-20 FEB-20	Z1001008	Charge for PC primers to evaluate b	36.38
	FEB-20	Z1001008	Charge for cylinders, specialty gas	461.23
	FEB-20	Z1001008	Charge for new syringes for Erik's	964.58
	FEB-20	Z1001008	Charge for nitrile exam gloves, pip	1498.11
	FEB-20	Z1001008	Charge for reagent set ammonia and	1759.50
	FEB-20	12120138	McDonald, Armando Gabriel.	9.90
	MAR-20	B1825956	McDonald, Armando G.	-9.90
	MAR-20	12123028	Ryu, Jae H.	1796.52
	MAR-20	Z1001838	Charge for new caps for ammonia/nit	1733.49
05-N	MAR-20	Z1001838	Charge for pipette tips used to pro	82.80
05-N	MAR-20	Z1001838	Charge for silicone treadmill belt	12.25
12-N	MAR-20	Z1002318	Charge for 96 well plates for qPCR	455.44
12-N	MAR-20	Z1002318	Charge for adhesive qPCR film, alum	229.81
12-N	MAR-20	Z1002318	Charge for connective wire, groundi	16.76
12-N	MAR-20	Z1002318	Charge for cylinders, specialty gas	195.63
18-N	MAR-20	Z1002545	McDonald A, Chemical Resistant O-ri	22.85
18-N	MAR-20	Z1002545	McDonald A, pump head for research	96.27
18-N	MAR-20	Z1002545	McDonald, A- vacuum pump for lab an	649.00
	MAR-20	Z1002545	McDonald: PTFE STIRRER ANCHOR 500L	58.58
	MAR-20	Z1002571	McDonald: STANDARD TRNS PIPETS 5ML	13.53
	MAR-20	Z1002571	McDonald: VIAL SCINT 20ML GLASS 500	230.27
	MAR-20	Z1002876	RyuJa 367212 Amazon Grant research	17.16
	MAR-20	Z1002876	RyuJa 367212 Amazon Grant research	144.06
	MAR-20	Z1002876	RyuJa 367212 Amazon Grant research	227.88
	MAR-20	Z1002876	RyuJa 367212 Amazon Grant research	37.48
	MAR-20	Z1002876	RyuJa 367212 Amazon Grant research	185.46
	MAR-20	Z1002876	RyuJa 367212 Amazon Grant research	22.03
	MAR-20	Z1002876	RyuJa 367212 Amazon Grant research	232.27 8.22
	MAR-20	Z1002876	RyuJa 367212 Amazon Grant research	8.22 21.19
	MAR-20 MAR-20	Z1002876 Z1002876	RyuJa 367212 Amazon Grant research RyuJa 367212 Amazon Grant research	25.42
	MAR-20 MAR-20	Z1002876	RyuJa 367212 Amazon Grant research	10.59
	MAR-20 MAR-20	Z1002876	RyuJa 367212 Amazon Grant research	164.79
	MAR-20	Z1002876	RyuJa 367212 Amazon Grant research	211.99
	MAR-20	Z1002876	RyuJa 367212 Amazon Grant research	8.94
	MAR-20	Z1002876	RyuJa 367212 Amazon Grant research	8.94
	MAR-20	Z1002876	RyuJa 367212 Facebook Grant researc	23.82
	MAR-20	Z1002876	RyuJa 367212 Home Depot Grant resea	36.72
25-N	MAR-20	Z1002876	RyuJa 367212 USAQUADCOPT EBAY Grant	73.62
25-N	MAR-20	I2126495	Ryu, Jae H.	697.94
01-4	APR-20	Z1003304	RyuJa 400924 Amazon Grant research	77.73
01-4	APR-20	Z1003304	RyuJa 400924 Amazon Grant research	55.07
01-A	APR-20	Z1003304	RyuJa 400924 Amazon Grant research	124.00
01-A	APR-20	Z1003304	RyuJa 400924 Amazon Grant research	20.13
	APR-20	Z1003304	RyuJa 400924 Amazon Grant research	234.95
	APR-20	Z1003304	RyuJa 400924 Amazon Grant research	26.81
	APR-20	Z1003304	RyuJa 400924 Home Depot Grant resea	73.80
	APR-20	Z1003304	RyuJa 400924 Paypal Grant research	140.00
	APR-20	Z1003304	RyuJa 400924 Paypal Grant research	168.32
	APR-20	Z1003304	RyuJa 400924 Paypal Grant research	100.00
	APR-20	Z1003357	RyuJa 514304 Amazon Grant research	8.25
	APR-20	Z1003357	RyuJa 514304 Amazon Grant research	16.78
	APR-20	Z1003357	RyuJa 514304 Amazon Grant research	17.96
	APR-20	Z1003357	RyuJa 514304 Amazon Grant research	44.86
	APR-20	Z1003357	RyuJa 514304 Amazon Grant research	57.91 131.24
	APR-20 APR-20	Z1003357 Z1003357	RyuJa 514304 Home Depot Grant resea RyuJa 514304 Home Depot Grant resea	131.24
	APR-20 APR-20	Z1003357 Z1003357	RyuJa 514304 Home Depot Grant resea	74.79
	APR-20	Z1003357	RyuJa 514304 Paypal Grant research	226.80
	4PR-20	Z1003357	RyuJa 514304 Verizon Grant research	166.85
	APR-20	Z1003527	McDonald A- 3V power supply for re	6.35
	APR-20	Z1003527	McDonald A- LCD display for researc	6.39
	APR-20	Z1003527	McDonald A- Mini reflector bulb gua	7.07
	APR-20 RSA	Z1003527	McDonald A- PTFE stirrer anchor for	^{54.13} TAB 1 Page 25
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	Z1003527	McDonald A- bread board for resear	₅ATTĀCHMENT 8 [−]
07-APR-20			5.55
07-APR-20	Z1003527	McDonald A- breadboard jumper cable McDonald A- clamp assembly for rese	7.99 68.00
07-APR-20	Z1003527	McDonald A- clamp assembly for rese McDonald A- hands on primer-monitor	15.99
07-APR-20	Z1003527	•	
07-APR-20	Z1003527	McDonald A- lab supplies for resear	43.35
07-APR-20	Z1003527	McDonald A- pi4 touchscreen for res	19.99
07-APR-20	Z1003527	McDonald A- sensor board for resear McDonald A- sensor for research	6.99
07-APR-20	Z1003527		6.48
07-APR-20	Z1003527	McDonald A- soil sensor for researc	14.87
07-APR-20	Z1003527	McDonald, A- CO2 gas sensors for re	296.59 27.00
07-APR-20	Z1003527	McDonald, A- Mega v-3 shield for la	
07-APR-20	Z1003527	McDonald, A- clamps for lab researc	35.51
07-APR-20	Z1003527	McDonald, A- cuvette for research	34.50
07-APR-20	Z1003527	McDonald, A- data logging equipment	23.97
07-APR-20	Z1003527	McDonald, A- data logging equipment	11.99
07-APR-20	Z1003527	McDonald, A- data logging equipment	70.26
07-APR-20	Z1003527	McDonald, A- data logging for resea	7.50
07-APR-20	Z1003527	McDonald, A- electric motor replace	16.67
07-APR-20	Z1003527	McDonald, A- pellet die for researc	319.12
07-APR-20	Z1003527	McDonald, A- replacement GC column	602.37
07-APR-20	Z1003527	McDonald, A-replacement motor resea	7.77
10-APR-20	I2128570	Culligan Water Conditioning	29.95
14-APR-20	Z1003781	Charge for cylinders, specialty gas	57.00
14-APR-20	Z1003781	Charge for pack of 1000 filters, re	880.16
14-APR-20	Z1003781	Charge for reagents to test for nit	1002.52
14-APR-20	Z1003781	Charge for reagents to test for nit	136.84
06-MAY-20	Z1004558	McDonald A- Masks for research.	36.98
06-MAY-20	Z1004558	McDonald A- digital thermometer for	12.98
06-MAY-20	Z1004558	McDonald A- refund for 4 CO2 sensor	-296.59
06-MAY-20	Z1004558	McDonald A- research supplies	29.15
19-MAY-20	Z1004937	Charge for purchase of PCR test pla	116.55
29-MAY-20	Z1005467	RyuJa 689859 Amazon Grant research	149.68
29-MAY-20	Z1005467	RyuJa 689859 Amazon Grant research	7.41
29-MAY-20	Z1005467	RyuJa 689859 Amazon Grant research	190.79 19.15
29-MAY-20	Z1005467	RyuJa 689859 Amazon Grant research	
29-MAY-20	Z1005467	RyuJa 689859 Amazon Grant research	14.98
29-MAY-20 29-MAY-20	Z1005467 Z1005467	RyuJa 689859 Amazon Grant research RyuJa 689859 Amazon Grant research	14.51 37.49
		-	
29-MAY-20	Z1005467	RyuJa 689859 Amazon Grant research	10.06
29-MAY-20	Z1005467	RyuJa 689859 Amazon Grant research RyuJa 689859 Amazon Grant research	203.06
29-MAY-20	Z1005467		158.87 46.50
29-MAY-20	Z1005467	RyuJa 689859 Amazon Grant research	
29-MAY-20	Z1005467	RyuJa 689859 Home Depot Grant resea RyuJa 689859 Office Depot Grant res	49.21
29-MAY-20 29-MAY-20	Z1005467	RyuJa 764722 Amazon Batteries neede	43.66
	Z1005475	RyuJa 764722 Amazon Batteries neede RyuJa 764722 Staples Storage boxes	20.99
29-MAY-20 29-MAY-20	Z1005475 Z1005499	RyuJa 746498 Amazon Batteries and r	62.97 95.96
29-MAY-20	Z1005499 Z1005499	-	33.89
29-MAY-20	Z1005499 Z1005499	RyuJa 746498 Amazon Brushless motor RyuJa 746498 Amazon Electronic spee	156.66
29-MAY-20	Z1005499 Z1005499	RyuJa 746498 Amazon Metal dispenser	44.99
29-MAY-20	Z1005499 Z1005499	RyuJa 746498 Amazon Metal dispenser RyuJa 746498 Amazon Metal sealer to	27.99
29-MAY-20	Z1005499 Z1005499	RyuJa 746498 Amazon Plastic bags ne	52.00
		RyuJa 746498 Amazon Plastic bags ne	
29-MAY-20	Z1005499	RyuJa 746498 Amazon Plastic bags the	35.99
29-MAY-20	Z1005499		29.99
29-MAY-20	Z1005499	RyuJa 746498 Amazon Raspberry pi he	5.99
29-MAY-20	Z1005499	RyuJa 746498 Amazon Small boxes tha	23.71
29-MAY-20	Z1005499	RyuJa 746498 Amazon Zip ties that a	4.39
29-MAY-20	Z1005499	RyuJa 746498 Staples File storage a	101.93
29-MAY-20	Z1005531	RyuJa 680904 Amazon Grant research	30.89
29-MAY-20	Z1005531	RyuJa 680904 Amazon Grant research	7.41
29-MAY-20	Z1005531	RyuJa 680904 Amazon Grant research	84.53
29-MAY-20	Z1005531	RyuJa 680904 Amazon Grant research	138.43
29-MAY-20	Z1005531	RyuJa 680904 Home Depot Grant resea	46.94
29-MAY-20	I2134640	Ryu, Jae H. McDonald A. 2 angle plate 2" webbed	254.99
03-JUN-20 IRSA	Z1005709	McDonald A- 2 angle plate 2" webbed	^{37.04} TAB 1 Page 26

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25-SEP-19 U0133296 Chemstores/Abbasi 38.16 02-OCT-19 U0133354 Chemstores/Brower 43.50 03-OCT-19 U0133365 Chemstores/Pokhrel 72.35 22-OCT-19 U0133570 Chemstores/Pokhrell 23.33 25-OCT-19 ZT638339 Agriculture and Medical Supplies 09 299.99 25-OCT-19 ZT638339 Agriculture and Medical Supplies 09 178.08 25-OCT-19 ZT638339 Agriculture and Medical Supplies 09 176.5 25-OCT-19 ZT638339 Agriculture and Medical Supplies 09 105.69 25-OCT-19 ZT638339 Agriculture and Medical Supplies 09 105.69 25-OCT-19 ZT638339 Agriculture and Medical Supplies 09 21.98 04-NOV-19 U0133705 Chemstores/Abbasi 23.73 21-NOV-19 U0133885 Chemstores/Pokhrel 30.00 20-DEC-19 U0134294 Chemstores/Alfaro 19.68 TAB 1 Page 27 TAB 1 Page 27	23-SEP-19	U0133262	Chemstores/Guho	
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6/30/2020 https://va	ndalweb.uidaho.ed	IGTION RESEARCH AND STU	DELSOF 70195 A0107 Sess_id=461451069&user_name=
06-JAN-20	U0134306	Chemstores/Abbasi 16, 2021	47.05TACHMENT 8
14-JAN-20	U0134369	Chemstores/Abbasi	19.53
21-JAN-20	U0134419	Chemstores/Abbani	30.00
24-JAN-20	U0134463	Chemstores/Abbasi	53.97
27-JAN-20	U0134467	Chemstores/Abbasi	30.00
30-JAN-20	U0134555	Chemstores/Return-U134463	-53.97
10-FEB-20	U0134652	Chemstores/Alfaro	2.00
14-FEB-20	U0134749	Chemstores/McDonald	44.18
28-FEB-20	U0134883	Chemstores/Abbasi	19.45
02-MAR-20	U0134893	Chemstores/Abbasi	19.39
03-MAR-20	U0134905	Chemstores/Guho	47.82
04-MAR-20	U0134948	Chemstores/McDonald	31.77
05-MAR-20	12123057	Qiagen Inc.	1216.35
05-MAR-20	U0134967	Chemstores/Abbasi	82.37
05-MAR-20	U0134980	Chemstores/Guho	-36.09
05-MAR-20	U0134982	Chemstores/Guho	75.44
09-MAR-20	U0134996	Chemstores/Abbissa	36.41
09-MAR-20	U0135008		16.03
		Chemstores/Abbissa	
13-MAR-20	U0135054	Chemstores/Abbissa	29.12
18-MAR-20	U0135104	Chemstores/Abbissa	9.73
25-MAR-20	U0135167	Chemstores/Abbissa	117.43
25-MAR-20	U0135175	Chemstores/Abbasi	143.66
29-MAY-20	U0135346	Chemstores/Abbisa	58.21
05-JUN-20	U0135394	Chemstores/Pokhrel	60.51
25-JUN-20	U0135503	Chemstores/Crites	2.00
E5747 Safety S 25-SEP-19	upplies ZT574740	Supplies 09022019	21.18
E5910 Rent - Ma			21:10
28-AUG-19	I2091615	Culligan Water Conditioning	29.95
07-MAY-20	I2131585	Culligan Water Conditioning	29.95
E5940 Other Rei			23:33
20-AUG-19 E5992 Promotion	I2090470	Boise State University	337.50
02-DEC-19	J1259868	Bkstr;TABLECLOTH CALS	188.00
			\$ 65745.64
			\$ 05745.04
Subawards			
ES001 Subaward	1 Expenses		
28-0CT-19	I2102349	Boise State University	27940.93
30-JAN-20	I2117336	Boise State University	25033.25
26-JUN-20	I2138244	Boise State University	33735.28
26-JUN-20	I2138245	Boise State University	31824.18
ES002 Subaward			25424 24
01-MAY-20	12130988	Idaho State University	35436.26
19-JUN-20	I2137457	Idaho State University	133198.43
			\$ 287168.33
	، ط ت بر ک		
Small Equipment (E7830 <5K Comp		nt Other	
16-JUL-19	12084671	Ryu, Jae H.	1324.98
E7995 <5K Comm			
06-NOV-19	I2104173	Ryu, Jae H.	1196.74
			\$ 2521.72
Capital Equipment E6850 >5K Medio		.ab Equipment	
09-JUN-20	I2135871	Spectra Vista Corporation	18215.00
18-JUN-20	B1835155	Spectra Vista Corporation	0.00
			\$ 18215.00

10/11

Tuition Remission and Training TAB 1 Page 28 https://vandalweb.uidaho.edu/PROD/gokoutp.P_ShowReq?pipe_name=ORA\$PIPE\$0670E92A0001&sess_id=461451069&user_name=RENEE

6/30/2020	https://vandalweb.uidaho	RUGTION	RESEARCH	PAND STUDENT AS ANRS IS IN	
E7140 Tu	ition and Fees -	Grad Assist	antsJUNE 16	5, 2021 ATTA	CHMENT 8
16-AUG	G-19 J1251999	G1GB fo	or 171-55579	786.00	
16-AUG			or 171-55579	951.00	
16-AUG			or 171-55579	4152.00	
21-AUG			r V00665494	786.00	
21-AUG			r V00665494	48.50	
21-AUG			r V00665494	951.00	
21-AUG			r V00665494	4152.00	
21-AUG			r V00665494	100.00	
22-AUG		G1GD fo	or 142-24168	786.00	
22-AUG	G-19 J1252827	SHI1 fo	or 142-24168	951.00	
22-AUG	G-19 J1252827	T1GD fo	or 142-24168	4152.00	
03-SEF	P-19 J1253572	G1GA fo	or 941-68901	596.00	
03-SEF	P-19 J1253572	G1GB fo	or 051-04535	786.00	
03-SEF	-19 J1253572	T1GB fo	or 051-04535	4152.00	
22-0CT	J1257016	AN01 fo	or 051-04535	105.00	
02-JAN	J1261084	G2GB fo	or 171-55579	786.00	
02-JAN	J1261084	SHI2 fo	or 171-55579	951.00	
02-JAN	J-20 J1261084	T2GB fo	or 171-55579	4152.00	
16-JAN	J1262236	G2GD fo	or 142-24168	786.00	
16-JAN	I-20 J1262236	SHI2 fo	or 142-24168	951.00	
16-JAN	J1262236	T2GD fo	or 142-24168	4152.00	
22-JAN			or V00665494	786.00	
22-JAN	J1262441		or V00665494	951.00	
22-JAN	J-20 J1262441		or V00665494	4152.00	
22-JAN			r V00665494	100.00	
22-JAN			or 151-29182	786.00	
22-JAN			or 051-04535	786.00	
22-JAN			or 041-97395	87.00	
22-JAN			or 151-29182	4152.00	
22-JAN			or 941-68901	596.00	
22-JAN			or 051-04535	4152.00	
22-JAN			or 041-97395	462.00	
01-JUN			or 171-55579	174.00	
01-JUN			or 171-55579	70.00	
01-JUN			or 171-55579	924.00	
02-JUN			or 151-29182	87.00	
02-JUN			or 941-68901	87.00	
02-JUN			or 051-04535	87.00	
02-JUN			or 151-29182 or 941-68901	462.00	
02-JUN			or 051-04535	462.00	
02-JUN 17-JUN			or V00665494	462.00 87.00	
17-JUN 17-JUN			or V00665494	462.00	
24-JUN			or 161-44626	462.00 87.00	
24-JUN 24-JUN			or 161-44626	462.00	
24-300	N=20 J12/1442		101-44020	402.00	
				\$ 56155.50	
	Тс	otal Expense	2S	\$ 680812.59	

ATTACHMENT 8



For information regarding this invoice contact: Aaron Tolman 208-282-3056

Renee Jensen-Hasfurther Financial Contact University of Idaho 875 Perimeter Drive, MS 3021 Moscow, ID 83844 Date Prepared:06/12/2020Contract:SG-3587-SB-877869Purchase Order:RGE02R-08 RevisedInvoice No.:RGE02R-08 RevisedReference invoice number on the payment

PERIOD COVERED:	12/01/2019 - 06/3	30/2020	paymon	
		CURRENT	CUMULATIVE	(Over)/Under
SUBAWARD	BUDGET	EXPENSES	EXPENSES	BUDGET
Salary	\$81,365.09	\$61,928.69	\$81,365.09	\$0.00
Fringe Benefits	\$18,858.82	12,615.85	\$18,858.82	0.00
Material and Supplies	\$10,500.00	1,701.92	\$10,477.69	22.31
Equipment	\$51,500.23	51,500.23	\$51,500.23	0.00
Travel	\$3,932.86	2,951.74	\$3,932.86	0.00
Consultant Services	\$2,500.00	2,500.00	\$2,500.00	0.00
Totals	\$168,657.00	\$133,198.43	\$168,634.69	\$22.31
Cumulative Amount Received:		\$35,436.26		
Billed-Not Received*:		0.00		
Current Expenses		\$133,198.43		
Credit Applied:		(\$231.54)		
Total Due This Period		\$132,966.89		

PLEASE NOTE

The Total Now Due represents the current billing amount and any prior billings that have not yet been received as of the invoice date. If you have already sent payment for an invoice listed as billed-not received, please remit the CURRENT expense amount rather than the cumulative total. THANK YOU!

Lisa Wood

Lisa Wood, Director, Grants & Contracts Accounting

"I certify that the above bill is correct and just, that the amounts claimed represent fair charges against this subcontract."

Please make remittances payable to Idaho State University and remit to: 921 South 8th Avenue, Stop 8219 Pocatello, ID 83209-8219

Report	
BSU Account Analysis Report From Period: 1-10 Tomperiod: 12-20	
count A od: 1-10 : 12-20	
BSU Account Analy From Period: 1-10 Totheriod: 12-20 Republate: 6/26/20 10:57 AM	

Reportate: 0/20/20 10	5/ AM		and a second second	THE REAL PROPERTY IN			
01 Indiate Account.	01 Indiate Accounts Natural Account Desc	2000001100		ACCING_DATE	ACCING_DATE GL_BATCH_NAME	DUBLEDGEN, DE UNE DE	
01 - Salary	Employees - Temporary	2000001188	3,200.00	8/9/2019	PPD 7/14/2019 7/27/2019 Payroll A 1490202	zournal minor treated Journal and Created	
01 - Salary	Employees - Temporary	2000001188	3,200.00	8/23/2019	PPD_7/28/2019_8/10/2019 Payroll A 152239	,	
01 - Salary	Employees - Temporary	2000001188	3,200.00	9/6/2019	PPD_8/11/2019_8/24/2019 Payroll A 1547259		
01 - Salary	Employees - Temporary	2000001188	3,200.00	9/20/2019	PPD_8/25/2019_9/7/2019 Payroll A 1573798 N	Journal Import Created	
01 - Salary	Employees - Temporary	2000001188	1,600.00	10/4/2019	PPD_9/8/2019_9/21/2019 Payroll A 1597100 N	Journal Import Created	
01 - Salary	Employees - Temporary	2000001188	1,600.00	10/18/2019	PPD_9/22/2019_10/5/2019 Payroll A 1617565	Journal import Created	
01 - Salary 01 - Salary	Employees - Lemporary Employees - Temporary	2000001188	3 111.20	11/15/2019	PPD_10/6/2019_10/19/2019 Payroll A 1640510 PPD_10/20/2019_11/2/2019 Pavroll A 166303	ayoni A taqaziyuounnai mmoor Createe bayoni A taqaziyuounnai mmoor Createe	
01 - Salary	Employees - Temporary	2000001188	3,111.20	11/29/2019	PPD 11/3/2019 11/16/2019 Pavroll A 168665		IN
01 - Salary	Employees - Temporary	2000001188	3,056.00	12/13/2019	PPD_11/17/2019_11/30/2019 Payroll A 171388		IS
01 - Salary	Ξ.	2000001188	3,056.00	12/27/2019	_12/1/2019_12/14/2019 F	Journal Import Created	T
01 - Salary	Employees - Temporary	2000001188	3,056.00	1/10/2020			R
01 - Salary	Employees - Temporary	2000001188	3,056.00	1/24/2020	PPD_12/29/2019_1/11/2020 Payroll A 177188:	Journal import Created	۲Ų
01 - Salary	Summer Salary	2000001188	5,541.50	6/12/2020	PPD_5/17/2020_5/30/2020 Payroll A 2007658		JC
01 - Salary	Summer Salary	2000001188	5,541.50	6/26/2020	PPD_5/31/2020_6/13/2020 Payroll A 2033051	- Journal Import Created	21
01 - Salary	Students	2000001188	1,845.4U	0707/1/7	PPP 1/12/2020 T/25/2020 Payroll A 1/91/38	Journal import created	Γ
01 - Salary	Students	2000001188	1.846.40	3/6/2020	PPD 2/9/2020_2/9/2020 2/9/2020 PpD 2/9/2020 2/2/2020 PpD 2/9/2020 2/2/2020 PpD 2/2020	auran much treated	φ
01 - Salary	Students	2000001188	1,846.40	3/20/2020	PPD 2/23/2020 3/7/2020 Pavroll A 1865872 N		N
01 - Salary	Students	2000001188	1,846.40	4/3/2020	PPD 3/8/2020 3/21/2020 Payroll A 1889401 N		,
01 - Salary	Students	2000001188	1,846.40	4/17/2020	PPD_3/22/2020_4/4/2020 Payroll A 1912741 N		R
01 - Salary	Students	2000001188	1,846.40	5/1/2020	PPD_4/5/2020_4/18/2020 Payroll A 1936587 NJournal Import Created		E
01 - Salary	Students	2000001188	1,846.40	5/15/2020	PPD_4/19/2020_5/2/2020 Payroll A 1957265 N		S
01 - Salary	Students	2000001188	1,846.40	5/29/2020	PPD_5/3/2020_5/16/2020 Payroll A 1982147 h	Journal Import Created	E
01 - Salary	Students	2000001188	1,846.40	6/12/2020	PPD_5/17/2020_5/30/2020 Payroll A 2007658	Journal Import Created	Ą
01 - Salary	Students	2000001188	1,846.40		PPD_5/31/2020_6/13/2020 Payroll A 2033051	Journal Import Created	R
Con Friend		Total Salary:	5 /1,395.40				
02 - Fringe 02 - Eringo	Group Insurance - Life	2000001188	25.23 75.72	8/9/2019	PPD_//14/2019_//2//2019 Payroll A 1490202 PPD_8/11/2016_8/24/2019 Payroll & 1647256	boundariumport created	ᆉ
02 - Fringe 02 - Fringe	Group Insurance - Life	2000001188	23.23	6102/0/6	PDD 9/8/2019 9/24/2015 8/00 A 134/23		I,
02 - Fringe	Group Insurance - Life	2000001188	25.23	11/1/2019	PPD 10/6/2019 10/19/2019 Pavroll A 1640510	Journal Import Created	A
02 - Fringe	Group Insurance - Life	2000001188	25.23	12/13/2019			N
02 - Fringe	Group Insurance - Life	2000001188	25.23	1/10/2020		Journal Import	
02 - Fringe	Group Insurance - Life	2000001188	35.49	6/12/2020)
02 - Fringe	Group Insurance - Med & D	2000001188	970.84	7/26/2019	PPD_6/30/2019_7/13/2019 Payroll A 1472339		S
02 - Fringe	Group Insurance - Med & D	2000001188	9 / 0.84	8/23/2019	PPD_//28/2019_8/10/2019 Payroll A 1522239 Journal Import Created		TI
02 Fringe		2000001188	970.84	6102/07/6	PPU_8/ 25/2019_9/ // 2019 Payroll A 15/3/98 N		J
02 - Fringe 02 - Fringe	Group Insurance - Med & D	2000001188	970.84	11/15/2019			Þ
02 - Fringe	Group Insurance - Med & D	2000001188	970.84	12/27/2019	PPD 12/1/2019 12/14/2019 Pavroll A 1728919		EI
02 - Fringe	Group Insurance - Med & D	2000001188	970.84	1/24/2020	PPD_12/29/2019_1/11/2020 Payroll A 177188		N
02 - Fringe	Group Insurance - Med & D	2000001188	286.83	6/12/2020		Journal Import Created	Т
02 - Fringe	Group Insurance - Med & D	2000001188	286.83	6/26/2020	PPD_5/31/2020_6/13/2020 Payroll A 2033051		Ą
02 - Fringe	Group Ins - Medical Grad	2000001188	1,967.00	2/21/2020	PPD 1/26/2020 2/8/2020 Payroll A 1813384 N		F
02 - Fringe 02 - Fringe	Worker's Compensation	2000001188	76.04	8/0/2013	PPD_0/20/2019_//15/2019 FayIOII A 14/2339 PDD_7/14/2019_7/27/2019 Pavroll & 1400202		F,
02 - Fringe	Worker's Compensation	2000001188	76.04	8/23/2019	PPD 7/28/2019 8/10/2019 Payroll A 152239		
02 - Fringe	Worker's Compensation	2000001188	76.04	9/6/2019	PPD_8/11/2019_8/24/2019 Payroll A 1547259	Journal Import Created	R
02 - Fringe	Worker's Compensation	2000001188	76.04	9/20/2019	PPD_8/25/2019_9/7/2019 Payroll A 1573798 N	Journal Import Created	S
02 <u>- Et</u> inge	Worker's Compensation	2000001188	7.49	10/4/2019	PPD_9/8/2019_9/21/2019 Payroll A 1597100 N	Journal Import Created	5
02 Vinge	Worker's Compensation	2000001188	7.49	10/18/2019	PPD_9/22/2019_10/5/2019 Payroll A 1617565		
	Worker's Compensation	2000001188	23.00 72.23	11/15/2019			
02 Timpe	Worker's Compensation	2000001188	72.23	11/29/2019	PPD 11/3/2019 11/16/2019 Pavroll A 168665		
02 Eringe	Worker's Compensation	2000001188	69.87	12/13/2019			
02 - Finge	Worker's Compensation	2000001188	69.87	12/27/2019	PPD_12/1/2019_12/14/2019 Payroll A 172891		
02 Gringe	Worker's Compensation	2000001188	69.86	1/10/2020	PPD_12/15/2019_12/28/2019 Payroll A 17497	Journal Import Created	
02 a ringe	Worker's Compensation	2000001188	69.87	1/24/2020	PPD_12/29/2019_1/11/2020 Payroll A 1771881		
02 - Fringe	Worker's Compensation	2000001188	8.64	2/7/2020	PPD_1/12/2020_1/25/2020 Payroll A 1791738		
02 - Minge	Worker's Compensation	2000001188	8.04 8.6.1		PPD_1/26/2020_2/8/2020 Payroll A 1813384 N PPD_3/2020_2/3/2020 Payroll A 1843567 N	Journal Inniport Created	
02 - Fringe	Worker's Compensation	2000001188	8.64	3/20/2020	PPD 2/23/2020 3/7/2020 Pavroll A 1865872 N	Journal Import Created Journal Import Created	
02 - Fringe	Worker's Compensation	2000001188	8.64		PPD_3/8/2020_3/21/2020 Payroll A 1889401 N		
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02 - Fringe	Worker's Compensation	2000001188	8.64	4/1//2020	PPD_3/22/2020_4/4/2020 Payroll A 1912/41 N	bournal import Created
02 - Fringe	Worker's Compensation	2000001188	8.64	5/1/2020	PPD_4/5/2020_4/18/2020 Payroll A 1936587 N	ournalImport Created
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02 Sunge	Worker's Compensation	2000001188	8.04 3.4 57	0202/62/5	PPU_5/3/2020_5/15/2020 Payroll A 198214/1	ourunal import. Created
02 Stinge	Worker's Compensation	2000001188	35.93	6/26/2020	PPD 5/31 /2020 5/30/2020 FayIOII A 200/038	ioninamput resets Inimalinary resets
02 - Fringe	Employer Retirement Contr	2000001188	173.44	7/26/2019	PPD 6/30/2019 7/13/2019 Pavroll A 1472339	totana import. Created
02 - Fringe	Employer Retirement Contr	2000001188	173.44	8/9/2019	PPD 7/14/2019 7/27/2019 Payroll A 1490202	
02 - Fringe	Employer Retirement Contr	2000001188	173.44	8/23/2019	PPD_7/28/2019_8/10/2019 Payroll A 152239	ournal Import Created
02 - Fringe	Employer Retirement Contr	2000001188	173.44	9/6/2019	PPD_8/11/2019_8/24/2019 Payroll A 1547259	ournal Import Created
02 - Fringe	Employer Retirement Contr	2000001188	173.44	9/20/2019	PPD_8/25/2019_9/7/2019 Payroll A 1573798 N	ournal import. Created
02 - Fringe	Employer Retirement Contr	2000001188	173.44	10/4/2019	PPD_9/8/2019_9/21/2019 Payroll A 1597100 N	lournal instruct. Created
02 - Fringe 02 - Fringe	Employer Retirement Contr Employer Retirement Contr	2000001188	173.44	6102/01/11	PPD 3/22/2019 10/3/2019 Payroll A 161/303 PPD 10/6/2019 10/19/2019 Payroll A 1640510	ountial import created
02 - Fringe	Employer Retirement Contr	2000001188	173.44	11/15/2019	PPD 10/20/2019 11/2/2019 Pavroll A 166303	
02 - Fringe	Employer Retirement Contr	2000001188	173.44	11/29/2019		
02 - Fringe	Employer Retirement Contr	2000001188	173.44	12/13/2019	PPD_11/17/2019_11/30/2019 Payroll A 17138	
02 - Fringe	Employer Retirement Contr	2000001188	173.44	12/27/2019	PPD_12/1/2019_12/14/2019 Payroll A 172891	iournal import Created
02 - Fringe	Employer Retirement Contr	2000001188	173.44	1/10/2020	PPD_12/15/2019_12/28/2019 Payroll A 174973	iournal Import Created
02 - Fringe	Employer Retirement Contr	2000001188	173.44	1/24/2020	PPD_12/29/2019_1/11/2020 Payroll A 177188:	Created
02 - Fringe	Employer Retirement Contr	2000001188	600.70	6/12/2020	PPD_5/17/2020_5/30/2020 Payroll A 2007658	bound limpt Created
02 - Fringe 03 - Fringe	Employer Retirement Contr Retirement Sick Leave	2000001188	10.40	0/20/2020	PPU_5/31/2020_6/13/2020 Pdyroll A 2033031 DDD_6/30/2019_7/13/2019 Davroll & 1472339	
02 - Fringe	Retirement Sick Leave	2000001188	10.40	8/9/2019	PPD 7/14/2019 7/27/2019 Pavroll A 1490202	por crienteu Don crienteu
02 - Fringe	Retirement Sick Leave	2000001188	10.40	8/23/2019	PPD_7/28/2019_8/10/2019 Payroll A 152239	bumal Import Created
02 - Fringe	Retirement Sick Leave	2000001188	10.40	9/6/2019	PPD_8/11/2019_8/24/2019 Payroll A 1547259	
02 - Fringe	Retirement Sick Leave	2000001188	10.40	9/20/2019	PPD_8/25/2019_9/7/2019 Payroll A 1573798 N	ournal Import Created
02 - Fringe	Retirement Sick Leave	2000001188	10.40	10/4/2019	PPD_9/8/2019_9/21/2019 Payroll A 1597100 N	ournal Import Created
02 - Fringe	Retirement Sick Leave	2000001188	10.40	10/18/2019	PPD_9/22/2019_10/5/2019 Payroll A 1617565	. Created
02 - Fringe	Retirement Sick Leave	2000001188	10.40	11/1/2019	PPD 10/6/2019 10/19/2019 Payroll A 1640510	
02 - Fringe	Retirement Sick Leave	2000001188	10.40	11/15/2019	PPD_10/20/2019_11/2/2019 Payroll A 166303: PPD_11/2/2016_11/16/2016_Payroll A 1686655	
02 - Fringe 02 - Fringe	Refirement Sick Leave	2000001188	10.40	17/13/2019	PPD 11/17/2019 11/30/2019 Pavroll A 10003	ricated Trasted
02 - Fringe	Retirement Sick Leave	2000001188	10.40	12/27/2019	PPD 12/1/2019 12/14/2019 Payroll A 172891	
02 - Fringe	Retirement Sick Leave	2000001188	10.40	1/10/2020		ournal Import Created
02 - Fringe	Retirement Sick Leave	2000001188	10.40	1/24/2020	PPD_12/29/2019_1/11/2020 Payroll A 177188	port Created
02 - Fringe	Unemployment Insurance	2000001188	4.16	7/26/2019	PPD_6/30/2019_7/13/2019 Payroll A 1472339	ournal Import Created
02 - Fringe	Unemployment Insurance	2000001188	4.16 A 16	6107/6/8	PPU_1/14/2019_1/2//2019 Payroll A 1490202	
02 - Fringe	Unemployment Insurance	2000001188	4.16	9/6/2019	PPD 8/11/2019 8/24/2019 Pavroll A 1522239	
02 - Fringe	Unemployment Insurance	2000001188	4.16	9/20/2019	PPD_8/25/2019_9/7/2019 Payroll A 1573798 N	
02 - Fringe	Unemployment Insurance	2000001188	2.08	10/4/2019	PPD_9/8/2019_9/21/2019 Payroll A 1597100 N	lournalimport Created
02 - Fringe	Unemployment Insurance	2000001188	2.08	10/18/2019	PPD_9/22/2019_10/5/2019 Payroll A 1617565	
02 - Fringe	Unemployment Insurance	2000001188	3.07	11/1/2019	PPD_10/6/2019_10/19/2019 Payroll A 1640510	lournal import. Created
02 - Fringe	Unemployment Insurance	2000001188	4.04	11/15/2019	PPD_10/20/2019_11/2/2019 Payroll A 1663033	Created Created
02 - Fringe 02 - Fringe	Unemployment Insurance	2000001188	4.05 70 5	12/13/2019	PPU_11/3/2019_11/16/2019 Payroll A 1686653 PPD_11/17/2019_11/30/2019 Payroll A 171388	
02 - Fringe	Unemployment Insurance	2000001188	3.97	12/27/2019	PPD 12/1/2019 12/14/2019 Pavroll A 172891	
02 - Fringe	Unemployment Insurance	2000001188	3.97	1/10/2020		ournal Import Created
02 - Fringe	Unemployment Insurance	2000001188	3.98	1/24/2020	12/2	lournal Import Created
02 - Fringe	Unemployment Insurance	2000001188	1.20	2/7/2020	PPD_1/12/2020_1/25/2020 Payroll A 1791738	ourial import Created
02 - Fringe 02 - Eringe	Unemployment Insurance	2000001188	1 30	0202/9/S	PPU_2/9/2020_2/22/2020 Payroll A 1842597 N	
02 - Fringe	Unemployment Insurance	2000001188	1.20	4/17/2020	PPD 3/22/2020 4/4/2020 Payroll A 1912741 N	Undered Undered
02 - Fringe	Unemployment Insurance	2000001188	1.20	5/29/2020	PPD_5/3/2020_5/16/2020 Payroll A 1982147 N	ournalimport Created
02 - Fringe	Unemployment Insurance	2000001188	9.48	6/12/2020	PPD_5/17/2020_5/30/2020 Payroll A 2007658	
02 En nge	Unemployment Insurance	2000001188	9.49	6/26/2020	PPD_5/31/2020_6/13/2020 Payroll A 2033051	. Created
02 Fringe	Social Security/Medicare	2000001188	244.80	7/26/2019	PPD_6/30/2019_7/13/2019 Payroll A 1472339	
02 - Freinge	Social Security/Medicare	2000001188	244.80 244.80	8/9/2019 8/73/2019	PPU_//14/2019_//2//2019 Payroll A 1490202 PPD_7/28/2019_8/10/2019 Payroll A 1522239	
02 - Fringe	Social Security/Medicare	2000001188	244.80	9/6/2019	PPD 8/11/2019 8/24/2019 Payroll A 1547259	Created
02 - M nge	Social Security/Medicare	2000001188	244.80	9/20/2019	PPD_8/25/2019_9/7/2019 Payroll A 1573798 N	
02 Pringe	Social Security/Medicare	2000001188	122.40	10/4/2019	PPD_9/8/2019_9/21/2019 Payroll A 1597100 N	
02 Finge	Social Security/Medicare	2000001188	122.40	10/18/2019	9/22/2019_10/5/2019 P	iournalimport Created
02 Tringe	Social Security/Medicare	2000001188	180.21	11/1/2019	PPD_10/6/2019_10/19/2019 Payroll A 1640510 DPD_10/20/2019_11/2/2019_Payroll A 1640510	ournal Import Created
02 2 nge	social security/Medicare	2000001188	238.00	11/29/2019	11/3/2019	
02 - Fringe	Social Security/Medicare	2000001188	233.79	12/13/2019		
02 - Fringe	Social Security/Medicare	2000001188	233.78	12/27/2019	PPD_12/1/2019_12/14/2019 Payroll A 172891	ournal Import Created

		2000001188	233.78	1/10/2020	PPD_12/15/2019_12/28/2019 Payroll A 17497	Import
02 Eringe	social Security/Medicare	2000001188	558.31	4/24/2020 6/12/2020		Journal Import Created
		2000001188				Journal Import Created
		Total Fringe:	\$ 18,559.54			
	Express Mail/Messenger	2000001188	29.06	8/30/2019	A 156291600006 1562930 Y	87~Shipping Waste water samples for research project TXN00486075 FEDEX 33191787~Shipping Waste water samples for research I
	Building Services	2000001188	1,339.55	3/31/2020	93308 Y	The second
03 - Other Expense	Medical & Laboratory Supp	2000001188	23.1/ 56.13	6T07/TC//	1 2403 T	ITS PREFESS LE COURT OF STREAM ST STREAM STREAM STREAM STREAM STREAM
	Medical & Laboratory Supp	2000001188	217.08	7/31/2019	05486 Y	THE INTERNATIONAL INC'VIES for agree TOC analysis" TXN0480220 VWN INTERNATIONAL INC'VIES for algues TOC analysis" TXN0480220 VWN INTERNATIONAL INC'VIES for agree TOC analysis" TXN0480220 VWN INTERNATIONAL INC'VIES for algues TOC analysis" TXN048020 VWN INTERNATIONAL INC'VIES for algues TOC analysis" TXN048020 VWN INTERNATIONAL INC'VIES for algues TOC ANALYSIS FOR TXN048020 VWN INTERNATIONAL INC'VIES for algues TOC ANALYSIS FOR TXN048020 VWN INTERNATIONAL INC'VIES for algues TOC ANALYSIS FOR TXN048020 VWN INTERNATIONAL INC'VIES for algues TOC ANALYSIS FOR TXN048020 VWN INTERNATIONAL INC'VIES for algues TOC
	Medical & Laboratory Supp	2000001188	207.84	8/30/2019	62925 Y	
	Medical & Laboratory Supp	2000001188	97.82	8/30/2019	Payables A 1562916000003 1562925 Y	THE HOME DEPOT 1806-secondary containment for water storage**TXN00491220 THE HOME DEPOT 1806-secondary containment for water storage**TXN00491220
	Medical & Laboratory Supp	2000001188	51.96	8/30/2019	62925 Y	RED-MEYER #0449-water storage containers-"TXN00489591 FRED-MEYER #0449-water storage containers-"TXN00489591
	Medical & Laboratory Supp	2000001188	41.89	8/30/2019	Payables A 156291600003 1562925 Y	THE HOME PEDT #1806 "materials for waterials fo
03 - Other Expense	Medical & Laboratory Supp	2000001188	2,101.10 75.92	8/30/2019	62925 Y	Then Conversion proves on production or emigration of agree statements. Travovasozzo much conversari proves on production or emigration of agree statements. Travovasozzo much proves on production or emigration of agree statements. Travovasozzo much proves on production or emigration of agree statements. Travovasozzo much proves on production or emigration of a
	Medical & Laboratory Supp	2000001188	190.44	9/1/2019	89163 Y	OR009252 - HACH COMPANY*supplies for algae cultivation************************************
03 - Other Expense	Medical & Laboratory Supp	200001188	23.94	9/1/2019	Payables A 1589162000001 1589163 Y	CORR00263 - OFFICESUPPLY.COM*supplies for algae cultivation~^TXN00487165 CORR009263 - OFFICESUPPLY.COM*supplies for algae cultivation~^TXN00487165
Π	Medical & Laboratory Supp	2000001188	51.96	9/30/2019		FRED-MEYER #0613"water storage containers for wastewater="TXN00492762 FRED-MEYER #0613"water storage containers for wastewater="TXN00492762" April 2014"
	Medical & Laboratory Supp	2000001188	-35.98	9/30/2019		~TXN00500063
	Medical & Laboratory Supp	2000001188	71.46	9/30/2019	,	VWR INTERNATIONAL INC~supplies for algae TOC analysis~TXN00498288 VWR INTERNATIONAL INC~supplies for algae TOC analysis~TXN00498288
03 - Other Expense	Medical & Laboratory Supp	2000001188	219.03	9/30/2019	Payables A 1609056000002 1609061 Y	TTS FISHERSCI ECOM HUS"algae cultivation supplies***TXN00495.197175 FISHERSCI ECOM HUS**algae cultivation supplies***TXN00495.199
	Medical & Laboratory Supp	2000001188	619.34	9/30/2019		F5 FISHERCI ECOM HOS*supplies for NH4+ measurements**7X00039396 TF5 FISHERCI ECOM HUS*supplies for NH4+ measurements**7X000433996
03 - Other Expense	Medical & Laboratory Supp	2000001188	209.33	11/29/2019	Payables A 1712893000005 1712901 Y	TFS FIERSCI ECOM HUS-ammonia measurement kira-TNMOSL2021 ZFSHERSCI ECOM HUS-ammonia measurement kira-"TNMOSL2742 IZE MACH COMMANDATIVITATION ADMINISTRATION ADMINISTRATION ADMINISTRATION ADMINISTRATION ADMINISTRATION ADMINISTRATI
	Medical & Laboratory Supp	2000001188	580.66	12/31/2019	755260 Y	
	Medical & Laboratory Supp	2000001188	71.37	1/31/2020	02132 Y	~~TXN00522955
03 - Other Expense	Medical & Laboratory Supp	2000001188	79.72	1/31/2020	127000003 1802132 Y	TFS FISHERSCI ECOM HUS-ralgae cultivation testing matrialsTXN00522941 TFS FISHERSCI ECOM HUS-ralgae cultivation testing matrialsTXN00522941
	Medical & Laboratory Supp	2000001188	71.25	1/31/2020	02132Y	rs HSHERSCI ECOM HUS-algae cultivation testing matrials-~7XN00526671 TFS FISHERSCI ECOM HUS-algae cultivation testing matrials-~1XN00526671
	Medical & Laboratory Supp	2000001188	180.00	2/29/2020		tolis CoLD STORAGECOMPANY-storage of cultivation media for algaeTXN00532605 B01SE COLD STORAGECOMPANY-storage of cultivation media for algaeTXN0053
	Medical & Laboratory Supp	2000001188	962.66	2/29/2020	55092 Y	Algae cultivation and testing supplies
03 - Utiler Experise	Medical & Laboratory Supp	2000001100	21.72 CZ	0202/62/2	- >	ment countered and a second and restored a supplies in a strawdown source in the second and restored and restored and a second and a second and a second and a second a second and a second and a second a
	Medical & Laboratory Supp	2000001188	49.15	2/29/2020	55094 Y	lies~~TXN00537465
	Medical & Laboratory Supp	200001188	438.28	3/31/2020	103960 Y	HACH COMPANY-materials for algae cultivation and analysis-~TX100543625 HACH COMPANY-materials for algae cultivation and analysis-~TX100543625
	Medical & Laboratory Supp	2000001188	56.13	3/31/2020	190394600006 1903960 Y	TFS FISHERSCI ECOM HUS-algae cultivation and testing supplies and storage ~~TXN00537870 TFS FISHERSCI ECOM HUS-algae cultivation and testing supplies and sto the second storage ~~T
	Medical & Laboratory Supp	2000001188	501.23	3/31/2020	903959 Y	F5 FISHERSCI ECOM HUS*algae cultivation and testing supplies and storage **TXN00538362 TF5 FISHERSCI ECOM HUS*algae cultivation and testing supplies and storage
	Medical & Laboratory Supp	2000001188	605.65	3/31/2020	03960 Y	EF STHERCI ECOM HUS*materials for agae cultivation and analysis "YXN00544079 TF FISHEROD ECOM HUS*materials for agae cultivation and analysis "YXN0054079
03 - Other Expense	Medical & Laboratory Supp Medical & Laboratory Supp	2000001188	45.00 1 081 15	3/31/2020	Payables A 1903946000006 1903960 Y	ISSEE COLD STORAGECOMPARY"materials for algorithm analysis", NNOS-40021 BODE COLD STORAGECOMPARY"materials for algorithm and straight and analysis", TEX DESEE COLD STORAGECOMPARY"materials for algorithm and analysis. TEX DESEE COLD STORAGECOMPARY"materials for algorithm and analysis
	Medical & Laboratory Supp	2000001100	90.60	5/29/2020		TO TOTATION OF A DESTINATION OF A
	Storage Space Rental	2000001188	55.00	9/30/2019	509060 2 Y	BIGE COLD STORAGE COMPANY-cold storage for H2D in Fersi Research - TXN0044028 BIGE COLD STORAGE COMPANY-cold storage for H2D in Fersi Research - TXN00492
	Storage Space Rental	2000001188	45.00	11/29/2019	712901 Y	BOISE COLD STORAGECOMPANY-frozen water storage-~7XN00512002 BOISE COLD STORAGECOMPANY-frozen water storage-~7XN00512002
	Storage Space Rental	2000001188	45.00	11/29/2019	Y 12901 Y	BOISE COLD STORAGECOMPANY-frozen water storage-"TXN00512021 BOISE COLD STORAGECOMPANY-frozen water storage-"TXN00512021
	Academic Fees Pd By Dept/	2000001188	4,823.00	3/1/2020		
U3 - Utner Expense	Academic Fees Pd By Dept/	Z000001188 Total Other Evnens	4,823.00	3/1/2020	/1356 Y	UDRIVID357 - 1130/1252 I OFTES, Alejandro Spring 2020 Graduate Assistant UDRIVID353 - 1130/1252 I OFTES, Alejandro Spring 2020 Graduate Assistant
04 - Travel	Rental Vehicles-In State	2000001188	24.10	8/30/2019	62926 Y	CHEVRON 0095274-Rental fuel for E.Ayala to Moscow, ID to pick up research samples-7.A449273-TXN00490372 CHEVRON 0095274-Rental fuel for E.Ayala to Moscow, ID te
	Rental Vehicles-In State	2000001188	21.49	8/30/2019		HEVRON 0095274-Rental fuel for E. Ayala to Moscow, ID to pick up research samples-T 4#42273-"XN00490452 CHEVRON 0095274-Rental fuel for E. Ayala to Moscow, ID to
_	Rental Vehicles-In State	2000001188	276.99	8/30/2019	62929 Ү	ENTERPRISE RENT-A-CAR-Rental truck to pick up water for Feris lab-49273/49275-7XN00490757 ENTEAPRISE RENT-A-CAR-Rental truck to pick up water for Feris lab-4922
	Rental Vehicles-In State	2000001188	46.96	8/30/2019	64144 Y	TINKER # 38*Rental fuel for E Ayala to Moscow, ID to pick up research samples*TA#49273*TNN004902715 TINKER # 38*Rental fuel for E Ayala to Moscow, ID to pick up resi
	Commercial Airford Out Of	2000001188	32.30	8/30/2019	Payables A 156413000001 1564144 Y	CHERKON DOESSTATE THE TELEVISION OF A DESCOVERY OF A DE
04 - II avel	Subsistence & Lodging-In	2000001188	93.10 93.10	9/1/2019	77384 Y	diem for two days in Mosco
	Subsistence & Lodging-In	2000001188	93.10	9/12/2019	83478 Y	er diem reimbursement for Alex Torres in Moscow. ID in Aug to retrieve water samples Per diem reimbursement for Alex Torres in Moscow. ID in Aug to retrieve water samples er diem reimbursement for Alex Torres in Moscow. ID in Aug to retrieve water samples er diem reimbursement for Alex Torres in Moscow. ID in Aug to retrieve water samples er diem reimbursement for Alex Torres in Moscow. ID in Aug to retrieve water samples er diem reimbursement for Alex Torres in Moscow. ID in Aug to retrieve water samples er diem reimbursement for
	Subsistence & Lodging-Out	2000001188	149.18	7/31/2019	05483 Y	EXEDIA 7451936748711*lodging in SLC to meet with Idaho and Utah dairymen*44643*TXN00480616 EXPEDIA 7451936748711*lodging in SLC to meet with Idaho and Utah
		2000001188	97.19	8/30/2019	Payables A 1564130000001 1564144 Y	MOTEL 6 MOSCOW ID~Lodging for Feris lab to pick up water for project~49273/49275~TXN00490119 MOTEL 6 MOSCOW ID~Lodging for Feris lab to pick up water for an oje
		Total Travel:	\$ 1,276.51	51		
3 1 Page 33						CHMENT 8

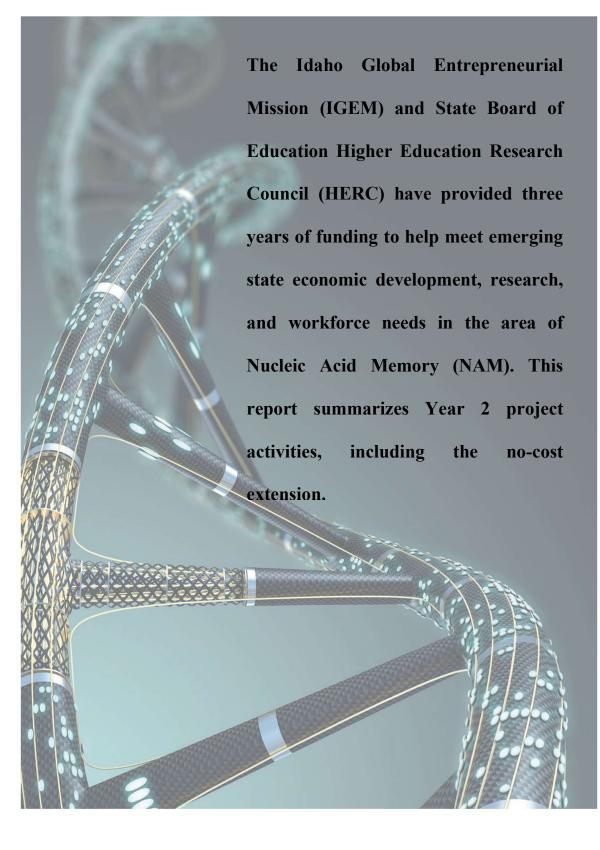


IGEM # 19-002: Nucleic Acid Memory

July 1, 2019 – December 31, 2020 Annual Report

Will Hughes Tim Andersen Eric Hayden Wan Kuang Will Clay George Dickinson Luca Piantanida Mike Tobiason Chad Watson

I. Project Summary



II. Project Overview

In 2016, the digital universe produced 16 ZB (1 ZB = 1 trillion GB) of data. In 2025 it will create 163 ZB. These data, once generated, cascade through the information lifecycle — from primary storage media in the form of hard disks and solid-state drives to archival media such as tape. While the semiconductor industry maximizes the density, stability, and energy efficiency of electronic and magnetic memory, both are fast approaching their physical and economic finish lines. As envisioned by the new Semiconductor Synthetic Biology Roadmap, DNA-based massive information storage is a fresh start for memory manufacturing in the United States. According to our study with Micron, Harvard, and the Semiconductor Research Corporation (SRC), DNA has a retention time that ranges from thousands to millions of years, 1 kg of DNA can store the projected digital universe in 2040, and DNA's energy of operation is 100 million times less than current electronic memory. As a result, nucleic acid memory has become a global conversation, a national investment, an industrial opportunity, and a local strength in Idaho.

Our vision is to pioneer a digital data storage paradigm in Idaho by designing, building, and testing accessible, editable, and non-volatile nucleic acid memory (NAM) technologies that are inspired by DNA circuits and made possible by our innovations in DNA nanotechnology. With support from IGEM-HERC, we are creating a Nucleic Acid Memory Institute to meet critical innovation, economic, and workforce development needs in Idaho. To expedite our vision of Idaho becoming a global leader in NAM, five tasks are being addressed over the life of the IGEM-HERC: Task 1 - Create efficient algorithms for coding information into data strands. Error correction strategies will account for DNA insertions, deletions, and substitutions, as well as screen for biological sequences to ensure that the data has no genetic function. Task 2 - Create a high-throughput, integrated analytical engine to design and select data strands using quantitative metrics based on an in-house, algorithm. Task 3 - Create synthetic biological factories for manufacturing DNA scaffolds using rapid design-build-test cycles of genomes. Genome size and structure will be engineered. Task 4 - Design and fabricate NAM storage platforms using the DNA scaffolds, and validate the functionality of genome scaffolds using atomic force microscopy. Task 5 - Read arbitrary data files into NAM storage nodes using super-resolution microscopy. Realize subnanometer imaging resolution to enable high areal density data storage.

This progress report spans July 1, 2019 to December 31, 2020. Listed below is a summary of our accomplishments during this time period. Because of COVID-19, our team continues to invest into computational work to offset the impact on our ability to perform experimental work.

III. Summary of project accomplishments

The support provided by IGEM-HERC during year 1 of this project provided the infrastructure and team to create the first digital Nucleic Acid Memory (dNAM) proof-of-concept. Building on this foundation — which was described in the July 1, 2018 to June 30, 2019 Annual Report and reported in the July 1, 2019 to January 1, 2020 progress report - we conducted a series of experiments that validated dNAM as a platform for DNA-based information storage. This work led to a manuscript that was submitted to Nature on July 17, 2020. We were notified by the senior editor of Nature on October 26, 2020 that the reviewers did not recommend for publishing in Nature, but instead to consider addressing reviewer comments and submit to Nature Communications, which is an equally respected, widely-read, peer-reviewed journal within the scientific community. We are finalizing the manuscript for resubmission. We also submitted a proposal to the Semiconductor Synthetic Biology for Information Storage and Retrieval (SemiSynBio-II) program, which extends the dNAM platform supported by IGEM-HERC from two dimensions to three dimensions. Our novel approach spatially and temporally reads threedimensional nucleic acid memory (3DNAM) with sub 5 nm lateral and 1 nm axial resolution. In brief, 3D NAM is a synergy between semiconductor technology and synthetic biology-integrating time-correlated super-resolution microscopy and DNA self-assembly to digitally read non-volatile and randomly accessible information in all three dimensions. With information densities above 10 Tbit/cm², read speeds over 56 Tbit/day, and the promise for scalable random access, 3DNAM has the potential to be a disruptive memory technology. While we were not selected for funding, in part because we have an active grant through the funding mechanism, the ideas generated and the proposal development process were a galvanizing experience for the team that has led us to explore new techniques and architectures for archival memory storage applications as part of our Year 3 IGEM-HERC deliverables.

The following report details the major work and outcomes supported by IGEM-HERC from July 1, 2019 to December 31, 2020, including updated content within the manuscript in support of the project tasks.

Task 1 – Create improved algorithms for coding information into data strands.

1.1 Encoding/decoding algorithms to create a working prototype of dNAM. dNAM relies on DNA-PAINT to detect individual DNA molecules and is routinely limited by incomplete strand incorporation, defective imager strands, fluorophore bleaching, and background fluorescence. To overcome these challenges, Prof Tim Andersen and graduate student Golam Mortuza created dNAM-specific information encoding and decoding algorithms that combine fountain codes with a custom, bi-level, parity-based, and orientation-invariant error detection scheme (**Fig. 1**). Fountain codes enable transmission of data over noisy channels. They work by dividing a data file into smaller units called droplets and then sending the droplets at random to a receiver. Droplets

can be read in any order and still be decoded to recover the original file, so long as a sufficient number of droplets are sent to ensure that the entire file is received. The custom algorithm they developed encodes each droplet onto a single origami and adds additional bits of information for error correction to ensure that individual droplets will be recovered, in the presence of high noise, from individual origami. Together, the error correction and fountain codes increase the probability that the message is fully recovered while minimizing the number of DNA origami that must be observed. These encoding/decoding algorithms were used to create a working prototype of dNAM — encoding the short message '*Data is in our DNA!*/n', see *Task 5*, below.

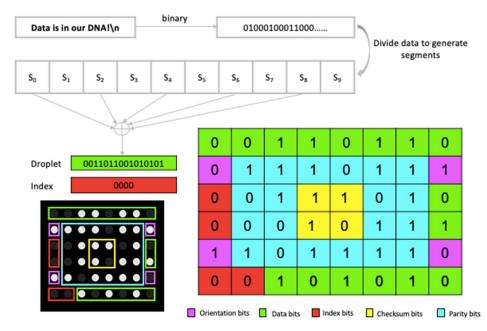


Figure 1. Example of Fountain Code implementation of dNAM digital encoding. The figure illustrates some of the main steps involved in encoding a digital message into dNAM. First a character string is divided into non-overlapping segments. These segments are combined in various patterns via an XOR operation to generate data droplets. Each droplet is assigned an index, error-correcting (checksum and parity) and orientation information and positioned within a grid to form the design used to synthesize a dNAM origami.

1.2 Size efficiency of the encoding scheme. Simulations were run to determine the size efficiency of the encoding scheme, as well as its ability to recover from errors. As shown in Fig. 2A, the number of origami required to encode a message of length n increases roughly at a linear rate up to n = 5000 bytes of data. Larger message sizes require more bits to be devoted to indexing, decreasing the number of available data bits per origami, creating a practical limit of 64 kilobytes of data for the prototype described in this work. This limit can be increased, however, by increasing the number of bits per origami. To determine the ability of the decoding and error correction algorithm to recover information in the presence of increasing bit error rates. The decoding algorithm robustly recovers the entire message for all tested message sizes when the average number of errors per origami is less than 7.4 (Fig. 2B). At 7.4 errors per origami, the message recovery rate droped to 97.5%, and as expected decreased rapidly with higher error rates (55%).

recovery at 8.2 errors per origami, and 7.5% at 9 errors per origami). An important feature of our algorithm is that the origami recovery rate can be low (as low as 63%) and still recover the entire message 100% of the time.

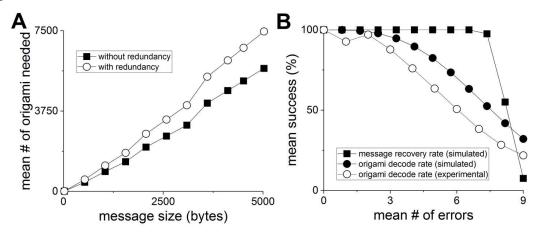


Figure 2. dNAM origami and message recovery rates in the presence of increasing errors. Simulations were performed to determine the theoretical success rates for correctly decoding individual dNAM origami and recovering encoded messages. The mean number of dNAM origami needed to successfully recover messages of increasing length with (open circles) or without (filled squares) redundant bits is plotted in (A). In (**B**) the mean success for recovering both individual origami (circles) and the entire message (squares) are plotted against the mean number of errors per origami (randomly generated for simulated data). Simulation recovery rates (filled symbols) are averages of all message sizes tested (160 to 12,800 bits). For experimental data (open circles) the mean success was estimated by comparing the decode algorithm's results with that of the template-matching algorithm. Two types of dNAM origami were simulated, with (open circles) and without (black squares) redundancy.

1.3 Number of origami needed to decode the 'Data is in our DNA!\n' message. As a further test of the efficiency of the encoding/decoding algorithm, we used a random sampling approach to determine the number of origami needed to decode the 'Data is in our DNA!\n' message. We started with all the decoded binary output strings that were obtained from the single-field-of-view recordings and took random subsamples of 50-3000 binary strings. We passed each random subsample of strings through the decoding algorithm and determined the number of droplets that were recovered (**Fig. 3**). Based on the algorithmic settings used in the experiment, we found that only ~750 successfully decoded origami were needed to recover the message with near 100% probability. This number is largely driven by the presence of origami in our sample that were prone to high error rates and thus rarely decoded correctly.

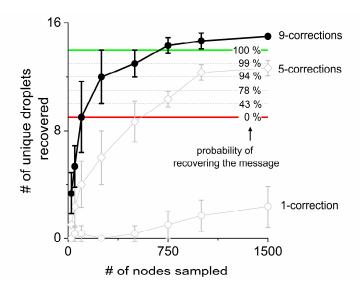


Figure 3. Number of dNAM origami required to recover the message. The mean number of unique dNAM origami matrices correctly decoded for randomly selected subsamples of decoded binary strings. The analysis was further broken out by the number of errors corrected for each origami, three examples are plotted (1, 5 and 9). Black filled circles depict the results for nine error corrections, which is the 'maximum allowable number of errors' parameter used in the decode algorithm for all other analysis reported here. The horizontal lines indicate the probability of recovering the message with different numbers of unique droplets. With fourteen or more droplets, the message should always be recovered (thick green line, and above indicates 100% chance of recovery) and with nine or fewer droplets the message will never be recovered (thick red line and below indicates 0% chance of recovery). Mean values for three experiments are shown. Error bars indicate ±SD.

Task 2 – Create a high-throughput, integrated analytical engine to design select data strands using quantitative metrics based on an in-house, algorithm.

This task was completed during the prior review. The sequence selection software called SeqEvo has been made publically available and Dr. Mike Tobiason, who created the software during his PhD, has returned to Boise State as a postdoctoral fellow uses the software to design and select DNA sequences for Tasks 3, 4, and 5. We have recently purchased high-performing computational resources in reduce the time and to increase the scale of the sequences that we can design/select.

Task 3 – Create a synthetic biological factory for manufacturing DNA scaffolds using a rapid design, build, and test cycle of genomes.

Microscopy results and modeling indicated that the outside edges of the origami tend to be poorly resolved and less stable than the inside of the origami. We hypothesized that enlarging the origami would allow the same amount of data to be stored while avoiding the outermost edge of the structure. However, this would require a larger, custom-designed ssDNA scaffold. Toward this goal, 10 novel scaffold sequences were designed that were ~11 kb in length, more than 50% larger than the common M13 scaffold. Having multiple designs will allow us to test our hypothesis that larger origami can improve our structures in general, ensuring that results are not based on individual sequences. A model of the large origami was built, and this was fed into a monte-carlo based computational algorithm that designs scaffold sequences compatible with the restraints of this design (**Fig. 4**). These sequences were computationally inserted into plasmids to design the

DNA sequences that must be synthesized. A database of ssDNA scaffolds and plasmids is under development. Gene synthesis and ssDNA production protocols are also in development. This effort was led by PhD candidate Sarah Kobernat, and several undergraduate VIP students were involved in the computational-based engineering effort and data management. Preliminary results were presented at the 26th International Conference on DNA Computing and Molecular Programming (DNA 26, September 14–17, 2020).

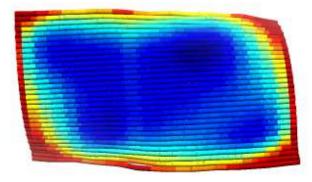


Figure 4. Origami edges are suboptimal for nanometer scale localizations. CanDo representation of an origami rectangle built from a 10.2kb custom DNA origami scaffold. Colors indicate the computed "flexibility" of the structure, where red is more flexible and blue is less flexible.

Task 4 – Design and fabricate NAM storage platforms using the DNA scaffolds, and validate the functionality of genome scaffolds using atomic force microscopy.

A workflow was developed for the design and fabrication of DNA origami storage nodes while developing the dNAM prototype. As described in *Task 1.1*, custom software was developed to encode digital data into patterns of data strands spread across multiple nodes. Additional software and excel spreadsheets were created to automate the selection of oligonucleotides, both for ordering and pipetting using an epMotion liquid handling system. Once origami were synthesized, quality control was carried out using DNA-PAINT SRM and atomic force microscopy. DNA-PAINT imaging indicated that, although the edges of origami were more sensitive to data strand insertion failures (**Fig. 5**), all of the data domains, in each of the origami designs, were detectable in each of three separate experiments (see *Task 5*).

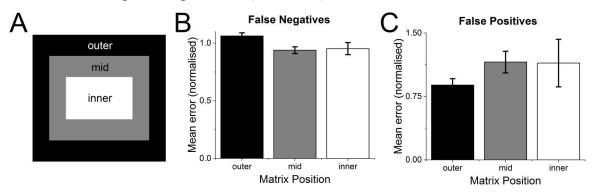


Figure 5. Outer edges and inner regions of dNAM origami are differentially error prone. The array positions of DNA origami (only considering structures with 15 or less errors, as identified by template matching) were classified as either 'outer', 'mid' or

'inner' depending on their position in the array (A). The mean error for each classification was calculated and normalized by dividing by the overall mean error for that zone. Plots of the mean normalized false negative (B) and false positive values (C) for each zone are shown. Mean values for three experiments are shown. Error bars indicate \pm SD.

Each individual origami synthesis was visualized and validated by AFM. The AFM images further confirmed that the general shapes of all 15 origami designs were as expected with properly positioned data domains (**Fig. 6**). The results indicate that the extended staple strands do not substantially inhibit the synthesis of the 15 unique origami designs.

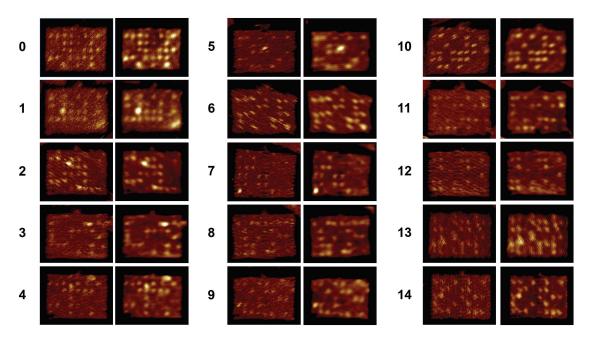


Figure 6. AFM images of dNAM origami. Representative AFM images of all 15 dNAM "Data is in our DNA!/n" origami, where most of dockings sites are visible. (An inverse FFT analysis with a band rejected filter has been applied to highlight the docking positions in right-hand panels). Every image is 90 x110 nm² and the color scale ranges over 250 pm.

Task 5 – Read arbitrary data files into NAM storage nodes using super-resolution microscopy.

5.1 Successful dNAM prototype. To test our dNAM concept, we encoded the message '*Data is in* our DNA!/n' into 15 distinct DNA-origami nanostructures (**Fig. 7A**). Each origami was designed with a unique 6 x 8 data matrix that was generated by our encoding algorithm with data domains positioned ~10 nm apart. For encoding purposes, the message was converted to binary code (ASCII) and then segmented into 15 overlapping data droplets that were each 16 bits. Inspired in part by digital encoding formats like QR-codes, the 48 addressable sites on each origami were used to encode one of the 16-bit data droplets, as well as information used to ensure the recovery of each data droplet. Specifically, each origami was designed to contain a 4-bit binary index (0000 – 1110), twenty bits for parity checks, four bits for checksums, and four bits allocated as orientation markers (**Fig. 7B**). To fully recover the encoded message, we synthesized each origami separately, deposited an approximately equal mixture of all 15 designs (~20 femtomoles of total origami) onto a glass coverslip, and recorded 40,000 frames from a single field of view using DNA-PAINT (~4500 origami identified in 2,982 μ m²). Super-resolution images of the hybridized imager strands

were reconstructed from signal blinks identified in the recording to map the positions of the data domains on each origami (**Fig. 7C**). Using a custom localization processing algorithm developed by Dr Will Clay, the signals were translated to a $6 \ge 8$ grid and converted back to a 48-bit binary string—which was passed to the decoding algorithm for error correction, droplet recovery, and message reconstruction. The process enabled successful recovery of the dNAM encoded message from a single super-resolution recording.

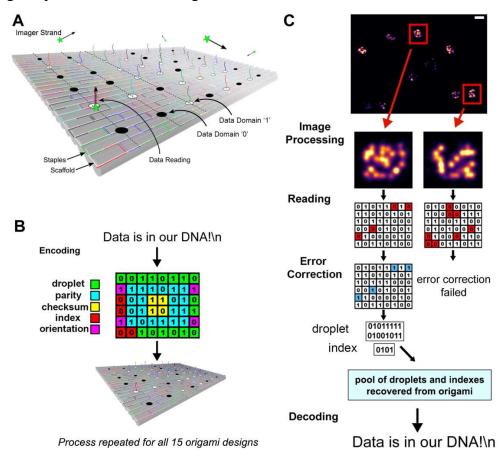


Figure 7. Binary dNAM overview. (A) Illustration of a binary dNAM origami, a DNA nanostructure with specific sequences used to localize data strands (a.k.a. information-bearing particles) to programmable sites within the DNA origami. Site-specific localization is enabled by extending/not-extending the structural staple strands of the origami to create physical representations of 1s/0s. The presence, absence, and identity of a data strand's docking sequence defines the state of each data strand, and is assessed by monitoring the binding of data imager strands via DNA-PAINT. (B) To enable reading of our test message, '*Data is in our DNA*//n', 15 dNAM origami were synthesized based on designs generated by the encoding algorithm (see Encoding in main text). For clarity, only one of the 15 designs is shown here. The colors of the matrix sites depicted in the design correspond with the roles of the site's bit values as follows: droplet (green), parity (blue), checksum (yellow), index (red), and orientation (magenta). (C) To 'read' the message, 4 μ L of the DNA-origami mixture, containing 0.33 nM of each origami, was imaged using DNA-PAINT (top panel). The origami in the rendered image were identified and converted to an array of 1's and 0's corresponding to the pattern of localizations seen at each matrix location. The decoding algorithm performed error correction where possible, and successfully retrieved the entire message when sufficient data droplets and indexes were recovered. Scale bar, 100 nm.

As a quality control step, we evaluated all of the origami structures in order to confirm that the 15 different designs were successfully synthesized, with data domains in the intended addresses.

Automated image processing algorithms were developed to identify, orient and average multiple images of each origami from the DNA-PAINT recording of the mixture (Fig. 8).

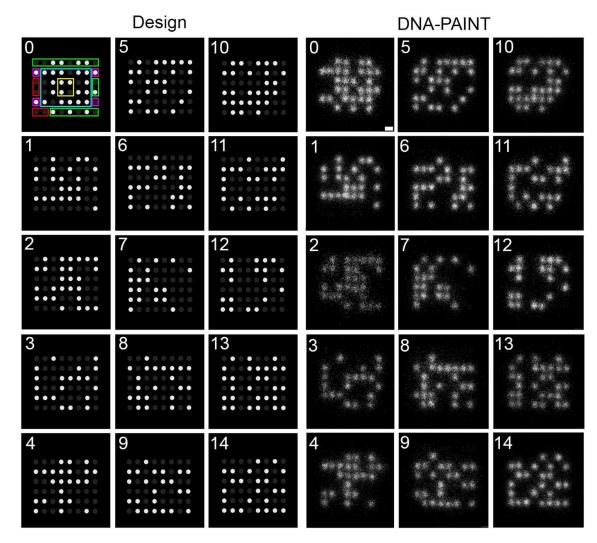


Figure 8. DNA-PAINT imaging of dNAM indicates all sites are recovered in a single read. dNAM origami from a DNA-PAINT recording were identified and classified by aligning and template matching them with the 15 design matrices (**Design**) in which all potential docking sites are shown, filled circles indicate sites encoded '0' (dark grey) or '1' (white). Colored boxes indicate the regions of the matrices used for the droplet (green), parity (blue), checksum (yellow), index (red), and orientation (magenta). For clarity, only the first design image includes the colored matrix sites. 'Averaged' images of 4560 randomly selected origami, grouped by index, are depicted right (**DNA-PAINT**). Scale bar, 10 nm.

Upon success, the mean number of each origami detected during a reocrding (**Fig. 9A**), the mean number of total errors including false positives and false negatives (**Fig. 9B**), the percentage of each origami successfully decoded (**Fig. 9C**), the percentage of each orgiami decoded versus the mean number of errors for each origami (**Fig. 9D**), and a comparison of the mean number of errors found in origami identified by template matching and the decode algorithm were calculated (**Fig. 9E**).

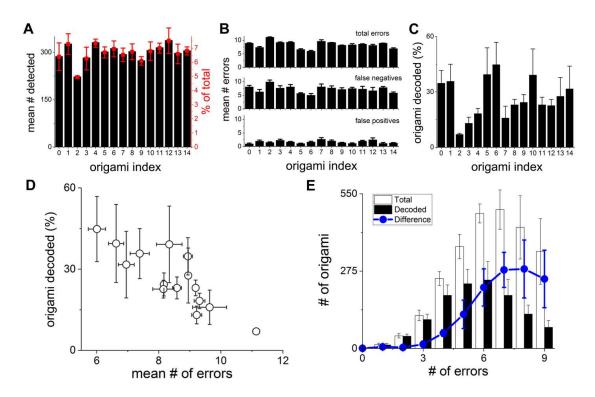


Figure 9. All 15 dNAM data strings were recovered from a single read. (A) plots the numbers of each index observed in a single recording, based on template matching. The mean counts are shown as black bars, percentage of total dNAM origami are shown in red. In (B) the mean number of total errors (top) for each structure is shown, based on template matching. The same errors are also shown after being grouped into false negatives (middle) and false positives (bottom). (C) depicts the percent of origami passed to the decode algorithm that had both their indexes and data strings correctly identified. In (D) the percentage of each origami decoded is plotted against the mean number of errors for each structure. (E) Histograms of the total mean numbers of errors found in origami identified by template matching (open bars) and the decode algorithm (black bars) are shown. The difference between the two is plotted in blue. Mean values for three experiments are depicted in all graphs, error bars indicate \pm SD.

5.2 DNA-PAINT resolution. To evaluate the resolution of the DNA-PAINT experiments used in the dNAM proof-of-principle, FWHM values were derived by taking transect measurements centered on binding sites in rendered images (with 1-pixel blur applied) of either individual or 'averaged' dNAM origami (**Fig. 10**). In both cases at least ten binding sites were examined for each structure using with horizontally or vertically aligned positioned transects (**Fig. 10 A,B**). FWHM values of 6.6 nm \pm 1.6 SD (single origami images, n = 124) and 7.2 nm \pm 0.3 SD (averaged origami images, n = 47) were calculated from Gaussian fits to plots of the transect data (**Fig. 10 C,D**). This is important because the experimental resolution limits the information that can be read, not stored, in nucleic acid memory.

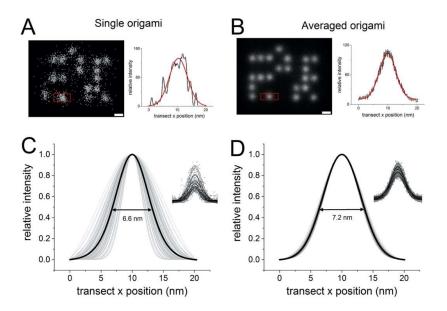


Figure 10. DNA-PAINT imaging demonstrates low nm resolution. FWHM values were derived by taking transect measurements centered on binding sites in rendered images of either individual (A) or 'averaged' dNAM origami (B). Transects were placed horizontally (as shown in red) on vertically for measurements. A plot from a single binding site is shown with a Gaussian fit to the data plotted in red. Gaussian fits for binding sites from each experiment are plotted in grey for both single (C) and 'averaged' (D) structures (after centering and normalization). The mean of the grey lines is shown in black. The inset plots are the representative results from a single experimental recording. The mean FWHM value for individual fits to each experiment was calculated and reported in the main text. Origami-6 was used in all cases, as it was the most consistently recovered structure. Scale bars, 10 nm.

5.3 - Sub-nanometer imaging resolution for SRM. Currently, we are capable of achieving a maximum resolution of ~5 nm using DNA-PAINT SRM. One route for further improvements in resolution is sample stabilization. To this end, Dr Will Clay has developed a method for real-time, active drift correction of a microscopy stage using tracking of multiple fiducial markers during acquisition. The system uses the same illumination optics, imaging optics, and sensor to detect molecular localizations and track the position of the markers so it is able to account for all potential sources of signal drift without any additional alignment or stabilization. The system uses a piezo nano-positioning stage to correct the sample drift between frames. The system is capable of stabilizing the position of the fiducial markers to less than 0.5 nm root mean square error when they are imaged alone and to 0.9 nm when they are imaged in the presence of many single molecule emitters. A visualization of this method is shown in Figure 11. The method identifies as many as 80 fixed markers on the sample and tracks their position using emitter localization in every frame in real time. The large number of trackers allows for averaging many positions, allowing for subnanometer measurement of drift even when the individual markers have poor signal to noise. Figure 12 shows the results of a DNA-PAINT measurement taken on the same field of view of the same sample without (left) and with (right) our active drift correction system operating. Neither image has been corrected with post-processing drift correction. Without correction, the image is blurred significantly with long streaks, as is typical for uncorrected PAINT imaging. Postprocessing analysis of this un-corrected image revealed over 1 micron of drift, indicating that the

images would have drifted over 10 camera pixels during the course of the experiment. With active drift correction, the image was stable enough to resolve the emitting sites on the individual origami, spaced 20 nm apart, without any post processing. **Figure 13** shows the results of post-processing analysis on the actively corrected image to determine the amount of residual drift in each frame. The left panel shows the residual error in each of the 1000 frames collected, demonstrating little structure to the remaining drift and showing that the stage was stabilized to ± 4 nm in over 99% of the frames and ± 7 nm in every frame. Note that each frame is 300 ms long so 1000 frames spanned a 5-minute experiment. The right panel shows the same data collected as a histogram of the residual error. The RMS width of this distribution is 0.9 nm. The average number of localizations identified in each frame was roughly 2000, enough to form a DNA-PAINT image. Similar analysis of data taken on the same sample before the fluorophore-labeled DNA was introduced showed 0.5 nm RMS residual error, indicating that the systems performance is impacted by the presence of the DNA-PAINT blinks but not severely.

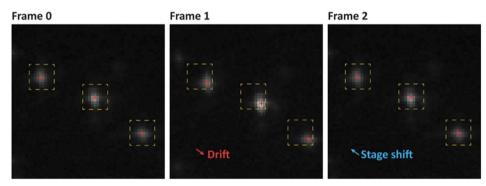


Figure 11. Schematic representation of the drift correction system. Yellow rectangles show regions of interest (ROIs) containing the signal from a fiducial tracking marker attached to the microscope slide. Red crosses show the fitted center position of the signal. In Frame 0, the markers are located in the center of the ROIs. In Frame 1, the positions have moved due to drift. In Frame 2, the stage has shifted to restore the markers to their original positions. The system applies these corrections after every frame with a minimum step size of 0.4 nm.

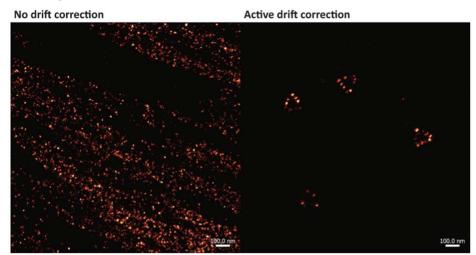


Figure 12. Super Resolution Microscopy Drift. Localization data collected from a super-resolution image of triangle shaped DNA origami, without any drift correction (left panel) and with active drift correction but no additional post processing (right panel). Resolved docking sites on the origami are spaced approximately 20 nm apart.

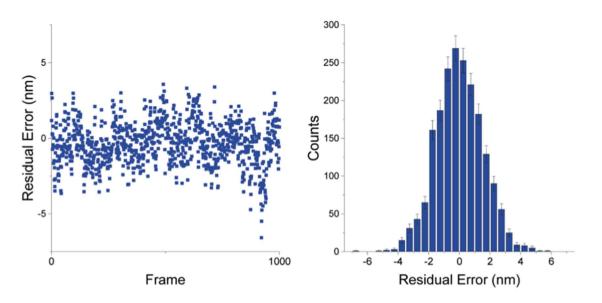


Figure 13 Error Analysis. Residual error in localization positions caused by uncorrected drift, based on post processing analysis of the image. Left panel shows the residual error in each of the 1000 frames of the experiment. Right panel shows same data in a histogram showing the occurrence of different amounts of error. The RMS width of the distribution is 0.9 nm.

IV. Demonstration of economic development and impact

DemonstrationofEconomicDevelopment and Impact	Year 1 Reporting Period 07/01/2018–06/30/2019	Current Reporting Period 07/01/2019–12/31/2020
External Funding	\$ 1,549,995	0
Number of External Grants	3	1 submitted, not recommended for funded
Private Sector Engagement	14 companies	2 companies, 1 VC group
University Engagement	11 universities	~20 universities
Federal Agency Engagement	5 agencies	4 (NSF, SRC, NRL, NIST, IARPA)
Industry Involvement	2 companies	2 companies (Micron, SRC)
Patents	0	1 Patent Application
Copyrights	0	0
Plant Variety Protection Certificates	0	0
Technology Licenses Signed	0	0
News Releases	3 articles	0
Start-up Businesses Started	0	1
Jobs Created outside of Boise State	0	6

External Funding

During this reporting period, we pursued the NSF SemiSynBio II proposal opportunity to grow dNAM from a 2D to a 3D technology. We were not awarded in part because of our active SemiSynBio I Award, as well as concerns that our next generation ideas were too ambitious. The benefit of applying is that our team is better positioned to resubmit the proposal next year and our team is clear minded on the preliminary results that we need to secure to achieve this goal. Target opportunities during the next award period include the NSF SemiSynBio III (if available), the NSF Partnerships for Innovation, and the NSF Planning Grants for Engineering Research Centers.

Engagement

With the backing of the NSF Office of Emerging Frontiers and Multidisciplinary Activities, Hughes hosted the 2019 Germination Meeting at Boise State University on August 15-16, 2019. The meeting focused on new approaches in cultivating risk-taking and impact-driven research culture. In response to this event, Hughes was encouraged by NSF to co-create an Institute for Transformative Scholarship at Boise State University to help researchers overcome the structural, cultural, personal, and financial barriers that prevent them from germinating and pursuing bolder ideas. As noted in the Year 1 Annual Report, the National Science Foundation (NSF) in collaboration with the Semiconductor Research Corporation (SRC) jointly awarded the research team \$1,500,000 to address the scientific challenges facing NAM technologies. The funding mechanism was called Semiconductor Synthetic Biology for Information Processing and Storage Technologies. As part of this funding, the SRC holds an annual conference to showcase "the quality and breadth of the SRC research portfolio, the excellence of SRC students and faculty, and the magnitude of the collaborative research investment made by industry through SRC." Hughes and two PhD students (now graduated) on the NAM team, Chris Green and Mike Tobiason, attended the conference, which was held in Austin, Texas from September 8-10, 2019. "The conference features student presentations and posters and gives SRC member companies multiple formal and informal occasions to network with SRC students. This is a great opportunity for students to meet with SRC member companies, including 7 of the top 10 semiconductor companies in the world. These networking occasions with SRC member companies give student opportunities to open the door to future full-time employment."

Hughes was also among a select group of scholars, industry stakeholders, and program managers to participate in a workshop on Nucleic Acid Nanotechnology. The workshop, held in Boston, Massachusetts in December 2019, was co-sponsored by the Materials Research Society and the prestigious Kavli Foundation. The goals of the workshop were to establish "priority research areas for next-generation applications of nucleic acid nanotechnology across diverse domains spanning computation, sensing, fabrication, therapeutics, and other areas." Through this process, Hughes reinforced relationships with Harvard University (George Church, William Shih), MIT (Mark Bathe), NIST (James Liddle), NRL (Igor Medintz), John's Hopkins (Rebecca Schulman), as well

as established new relationships with the editors of Nature and Nature Materials. Based on ideas shared, George Church opened his lab to members of the NAM Institute at Boise State.

Business Development

Steven Burden, who successfully completed his PhD in Biomolecular Sciences, graduated

Classification	Number
Tenured or Tenure Track Faculty	4 (2 full professors, 2 associate professors)
Research Faculty	1 (started a tenure-track faculty position)
Project Manager	1 (also focused on business development)
Senior Lab Research Associate	1 (manages the laboratory & supports team)
Postdoctoral Fellows	3 (performing at a research faculty level)
Graduate Students	6 (3 of the 6 graduated in December 2019)
Undergraduate Students	10 (5 female and 5 male)

December 2019 as a member of the NAM Institute. Burden's dissertation topic was on the development of nucleic acid biosensors with allosteric fluorescence signals. For the NAM team, Burden played a lead role in our Vertically Integrated Project (VIP), where he trained undergraduate students to produce, purify, and ensure the quality control of single-stranded DNA scaffolds. Prior to graduating from Boise State, Burden co-founded a biotechnology startup (FACible BioDiagnostics - https://www.facible.com/). Based in Boise, Idaho, FACible BioDiagnostics is focused on developing rapid, low-cost, diagnostics. Burden began full time employment as the company's CEO on January 1, 2020. In addition, one of the co-founders, Clementine Gibard Bohachek, was a postdoctoral research scientist at Boise State University and was part of the NAM team during the spring of 2019, where she developed VIP training materials and trained VIP and NAM graduate students on practical laboratory approaches to synthetic biology. In all, FACible BioDiagnostics employs 6 people — three full time and three part time. The financial, scientific and professional support that Burden received during his PhD was critical for his ability to secure venture capital needed to start his company. The success of Burden highlights the entrepreneurial environment that is being cultivated by the NAM Institute and team. The team is actively reflecting on attempting to spin-off a second company related to the project.

V. Numbers of student, staff, and faculty participation

From a professional development perspective, the goal of the NAM Institute is to ensure the success of the people that make up the team, from students and postdoctoral research scientists to the faculty and staff that enable open innovation, ideation, and collaboration. And with any academic environment, matriculation to graduation is expected, supported, and applauded. Thus,

we are happy to report that during this reporting period three PhD students on the NAM project successfully defended their PhD dissertation and graduated:

- Steven Burden, PhD in Biomolecular Sciences, Dissertation *The Development of Nucleic Acid Biosensors* with Allosteric Fluorescence Signals
- Chris Green, PhD in Materials Science and Engineering, Dissertation Nanoscale Optical and Correlative Microscopies for Quantitative Characterization of DNA Nanostructures.
- Mike Tobiason, PhD in Materials Science and Engineering, Dissertation *Engineering Kinetically* Uniform DNA Devices
- Golam Md Mortuza, successfully completed their PhD proposal in Computer Science.

In addition, Reza Zadegan has started a tenure track faculty position at North Carolina A&T this past August. His professional development included but was not restricted to: grant writing support by Watson and Hughes; germination of research directions and intellectual risk management by Hughes; helping create his faculty package by Hughes, Andersen, and Hayden; mock interviews by Hughes; national and international networking opportunities by Hughes; technical training by Andersen, Hayden, Kuang, and Hughes; and professional training from Hughes and Watson. We also would like to acknowledge that one of the project principle investigators, Elton Graungnard, has transitioned from the team to focus his efforts on developing atomically-thin semiconducting materials for high performance, energy-efficient electronic devices.

New Hires

During this reporting period, two postdoctoral research scientists were hired: Luca Piantanida, who started on August 5, 2019 and Mike Tobiason, who started on November 16, 2020. Piantanida has a PhD in Nanotechnology from University of Trieste, where his dissertation was on developing DNA origami nanoactuators functionalized with gold nanoparticles for plasmon resonance tuning. Piantanida recently concluded a postdoctoral position at Durham University, UK under the supervision of Prof. Kislon Voïtchovsky, where he developed a novel atomic force microscopy approach for imaging biological interfaces in fluid. The no-cost extension provided by IGEM-HERC for Year 2 funding enabled the team to hire Mike Tobiason (he is being supported through Year 3 IGEM-HERC funding). Tobiason was a previous PhD student in the NAM Institute having earned his PhD on his work titled, "Engineering Kinetically Uniform DNA Devices." Tobiason's DNA biotechnology expertise along with his deep knowledge of NAM, he has been able to make an immediate impact to the project. In addition to the postdoctoral research scientists, we also hired a new Ph.D. student, Sarah Kobernat, in support of designing, producing, and optimizing large DNA origami scaffolds (Task 3). She is also supporting the Vertically Integrated Project through mentoring undergraduate students on scaffold design.

Vertically Integrated Project

The Vertically Integrated Project (VIP) model integrates teaching and learning into one framework in support of work-force development of students that can work at the interface of semiconductor

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manufacturing and synthetic biology. These students are engaging in research activities aimed toward the production, purification, and quality control of new single-stranded DNA origami scaffolds. The students range from sophomore to seniors and span four different majors: biology, chemistry, health sciences, and psychology. Specifically, the VIP students synthesized and purified several large DNA scaffolds. During the Fall 2019, the VIP students used *E. coli* cultures to express single stranded DNA ~8,000 and 10,000 bp in length. Currently, the bacteriophage M13mp18 is used to make the DNA scaffolds, but it limited to 7249 nucleotides. In addition to being longer than M13mp18, each of these scaffolds has a different sequence, potentially enabling orthogonal origami synthesis. In the Spring 2020, due to COVID restrictions, the VIP students transitioned from synthesis and characterization work in the laboratory to scaffold design and modelling work as described in *Task 3*.

VI. Description of Future Plans

Team Management – Integration and graduation

- Manage the financial risk of the anticipated higher education budget cuts in Idaho, in response to COVID-19, that have the potential to impact the NAM Institute.
- Target the next round of grant opportunities and start working towards their submission. Leverage the grant writing process as an opportunity for professional development of the postdoctoral fellows. These include the NSF Major Research Instrumentation Program, the NSF Partnerships for Innovation Program, potential SRC research development avenues, and the NSF SemiSynBio-III.
- Help the postdoctoral fellows identify the intellectual space they want to lead in the future; periodically meeting with them to establish their professional development plans.
- Seek collaborations with key internationally recognized research groups; with an eye for cross-training our laboratories.

Task 1 – Create improved algorithms for coding information into data strands.

- Use a convoluted encoder-decoder network to attempt to obtain a super-resolved image directly from the raw blinking events. While this technique has already been demonstrated on STORM (<u>https://github.com/EliasNehme/Deep-STORM</u>), when applied to our application space, it would be faster and could handle denser data better.
- Sharpening or deconvolving super-resolved images via a CNN trained on origami. There are multiple examples of successful applications of this technique to biological imaging

that may be more applicable to our system because of its rectilinear design (https://csbdeep.bioimagecomputing.com/tools/care/).

• Using object identification to automatically identify/classify origami in a super-resolved image to obtain binary strings to pass to our decoding algorithm. Our team has previously trained a YOLO-based CNN to identify buildings in aerial images (https://arxiv.org/abs/2004.10934), and it could be adapted for origami.

Task 2 – Create a high-throughput, integrated analytical engine to design select data strands using quantitative metrics based on an in-house, algorithm.

• The technical aspects of this task are complete. Next steps are to run SeqEvo on a highperforming cluster to decrease the time to run a job and increase the scale/complexity of the jobs that can be run.

Task 3 – Create a synthetic biological factory for manufacturing DNA scaffolds using a rapid design, build, and test cycle of genomes.

- With the successful development of software to optimize sequences, we will next set out to design and synthesize large scaffolds with sequences optimized for our specific origami designs. Several designs will be synthesized and compared. The super resolution microscopy advancements will aid in this comparison. This will require deeper integration from the research team.
- Develop quality control metrics for scaffolds. Each scaffold synthesis will need external quality control metrics to ensure batch to batch consistency in order to enable comparison.
- Determine the applicability of mass-spectrometry of DNA staple strands for defect analysis. We hypothesize that mass-spectrometry may provide information on several types of DNA damage that could lead to poor DNA-PAINT performance, such as depurination and deamination, that are not resolvable by other methods.

Task 4 – Design and fabricate NAM storage nodes using the DNA scaffolds.

- In addition to read and write using the dNAM platform, investigate editing.
- Explore the application of short Locked Nucleic Acid (LNA) and other DNA analogues in dNAM to increase the resolution of the super-resolution microscope during DNA-PAINT, as well as explore if 3DNAM (which is a derivative to seqNAM) is a viable system to increase information density in NAM.

Task 5 – Read arbitrary files into NAM storage nodes using super-resolution microscopy.

- Test methods to improve resolution on existing microscope, including reducing drift, improving drift correction, and increasing the signal-to-noise ratio.
- Use knowledge gained from optimizing existing microscope to design and test components for custom built super-resolution microscopy system while working toward a full prototype.
- Use simulation to better understand optimal imaging and sample design parameters to maximize data reading rate.

VII. Summary of Budget Expenditures

IGEM-HERC graciously allowed a no-cost extension of Year 2 funding through December 31, 2021. The below table summarizes expenditures associated with the project from July 1, 2019 to December 31, 2020. It also includes a budget adjustment made in response to the impact of COVID-19 on research operations. With the temporary closing of the research laboratories and the moratorium on travel, we projected \$37,000 would be remaining at the end of our Year 2 no-cost extension (Dec. 31, 2020). We requested that \$36,780.50 be re-budgeted into Other Expenses so the team can purchase DNA supplies in support of the research effort, which was approved by IGEM-HERC and \$219.50 be placed in Student Fees to cover an overage. Salary and Fringe supported our graduate students, postdoctoral research scientists, an assistant research professor, a laboratory manager, and a project manager. Other Expenses were used to purchase modified and unmodified DNA oligos, supplies to process modified and unmodified DNA oligos into dNAM, super-resolution microscopy supplies, atomic force microscopy supplies, and computers. The oligos are used to assemble NAM blocks and to perform super-resolution microscopy studies. The atomic force microscopy supplies complement the super-resolution studies by confirming the design and structural stability of the dNAM. The computers were purchased in support of our algorithm development and newest postdoctoral research scientist. Major Capital purchases include an upgrade to our epMotion system, which enables us automate the mixing of solutions to synthesize DNA origami in both an accurate and efficient manner. The system was malfunctioning and was approaching its end-of-life. The upgrade ensures vendor support throughout the life of this project. Capital was used to purchase a server to improve our image processing efficiency. As part of analyzing dNAM, we compile over 60,000 high resolution images (~40 GB) per experiment. Post-processing of each series of experiments, and the 60,000+ images, are computationally intensive. When performed on a desktop computer, processing requires hours to days of processing time per experiment. The server is enabling more efficient image analysis. We also purchased an enclosure for the super-resolution microscopy system to enable low noise imaging, which will enhance image resolution.

Category	Original Year 2 Budget	Year 2 After Budget Adjustments	Expenditures	Encumbrances	Remaining Budget
Salary	\$282,671.00	\$276,201.00	\$276,761.14	\$307.20	\$(867.34)
Fringe Benefits	\$96,375.00	\$83,138.88	\$83,570.50	\$63.20	\$(494.82)
Other Expenses	\$93,500.00	\$130,500.00	\$94,860.30	\$35,000	\$639.70
Travel	\$15,000.00	\$586.62	\$586.62		
Capital	\$150,000.00	\$146,900.00	\$146,840.28		\$59.72
Student Costs	\$28,954.00	\$29,173.50	\$29,173.50		
Total	\$666,500.00	\$666,500.00	\$631,792.34	35,370.40	\$(662.74)

VIII. Commercialization Revenue

Commercialization	Revenue
None.	\$0

IX. Additional metrics established specific to individual project

Metrics	Number
External Funding	\$ 1,549,995
Graduate Degrees Awarded	4 (3 PhD, 1 MS)
Dissertations Published	4 (3 PhD, 1 MS)
Invited Technical Presentations	15 (5 oral, 10 poster)
Software Tools Created	3
Peer-Reviewed Publications	1
Manuscripts in Preparation	4
Number of Graduate Students on the Project	2
Number of VIP Students Enrolled (grad and undergrad)	~10
Number of National and International Postdocs Hired	4
Number of Scientists that have become Tenure Track Faculty	1 (North Carolina A&T)
Number of PhD Students that have received Postdoc Fellowships	2 (NRC Fellowship)
Number of PhD Students that started a Company in Idaho	1 (6 employees)

Note: Listed above are specific, objective, measurable, and realistic performance metrics over the lifetime of the project. These metrics, many of which have been distributed throughout this report, are a reflection of project success and inform economic impact.



College of Science and Engineering

Department of Civil and Environmental Engineering

IGEM20-001

A Disaster Response Complex for Emergency Responders in Idaho 1st Year Annual Report July 1, 2019 – August 31, 2020

August 31, 2020

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1.0 Basic Project Information

Funding Agency

Higher Education Research Council - Idaho Global Entrepreneurial Mission Program

Awarded Institution

Idaho State University, College of Science and Engineering, Department of Civil and Environmental Engineering

Grant Number

IGEM20-001

Project Title

A Disaster Response Complex for Emergency Responders in Idaho

Principal Investigator

Mustafa Mashal, Ph.D., P.E., Associate Professor

Co-Principal Investigator

Bruce Savage, Ph.D., P.E., Professor and Department Chair

Report Type

1st Year Annual Report: July 1, 2019 – August 31, 2020



2.0 Executive Summary

In the post 9/11 years, the national demand for training of emergency responders from the military and law enforcement branches has grown rapidly. There is a higher demand for emergency training of emergency responders than the current facilities can support. Recently, researchers at Idaho State University were awarded funding from the State of Idaho under HERC-IGEM grant. The focus of the project is the development of a Disaster Response Complex (DRC) for research, certification, and training of emergency responders in collaboration with the Directorate of National & Homeland Security at the Idaho National Laboratory (INL), and the Center for Advanced Energy Studies (CAES). The DRC has three pillars: 1) research, 2) curriculum and certification, and 3) training. All three pillars include the development of new indoor and outdoor complexes with training lanes/simulations to be used in both research, teaching, and training of emergency responders and the instrumentation of a collapsed structure. The training lanes will be used in combination with Chemical, Biological, Radiological, Nuclear, and Explosive (CBRNE) surrogates/markers, the use of robots/small Unmanned Aerial Vehicle (sUAV), Virtual Reality (VR), Augmented Reality (AR), Geographic Information System (ArcGIS), Light Detection and Ranging (LiDAR), and Radio-Frequency Identification (RFID). The curriculum pillar includes offering courses in topics such as emergency response, gamma/chem spectroscopy, and safety culture. For the training pillar, the facility can be used to host events for clients such as the Department of Defense (DoD) CBRNE Response Enterprise (CRE) customers, military personnel, Idaho National Guard, and law enforcement agencies/fire departments from Idaho and the region. It is expected that the DRC will be a comprehensive facility that will incorporate natural (earthquakes, hurricanes, flooding) and man-made hazards in the training of emergency responders.

3.0 Summary of Project Accomplishments

This is the first annual report for the project. The first-year budget for the project was \$525,100, which has been expended to the full amount. The formal project award letter from the Idaho State Board of Education (SBOE) was received on August 7, 2019. Given the COVID-19 situation and the lockdown, there were delays in the project. The project personnel would like to thank the Idaho State Board of Education for offering a no-cost two months extension for the first year of the project. This helped the personnel to accomplish more tasks for the project and use the first-year funding to the full benefit. Despite the pandemic and the lockdown in Idaho, the project personnel made substantial progress in the first year toward all three pillars of the DRC as described below. In addition, in line with ISU's branding, logos for the DRC were created. A website is also almost ready to be launched.

A. Research Pillar

Efforts in the research pillar were primarily focused on the use of robotics, AR, VR, Arc GIS, LiDAR, and RFID. Other research areas such as markers/surrogates for CBRNE training were also discussed with researchers from INL and ISU. Updates in each area of the research pillar are outlined as follows.

- <u>Robotics</u>: ISU researchers have discussed ideas with collaborators from Idaho National Laboratory (INL). INL has good capabilities, facilities and experts in robotics. Through the discussions, an ISU graduate student was identified and assigned to work with the INL group. The student has been focusing on the research aspect of the DRC and will be jointly supervised by senior researchers from ISU and INL. The graduate student (PhD level), collaborators from INL, academic advisor and supervisor from ISU have been identified. The student's paperwork was processed for access to labs and facilities at INL. The student will be working on adding capabilities to an existing INL's robot (e.g. enhancement for end of arm tooling and attachment of sensors/camera) to enhance its performance for disaster response. The student has also made the use of robotics in disaster response as the topic of his PhD dissertation at Idaho State University.
- <u>AR/VR</u>: ISU has partnered with INL researchers to develop a concept paper for the use of new technologies in disaster response and training. CAES provided \$24,700 in funding for INL



researchers to develop the concept paper in collaboration with ISU researchers. Two ISU students have been working under the supervision of the INL researchers on this aspect of the project. The researchers from ISU and INL have been holding regular weekly meetings to discuss the elements and progress of the concept paper. The AR/VR is an emerging area of research interest to many public and private institutions, especially during a pandemic when travel is limited. The project personnel discussed the use of AR/VR for the training of emergency responders with the United States Northern Command, Defense Nuclear Weapons School, and other partners. There is a growing interest in this area and ISU/INL are actively looking for research and funding opportunities.

- <u>Arc GIS and LiDAR</u>: the outdoor collapsed structure is planned to be surveyed and shot by LiDAR during different construction stages. Results will be used for the AR/VR aspect of the project.
- <u>RFID</u>: a faculty with expertise in Electrical Engineering at ISU has been collaborating with the project personnel on the use of RFID in civil engineering applications. The internal seed grant was provided by the College of Science and Engineering at ISU to obtain preliminary results for the use of RFID and its accuracy. Although the seed grant is geared toward the application of RFID in the handling of precast concrete components, the results from the research will provide valuable insight if RFID can be used in the instrumentation of a collapsed structure or rubble pile. Based on the preliminary results, the researchers at ISU are interested to explore the application of RFID technology in disaster response.
- <u>CBRNE</u>: several meetings were held at the CAES between ISU and INL researchers. The meetings were focused on the development of chemical and biological markers. Collaborators from INL are well-established in the radiological and nuclear detection areas. Available opportunities for research in the development of markers/surrogates from agencies such as the Defense Threat Reduction Agency (DTRA) were discussed. This effort is continuing.
- Other technologies such as the use of sUAV have also been considered for applications in disaster response. INL has good capabilities in sUAV. In addition, the project personnel have discussed collaborating with the College of Technology at ISU, which has several sUAVs; some equipped with LiDAR.
- A journal paper titled "A Disaster Response Complex for Training of First Responders in Idaho" was prepared for submission to "Countering WMD Journal" which is published by the United States Army Nuclear and Countering WMD Agency.
- A graduate student attended the 9th Annual Energy Policy Research Conference in Boise, Idaho in September 2019. The student participated in the discussions and presented a poster from the project.
 - D. Garz, J. Cantrell, K. Hogarth, M. Mashal, and B. Savage (2019). A Disaster Response Complex for Training of First Responders in Idaho, 9th Annual Energy Policy Research Conference, Boise, ID, United States.
- The project PI (Dr. Mashal) attended the Winter Collaboration Meeting at CAES, January 23-24, 2020. The meeting was attended by many researchers from the Idaho National Laboratory, MIT, North Carolina State, and other universities.
 - Dr. Mashal had a presentation on "A Disaster Response Complex (DRC) for Training of Emergency Responders in Idaho".
 - Three students attended the meeting and presented a poster.
 - J. Cantrell, D. Garz, U.S. Medasetti. M. Mashal, and B. Savage (2020). "A Disaster Response Complex for Research, Curriculum, and Training of First Responders", CAES Winter Collaboration Meeting, Idaho Falls, ID, United States.



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- An abstract from the DRC project was submitted for oral presentation at the 2020 American Society of Civil Engineers Southern Idaho Section "Civil Engineering Conference". The abstract was accepted for presentation, unfortunately, the conference was canceled due to the pandemic.
- An abstract from the DRC project was submitted for poster presentation at the 62nd Annual Meeting and Symposium of the Idaho Academy of Science and Engineering, April 11, 2020, Coeur d'Alene, Idaho. The conference was canceled due to the pandemic.
- The project personnel explored several grants from the Department of Homeland Security (DHS), Federal Emergency Management Agency (FEMA), and the National Institute of Standards and Technology (NIST) for the DRC. A number of collaborators from ISU's Public Safety, Emergency Management, Emergency Services Department, and GIS Center were identified to pursue upcoming funding opportunity announcements in various topics under the DRC.
- CAES nominated the DRC as the CAES project for the Leadership in Nuclear energy Commission (LINE). The LINE Commission makes recommendations to the Governor on policies and actions of the State of Idaho to support and enhance the long-term viability and mission of the Idaho National Laboratory and other nuclear industries in Idaho. The Idaho LINE commission is looking to receive some recognition from the Governor for fostering research across the state.
- The project PI (Dr. Mashal) was nominated for the CAES Fellows Initiative, primarily for his work on the DRC project. The CAES Fellows initiative provides recognition and opportunities to university faculty, INL researchers, and staff who serve as leaders in the collaborative CAES community. The program incentivizes greater participation and collaboration by the community at large and serves as a vehicle to strengthen the CAES brand and identity. The CAES Fellows Initiative provides recognition, resources, and opportunities to a diverse cohort of academic faculty, INL researchers, and staff who are recognized and engaged leaders in the CAES community, active in a CAES focus area, and share the inter-institutional collaborative spirit that embodies CAES. In June 2020, CAES selected Dr. Mashal as one of six new CAES fellows. The six members of this diverse group — including a researcher with the U.S. Department of Energy's Idaho National Laboratory and faculty members from Boise State University, ISU and University of Wyoming demonstrated extensive engagement in the CAES community, collaborating with partners at INL and the CAES universities in at least one of the focus areas outlined in the CAES strategy. Dr. Mashal was offered supplemental funding and opportunities by ISU toward the DRC project. These include:
 - ISU-CAES funds provided \$16,000 to the project personnel toward setting up a small "Visualization Laboratory" in the Department of Civil and Environmental Engineering.
 - ISU-CAES funds provided Dr. Mashal with approximately \$10,800 to engage ISU students in the DRC project and have them being co-supervised by the INL researchers.
 - ISU Research Office provided Dr. Mashal with \$225,000 in funding toward materials and supplies, and building infrastructure. A part of this funding (approximately \$30,000) was spent toward construction of the DRC outdoor training campus.
- Numerous meetings and tours of the DRC were held to discuss research collaboration with INL, CAES, ISU, law enforcement, office of emergency management, local fire departments, and private industry.

B. Curriculum and Certification Pillar

• On the curriculum side, the project personnel and INL researchers/instructors have been holding regular weekly meetings to develop a four-day long class in advanced gamma spectroscopy. A course description was prepared. The course content is geared toward the science officers from the



military. The content of the course has been discussed with military officers from the United States Northern Command and the Defense Nuclear Weapons School.

- In partnership with Battelle Energy Alliance (BEA) and CAES, Idaho State University hosted the Laboratory Operations Supervisor Academy (LOSA) at no cost to 30 participating faculty, staff and students. LOSA is a prestigious training program developed by BEA, the operating contractor for INL and several other national labs for the Department of Energy. This half-day training discussed principles for the Safe Conduct of Research (SCoR) and utilized simulations and scenarios to demonstrate and build a lab safety culture. The Project PI (Dr. Mashal) and Project Manager (Jared Cantrell) offered this training at ISU. The LOSA Pilot training was sponsored by BEA for nearly \$14,000. The project personnel have plans to expand LOSA for other faculty, staff, and students at ISU and make it a class under the DRC for the upcoming semesters.
- The project personnel have had discussions and tours of the outdoor DRC with potential instructors/partners to develop curriculum for emergency responders in the military, law enforcement, emergency management, and local fire departments. This is an on-going activity and with the projected completion of the training lanes in the outdoor DRC later in 2020, it is forecasted to gain more momentum. Given the current pandemic situation and travel restrictions, the project personnel are targeting participants from the local and regional level at this point. The project personnel have invited a couple of private industries to actively participate in the curriculum development for the DRC. The response from the private industry has been very positive so far. The project personnel are planning to reach out to potential instructors and form an "Advisory Committee" for the curriculum pillar of the DRC. The Advisory Committee will include experts from local fire departments, public institutions, law enforcement, state employees, and INL.

C. Training and Exercise Pillar

- This pillar includes the design and construction of an outdoor collapsed structure. The original footprint of the collapsed structure was 200 ft x 200 ft, the total area of the outdoor training and exercise facility was about 1-acre. The collapsed structure would house several training lanes such as subterranean, car-rescue, and shoring with possibilities for future expansion. Before starting construction, ISU held several meetings with potential users from the Idaho National Guard, Idaho National Laboratory, Idaho Office of Emergency Response, and local fire departments to gather their input/feedback for the outdoor facility and the training lanes. Based on the feedback of the potential users, the Idaho National Guard suggested enlarging the size of the overall facility to about 3-acres to accommodate Homeland Response Force (HRF) training sessions which typically can have between 500-800 responders training at once. The Civil Support Teams (CST) units are smaller (e.g. 22 responders) compared to HRF, but they hold more frequent training sessions (e.g. 12 times per year). The Idaho National Guard also indicated a desire for adding another training lane for high-angle rope rescue. It should be noted that the outdoor facility is planned to be utilized toward all three pillars of the DRC. The aforementioned stakeholders shared their needs for a training complex such as the DRC. They also provided ISU with information on the upcoming major training and exercise such as the Cascadia Rising 2022 in Idaho and the Wasatch Quake 2021 exercise in Utah. The contact at the Idaho National Guard, who is the Director of Joint Plans and Training, has shared the information about the ISU's DRC with the National Guard units in the states surrounding Idaho. He stated that the DRC at ISU "is a unique opportunity that, with some thought and input, the National Guard can leverage and fill a gap in available high-quality training sites in the western US without expending DoD funding".
- The project personnel worked with ISU's facilities to find a suitable location on the campus for the development of the outdoor facility. The unoccupied land behind the Idaho Accelerator Center (IAC) in Pocatello (Figure 1) was deemed suitable for the outdoor facility. The site had uneven





slopes with a pile of yard waste in the center. Soil composition is mostly silty sand with potential for erosion. A full engineering investigation of the site was carried out prior to breaking ground.

Figure 1. Location of the outdoor training facility for the DRC project

- In the first half of the year, the project personnel carried out the following tasks:
 - Surveyed the site (Figure 2).
 - Collected soil samples (Figure 3) from four test pits.
 - Performed lab tests on the soil samples to determine mechanical properties for cut and fill.
 - Developed cut and fill drawings and data (Figure 4).
 - Worked with ISU's Facilities to obtain the required work permits and identify the contractor (Starr Corp) for the earth work.
 - Developed the scope of work for Phase I of the construction that included obtaining DBS/erosion permits, obtaining estimates for construction, selecting the contractor, relocating all existing soil materials on site, moving, spraying, and compacting the existing bark and brush pile to help cover the exposed soil.
 - ISU Facilities subcontracted some design aspects such as "Erosion Control" to private firms and obtained all necessary permits for earth work from the City of Pocatello.
 - Held conversations and visited Teton Prestress Concrete in Idaho Falls (Figure 5), Oldcastle Infrastructure in Idaho Falls and Ogden, and Forterra Structural Precast in Salt Lake City (Figure 6) to obtain rubble and concrete sections for construction of the collapsed structure and the training lanes.
 - Visited several suppliers of heavy equipment in Montana and Utah to identify appropriate heavy equipment for purchase.



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- Purchased heavy equipment that included a telehandler and backhoe (Figure 7). This equipment will be used to build basic training lanes, maintain the outdoor facility, and add new lanes based on the training scenarios and the client's need.
- Despite the frozen ground, ground was broken on Monday, Dec 30, 2019 (Figures 8-9).

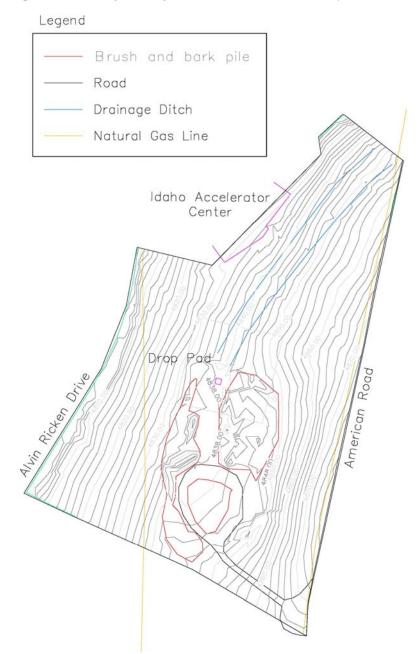


Figure 2. Surveying map of the outdoor training facility, surveyed in October 2019





Figure 3. Test pits for soil sampling



Figure 4. Cut and Fill plan of the outdoor training facility





Figure 5. Precast concrete waste pile at Teton Prestress Concrete in Idaho Falls



Figure 6. Precast concrete waste pile at Forterra Structural Precast Concrete in Salt Lake City



Figure 7. Heavy equipment for the maintenance of the outdoor training facility



Figure 8. Panoramic view of the outdoor training facility location before the start of ground preparation





Figure 9. Ground breaking on December 30, 2019

- In the second half of the year, despite the COVID 19 and lockdown restriction, the project personnel were able to work on the following tasks:
 - Completed construction of an approximately 2.5-acre compacted gravel base pad with eight inches of pit-run gravel topped with four inches of ³/₄ inch road mix. This created a year-round accessible area for training and exercises (Figure 10f).
 - Construction of a short gravel road to the facility and a perimeter fence with main entrance and pedestrian gates (Figures 10a-b).
 - Transported hundreds of tons of concrete sections from Idaho Falls and Ogden to the DRC site (Figures 10c-d). Prepared an inventory of all sections on-site for future use.
 - Purchased and transferred multiple conex boxes and various materials and supplies that will be used for outdoor and indoor training lanes (Figure 10e).
 - Carried out cost estimate, design, and drawings for the three basic lanes (Figure 11).
 - Completed construction of a complex subterranean lane (Figures 12-13).
 - Purchased a pick-up truck and 10-kip forklift for the DRC project.
 - Hosted visits and open houses during construction of the facility to gather more feedback from the potential users which included Public Safety, Emergency Management from ISU, Idaho State Police, Idaho Falls Fire Department, Pocatello Fire Department, Office of Emergency Management, Pocatello Police Department, INL, Department of Energy, Idaho National Guard, Idaho Civil Support Team, INL Oversight Program, and many others from public/private entities (Figure 14).
 - In addition to the outdoor training facility, the project personnel worked with ISU's Facilities to identify an appropriate indoor space for year-round training. After considering several options, the Armory Building (Figure 15) was selected. This selection was based on the feedback from INL, Idaho National Guard, and other clients. The Armory Building was an ideal place for smaller-scale training and offering special focused courses. The Armory Building was built in 1939 and originally housed the National Guard Armory. It was subsequently used by ISU for the Diesel Technology program. With the move of the Diesel Technology program in August 2020 to another location on campus, the Armory Building will be re-purposed to be used toward serving the National Guard units again. The building has a high-bay area as well as classrooms and vaults. ISU's Facilities worked diligently with relevant state entities to transfer this building to the DRC. The building is suitable for the expected activities without any major improvements. Together with the outdoor facility, the Armory building will provide substantial support for all three pillars of the DRC. The project personnel have prepared extensive designs and drawings for the

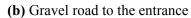


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indoor facility, which will house a mock-up city block for indoor training scenarios (Figure 16).



(a) Perimeter fence under construction





(c) Transfer of precast concrete sections



(d) Precast concrete sections for training lanes

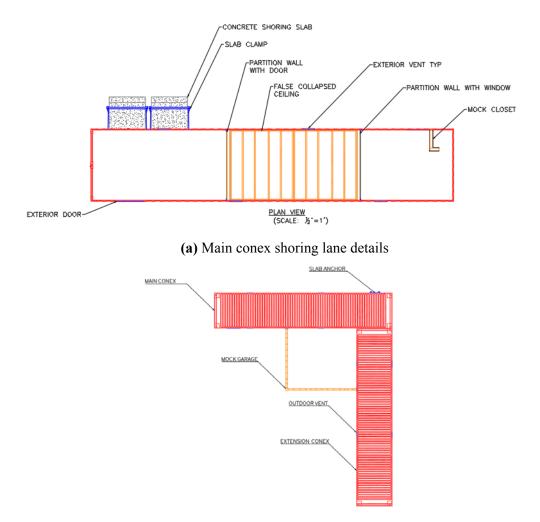




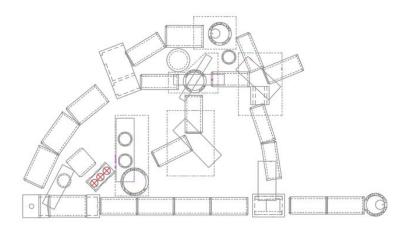
(e) Conex boxes and heavy equipment(f) Gravel pad for staging areaFigure 10. Construction photos from the outdoor DRC facility



TAB 1 Page 69



(b) Mock garage details for the vehicle rescue lane



(c) Confined space rescue and subterranean lane layoutFigure 11. Details for the three basic lanes



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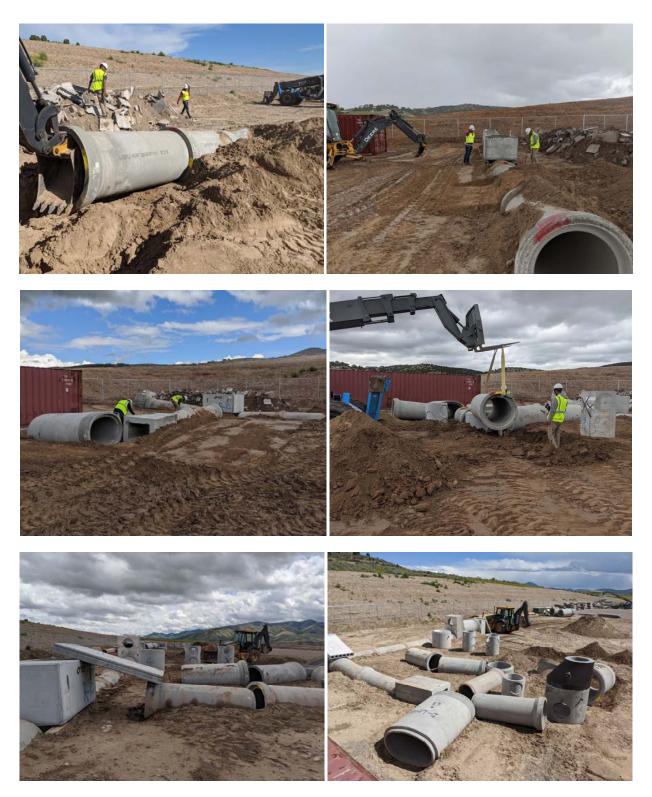


Figure 12. Photos from construction of subterranean lane





Figure 13. Completed subterranean lane



Figure 14. DRC Open House (August 2020)





(a) Front View



(a) High Bay Area

(b) Parking Lot on the West Side



(b) Lookout for High Bay area



(e) 360 view of the High Bay Area Figure 15. Armory Building at ISU



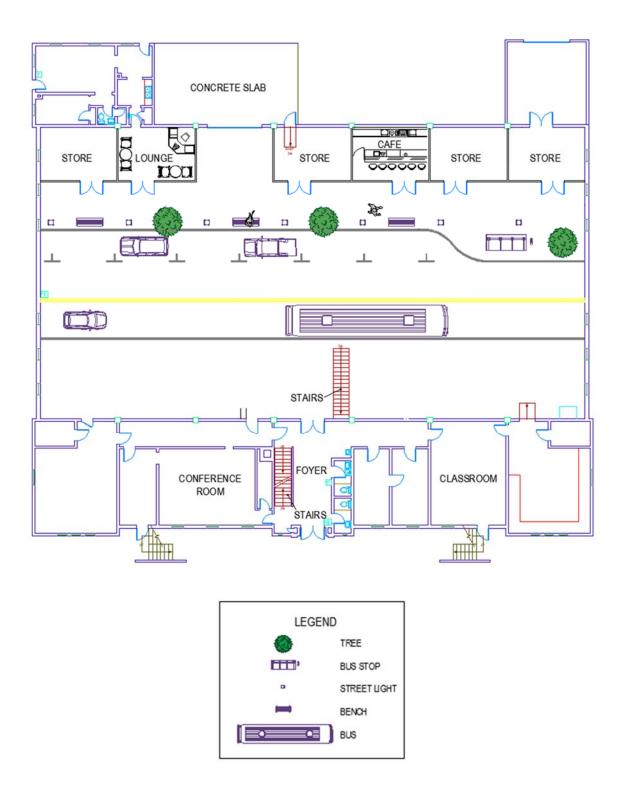


Figure 16. Indoor Facility: Mock City Street



- Besides the outdoor and indoor facilities, there are several other structures (e.g. Holt Arena and Stephens Performing Arts Center) owned by ISU which could be used to host training events. These structures offer state-of-the-art training in a realistic environment. The leadership at ISU is supportive of making the facilities available for the DRC project based on the schedule of the events.
- In 2020, multiple training events hosting more than 100 military and civilian responders were scheduled at ISU. Unfortunately, due to the lockdown, travel/gathering restrictions, spread of the virus, civil unrest and deployment of National Guard units in the locations where the participants were supposed to come to ISU, all these training events had to be canceled.

4.0 Plans for the Upcoming Reporting Period

Plans for each pillar of the DRC project are discussed below.

A. Research Pillar

- Continuing collaboration with ISU and INL researchers and exploring funding opportunities in different areas such as AR/VR, instrumentation, and new technologies for disaster response.
- Publishing more papers and highlighting DRC capabilities.

B. Curriculum and Certification Pillar

- Development of materials, identifying the instructors, and procuring the resources (e.g. advertisement, payment system etc.) for 1-2 short classes in partnership with private and public entities.
- Obtaining input from stakeholders on Federal Emergency Management Agency (FEMA) Certification requirements and processes. Reaching out to FEMA for potential partnerships.

C. Training and Exercise Pillar

- Completing construction of vehicle rescue, shoring lanes, and conex boxes.
- Starting construction of the city mock-up for the indoor training facility.
- Scheduling training events for potential partners and events, pending COVID-19 development.

5.0 Summary of Budget Expenditures

The project expenditure until August 31, 2020 is presented in Table 1. The allocated budget for the 1st year (\$525,100) was spent for the full amount.

Salaries (faculty, graduate students, research engineer)	\$172,154
Fringes (faculty, graduate students, research engineer)	\$31,318
Travel	\$1,552
Capital Expense	\$122,117
Services and Supplies	\$178,107
Tuition Remission (graduate student)	\$19,852
Total Expenditure posted through August 31, 2020	\$ 525,100



6.0 Partnerships and Impact

The project personnel have had discussions with the interested individuals and entities listed in Table 2 on this project on one or more pillars of the DRC project. The impact of the partnership has been creating opportunities for collaboration for everyone, especially for students and faculty at ISU.

A full-time Research Engineer/Lab Manager position was created for this project. The position was filled and the Research Engineer/Lab Manager started on November 4, 2019. The Research Engineer/Manager helps with all three pillars of the DRC project as well as co-supervising the students.

No	Entity Name
1	 Idaho National Laboratory National and Homeland Security Directorate Energy and Environment Science and Technology Nuclear Science and Technology
2	The Center for Advanced Energy Studies
3	Department of EnergyIdaho Operations Office
4	Idaho Department of Environmental Quality INL Oversight Program
5	Idaho Office of Emergency Management Southeast Idaho East Idaho Boise Area
6	Idaho National Guard Homeland Response Force Civil Support Team
7	Idaho Falls Fire Department
8	Pocatello Fire Department
9	Pocatello Police Department
10	Idaho State Police
11	Qal-Tek Associates, LLC
12	Technical Resources Group, Inc.
13	Snake River Search, Inc.
14	Idaho State University College of Technology Kasiska Division of Health Sciences Department of Mechanical Engineering Department of Computer Science and Informatics Health Physics Physics Department of Chemistry Electrical Engineering Environmental Monitoring Laboratory

Table 2. Collaborators and Entities



- Department of Public Safety Emergency Management GIS Center

7.0 Faculty and Student Participation

Through August 31, 2020, the numbers of faculty, students, and other researchers who participated in one or more areas on the DRC project at ISU are listed in Table 3. Appendix 2 provides sample student activities for some of the students working on the project.

Position	Numbers
Faculty	7 (including the PIs)
Graduate Students	6
Undergraduate Students	10
Researchers	6
Total	29

Table 3.	Participating	Researchers
		,

8.0 Metrics for Establishing Project Success and Economic Impact

Table 4 presents a summary of the metrics for establishing project success and economic impact for the first year of the project.

Criteria	Pill	ars of the Disaster Response C	omplex
Cinteria	Research	Curriculum & Certification	Training & Exercise
Original Proposal	 Detailed design/construction of the Phase I rubble pile. Development of a website for the DRC and marketing using social media campaign. Publication of two papers. Hiring two graduate students who will work under joint supervision of ISU/INL. 	 Development of one class in emergency training in collaboration with INL/CAES. Offering training courses to 50 students/first responders. 	 Training of 200 DoD CBRN Enterprise Elements (CRE) customers for radiological/nuclear response training. Procurement of indoor space for CBRN and other training.
Actual Performance	 Detail design and construction of the rubble pile was completed. Logos were created, a website is almost ready to be launched. Several posters were presented; a journal paper is ready for submission. Two graduate students were hired to work on the DRC project under the 	1. Course description and topics were developed for a class in gamma spectroscopy. The class was scheduled to be offered in December 2020. Given the pandemic situation and other approvals from the Department of Energy, the class content and schedule will be revised.	1. Multiple training events were scheduled at ISU under the DRC project in 2020. The number of emergency responders in these training events was projected to be more than 100. Unfortunately, the pandemic, lockdown, and travel/gathering restrictions did not allow for holding training events. This was beyond the control of the project personnel or ISU. The

Table 4. Summary of the Criteria for Measuring Success for Year 1



supervision of ISU/INL	2. A training for building	project personnel are actively
researchers. These students	safety culture (LOSA) was	looking to schedule training
have made the DRC their	piloted to 30	events as the condition in Idaho
topic for their PhD/MS	students/faculty/staff at no-	and the national situation with
dissertation/project. In addition, several other graduate students worked on the project as student employees and assistants.	cost under a contract with BEA. LOSA is planned to become a curriculum that will be offered under the DRC at ISU.	COVID19 would allow. 2. An indoor facility was identified for the DRC. Preliminary design and drawings were completed for the indoor DRC.

9.0 Future Plans

The intent of the DRC was originally to be a self-sustaining entity by the end of the three years of funding. The pandemic and lockdown have put limitations on hosting training events in Pocatello. Several planned training events for 2020 had to be canceled. Given the uncertainty with the pandemic and how the situation for the rest of 2020 and 2021 will be, it is possible that DRC will need more than three years from the start of the project in August 2019 to become self-sustaining. Future improvements and renovations, adding new training lanes, maintenance of the facility and equipment, and salaries/fringes are intended to be funded through training, research, and certification revenue generated by both the indoor and outdoor facilities. Additionally, future grants and collaborators will be pursued to further develop the facilities for project continuation and expansion.

10.0 Expenditure Report

A detailed breakdown of the expenditure posted through August 31, 2020 is attached in Appendix 1.

11.0 Commercialization Revenue

The DRC aims to become self-sustaining through revenues collected from training, curriculum, and certification. Additionally, research funding from different opportunities and agencies are planned to be pursued to benefit the students, faculty, and other researchers.



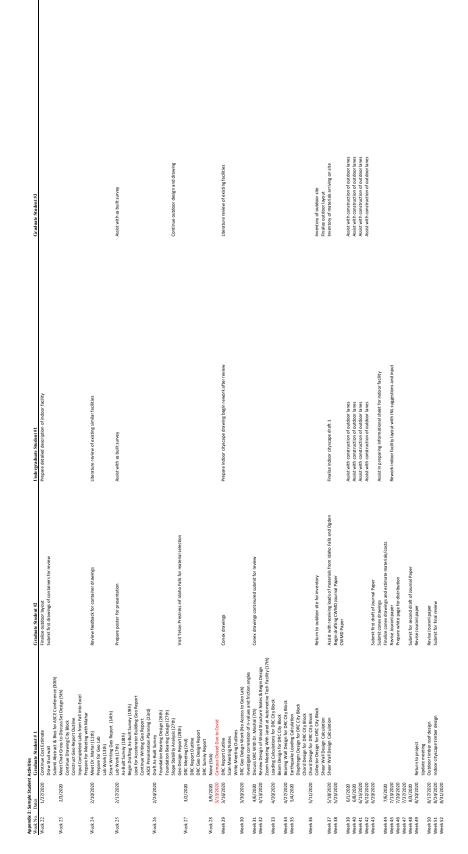
Appendix 1: Summary of the Expenditures	itures																	1	[
Data_Description				Accounted Budget	Year-to-Date	e											Encumbrances		Total by ROWS
Fiscal_Month				Temporary Budget	Sep Oct	at Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	August	Subtotal	DTY		
				Amount	Amount Amount	nount Amount	unt Amount	Amount	nt Amount	t Amount	t Amount	Amount:	: Amount	Amount	Amount	Amount	Amount	Amount	nt
Index Only	Account			Value	Value Va	Value Value	e Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	Value	
AHRC48_APPR IGEM Response	Labor																0	00.0	
Complex for Emeregency Responders		610 Salaries		263,800.00	0.00	0:00 (2)	(2,692.31)		(5,384.62) (8,82	(8,828.58) (8,82	(8,828.58) (8,828.58)	(.58) (11,520.89)	(8,615.39) (8,615.39)	(.39) (2,153.85)	35) (5,384.62)	62) (67,622.04)		0.00 19	196,177.96
		620 Irregular Help		0.0	0.00	(868.00) (5,5) (00.00)	10,100.27) (10.9	10,904.19) (7,91	(7,912.04) (7,13	7,138.04) (6,802.04)	04) (12,720.00	00) (33,880.12)	(12) (429.84)	84) (7,583.31)	31) (104,246.85)		0.00 (104	104,246.85)
		630 Fringe Benefits		0.0	0:00	(4.07) (5	(79.97)	(4,286.58) (3,3	(3,370.22) (2,9((2,961.97) (3,03	(3,037.77) (3,032.76)	76) (4,252.05)	2.05) (7,540.76)	0.76) (125.68)	58) (2,126.31)	31) (31,318.14)		0.00 (31	(31,318.14)
	Direct Expenditures																•	000	0.00
		700_Travel		0.00	(56.00)	(545.85) (1	(894.75)	0.00	000	0.00 (5	(55.59)	0.00	0.00	0.00		(1,552.19)	Ī	000	(1,552.19)
		720 Services		112,200.00	0:00												•	11 000	12,200.00
			721_Employee Development Services	0.00	0.00	0.00	0.00	(272.69)	0.00	26.63)	0.00	0.00 (2	26.63) (52	(53.26)		(379.21)		000	(379.21)
			722_General Services	0:00	0.00	(75.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		(75.00)		0.00	(75.00)
			724 Professional Services	00'0	0.00	(663.90)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(36.00)		(06'669)		000	(06.669)
			727_Administrative Services	0.00	0.00	0.00	0.00	0.00	0.00	16.80)	0.00	0.00	0.00 (5,901.03)	.03)		(5,917.83)		0.00 (5	(5,917.83)
			728 Computer/Tech Services	1											(88.88)		(8)		(88.88)
			729 Repair and Maintenance Services	0.00	0.00	0.00	0.00	(00.00)	0.00	0.00	0.00	0.00	0.00	0.00	(839.68)	(8) (89.68)		000	(899.68)
			741_Rentals and Operating Leases	0.0	0:00	000	(135.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00		(135.00)		000	(135.00)
		730 Supplies		000	0.00												•	000	0.00
			733_Computer Supplies												(125.96)		(9)		(125.96)
			734 Repair and Maintenance Supplies	0:00	0.00	_		_	(53,6		_		7		95)	(162,304.24		č	162,304.24)
			736_Institutional/Specific Use	0.00	0.00	(211.59) ((118.34)	(199.00)	(87.82) ((8.50) (18	(5) (2) (5)	(59.47) (3,496.58)	5.58) (2,381.39)	.39) (537.94)	94) (196.84)	84) (7,481.52		000	(7,481.52)
		800_Capital Expense		149,100.00	0.00														149,100.00
			820 Buildings and Improvements	000	0.00	000	0.00	0.00	0.00	0.00	0.00	0.00	0.00 (16,500.00)	(0)		(16,500.00)		Ĭ	16,500.00)
			820C -> \$5K Buildings and Improvements	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00		•		000	0.00
			830_Computer Equipment	0.00	0.00	0.00	0.00	0:00	0.00	0.00	0.00	0.00 (63	(630.54)	0:00	(7,545.25)	(8,17.		0.00	(8,175.79)
			840_Motorized Equipment													•	0.00		0.00
			850_Specific Use Equipment	0.00		0.00	0.00	0.00	0.00	0.00	0.00	0.00 (2,620.00)	0.00) (2,821.00)	(00)		(5,441.00)	0	S.	(5,441.00)
			850C_> \$5K Specific Use Equipment	0.00	0.00	0.00 (51,0	(51,000.00) (4	(41,000.00)	0.00	0.00	0.00	0.00		0.00		(92,000.00)			(92,000.00)
		870 Educational and Training Assistance		0.00						0.00	0.00	0.00	0:00	0:00		•			0.00
			871 Educational and Training Assistance	0.00		0.00 (4,962.98)	0.00	0.00 (9,925.96)	25.96)	0.00	0.00	0.00	0.00	0:00	(4,962.98)	98) (19,851.92)		000 (15	(19,851.92)
	Subtotal																		0.00
Total by COLUMNS				525,100.00	(56.00) (7	525,100.00 (56.00) (7,331.39) (61,329.37)		(64,338.79) (29,672.81) (73,386.36) (19,244.03) (18,722.85) (35,266.69) (182,804.77)	72.81) (73,38	6.36) (19,24	4.03) (18,72	85) (35,26	5.69) (182,804	(3,808.26)	26) (28,853.83)	83) (524,815.15)		0.00	284.85

IRSA

Note: The remaining \$284.85 will be spent by August 31, 2020. The Pay period was not run when this spreadsheet was generated on August 26, 2020.

TAB 1 Page 79

Appendix 2: Sa	Appendix 2: Sample Student Activities			
Week No. Dates	ates Graduate Student # 1	Graduate Student #2	Undergraduate Student #1	Gr ad uate Student #3
Week 1	8/18/2019 Project Intro Meeting with Mashal (19th) Research DRC	Summarize and Review Literature Review		
Week 2	8/25/2019 Research DRC	DRC Team Meeting (30th)	DRC Team Meeting (30th)	DRC Team Meeting (30th)
	Completed Research Summary		Literature review on DRC plan Natural hazards in the USA to add with DRC plan	Research DRC background information and other emergency training facilities in the U.S.
			Research on the key professional conferences to present DRC and journal papers	
Week 3	DRC Team Meeting (30th) 9/1/2019 Start Prenaring TOPO Survey	Continue Development of Concept Design	Prepare TOPO survey & man of the outdoor collansed structure site	Meeting with Darren Lesvitt and Dan Garz to nkn for tonorgraphical survey
	Meet Darren to Discuss Survey (4th)		Continue research on possible conferences to attend	
Week 4	9/8/2019 First TOPO Survey of Project Location (11th)	Construction cost estimations	DRC Team Meeting (13th)	DRC Team Meeting (13th)
	Second 1 UPO Survey of Project Location (15th) Draw Site TOPO Map	DKC I cam Meeting (15th)		rield data collection of pomis for hypographical map Create topographical map of DRC building site using Civil 3D
	DRC Team Meeting (13th)			
Week 5	9/15/2019 Study Civil 3D	Develop Poster presentation for CAES Conference	Literature review on the bleachers/stadium seating's	
Work 6	Begm Work on Site Plan MkII (24th)	Kedetine physical model Immove and add to thresical model	Working on site plan	
Week 7	9/29/2019 Attend CAES Energy Conference (20th-1st)	Finish Physical model improvments and additions	Reviewed skill sheets that are used by Idaho Technical Rescue Team provided by IOEM	
	Create Power Point for Meeting with INL			
Week 8	10.6/2019 DRC Meeting with INL & Others (7th)	DRC Meeting with INL & Others (7th)	DRC Meeting with INL & Others (7th)	DRC Meeting with INL & Others (7th)
Wreek 0	WOR OIL STOLE AN She Plan		Darrians and an ansachtle training accorded with Thism Search and Darana Task Ronae	research possible training courses and scarrig options for training observation
(WOOL III)	Submit Plan Set MkVI to Jared (19th)		two two and go over possione training associated while to take search and two over 1 as a rote of Research on overview of the facilities that were discussed in the most ing	
	from a state of the second of the second sec		Went through the drawing of the Structural Collapsed Venue site of Idaho Army National Guard Camp	
Week 10	10/20/2019 DRC Meeting with Idaho National Guard (22nd)	DRC Meeting with Idaho National Guard (22nd)	DRC Meeting with Idaho National Guard (22nd)	DRC Meeting with Idaho National Guard (22nd)
	DRC Team Meeting Site Pad Design (23rd) TOPO Survey Piles on Project Site (24th)			
West, 11	Update LOPO Map	0 4 D0 T	2.4 Hot of	2.4.1.00 mm
W cek II	10/2//2019 Work on Site Plan Tast Di Economica (2040)	CAES I our and Presentation	CAES Tour Working on eiter alter	CAES 100F Geotechnical investination hy averaging test aits at DBC huilding site and collasting soil semalas
	CAES Presentation (1st)		working on site pair. Test Prit Excavation	осоколными личезаваной су скламания тем риз аплик соцылив зак али солжения зон заприз
Week 12	11/3/2019 Work on Site Plan			
	Submit Plan Set 2019.11.8 to Jared			
Week 13	11/10/2019 Lab Testing of Test Pit Samples		Lab Testing of Test Pit Samples	Performed Laboratory testing of soil samples to determine mechanical properties for proposed cut and fill
	Scan & Upload Brochure			
Week 14	11/17/2019 Prepare Points for Construction Staking (20th)	Begin container drawings for fabrication		
	Lab Lesting of Lest Pft Samples Construction Stabiling Survivor (20 nd)			
Week 15	12/1/2019 Lab Testing of Test Pit Samples	Draft initial concepts for container lanes	Develors concent lavout for indoor cityscane	
Week 16	12,8,2019	-		
Week 17	12/15/2019			
Week 18	12/22/2019			
Week 19	12/29/2019			
Week 20	2			
Week 21	1/13/2020 Meet Dr. Mashal (13th) Meet Shankar (17th)	Develop overall outdoor facility layout Continue container drawines	Submit plans for cityscap for review	Develop subterraean lanes draft concept
		2		
Week 21	1/20/2020 Write Abstract (20th)			
	Create DRC Poster for Presentation at CAES (21st)			
	Voster Preperation to CAES Presentation (2210) Visit Diesel Shop (22nd)			
	Present Poster at CAES (23rd)			
	Cost Estimate for City Block Mock Up (24th)			





ISBOE HERC-IGEM Cellulosic 3D Printing of Modular Building Assemblies

FIRST YEAR REPORT FISCAL PERIOD – SEPTEMBER 1, 2019 - JUNE 30, 2020

SUMMARY OF PROGRESS July 13, 2020

Prepared for: HERC-IGEM – Idaho State Board of Education Mr. TJ Bliss

Authors: Ken Baker, M. Arch – PI Dr. Armando McDonald – Co-PI Dr. Michael Maughn – Investigator Dr. Tao Xing – Investigator Dr. Ralph Budwig – Investigator Dr. Damon Woods - Investigator

Report Number: 1 - December 31, 2019

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Prepared by:

University of Idaho College of Art & Architecture Integrated Design Lab Boise - 322 E Front St. Boise, ID 83702 USA www.uidaho.edu/idl

IDL Interim Director: Ken Baker This page left intentionally blank.

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2. Summary of Project Accomplishments for the reporting period just completed	2
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ACRONYMS AND ABBREVIATIONS

3D printing	Three-dimensional printing
AM	Additive manufacturing
IDL	Integrated Design Lab
UI	University of Idaho

Integrated Design Lab | Boise 1

1. INTRODUCTION

The project objective is to identify the methodology, process, and materials necessary to threedimensional cold print (3D print) building assemblies utilizing, to some maximum extent, wood products. Moving a significant portion of construction into a factory setting where labor and work is organized and executed more efficiently will have the following benefits: 1) increase the quality and energy efficiency of buildings; 2) lower overall construction costs; 3) provide appropriate compensation for a more skilled labor force and, 4) assist in mitigating the current construction skilled labor shortage challenge in Idaho.¹

The outcome of this research is the development of a reliable and cost-effective process for printing panels (i.e., wall, floor, and roof assemblies) on a horizontal plane using a 3D printing process to produce a structural insulated panel. The proposal end goal is to build panels that are up to 10 feet wide by 16 to 20 feet in length that can be loaded onto a flatbed truck required to transfer it to the construction site for assembly.

Tasks for Year 1:

- 1) Research and identify the printing mix of wood/natural fibers, binders and adhesives;
- 2) Develop the technical description design for a 3D fibrous wood wall printing process, including prototype printer design specifications;
- 3) Develop the business case for private industry investment.

Summary for Year 1:

Significant discovery was made on each of the three tasks identified as Year 1 deliverables.

The team has successfully extruded a room temperature mixture of resins and wood that flows and cures well.

The team has experimented with spray and extrusion methods of printing and has developed the design for a printer that will produce a two foot by two foot by 6 to 10-inch thick assembly for thermal and eventual structural testing.

A business case has been developed and is ready for solicitation of private industry investment and information.

The Boise State University team has created a first draft analysis on constructability for the upcoming panels that provides a good overview of the site issues with modular construction such as moisture control.

Each of these discoveries are explained in more depth in Section 2 of this report.

Integrated Design Lab | Boise 2

2. SUMMARY OF PROJECT ACCOMPLISHMENTS FOR THE REPORTING PERIOD JUST COMPLETED

Research and identify the printing mix of wood/natural fibers, binders and adhesives.

Prepared by: Armando McDonald, Ph.D

Year 1 reporting Dr. McDonald staffing: 1 M.S. student in Chemical Engineering. 1 woman. Salary expenditures and student tuition in the McDonald lab have focused on supporting the research efforts of one M.S. student. Capital and operational expenses are in line with ongoing and projected research activities on wood-resin curing research. Appropriated funds will be expended by the end of year 1.

Year 1 report overview

With the purchase of the DHR2 rheometer from TA instruments, curing behaviors of different adhesives including a faster curing phenol-resorcinol-formaldehyde (PRF), sodium silicate, and urea-formaldehyde resins were determined using temperature ramp ($30 \circ C - 200 \circ C$), frequency sweep (0.1 Hz - 10 Hz) and time sweep (90 s - 3600 s) modes. Rheology of wet wood/adhesive samples in different proportions (20 to 70% resin; 80 to 30% wood particles) were determined using the parallel plate geometry ($2.5 \text{ mm} \emptyset \times 25 \text{ mm}$) and temperature ramp mode. Douglas-fir (mainly) wood particles of < 40 mesh were mixed with adhesives and cold pressed in a pellet die in Figure 1 at room temperature range, and promptly loaded between the rheometer plates to cure (Figure 1) at a constant axial force, frequency, strain and shear stress to obtain curing curves (viscosity versus temperature) as shown in Figure 2. The optimum parameters for wood/adhesive dynamic rheology characterization will be decided on after multiple trials and repeatable considerations.

In addition to using the DHR2 rheometer, a capillary rheometer setup (Figure 3) was employed to see how the wood particle/resin mixture flowed through different dies (1.4 mm \emptyset , 2.7 mm \emptyset , 4 mm \emptyset , and 4.89 mm \emptyset (Figure 3) under force. With an increase in fiber composition comes a higher pressure to extrude through the barrel and die.

Continuous dynamic and capillary rheology is ongoing to determine the best formulations and resins for 3D printing composite panels. Since these are time sensitive samples, several factors of mixing /loading time, temperature, frequency, and strain still play major roles in the reliable repeatability of sample characterization and results consistency.



Figure 1. (left) pellet press die (25 mm), (middle) pressed samples, (right) sample loaded onto rheometer

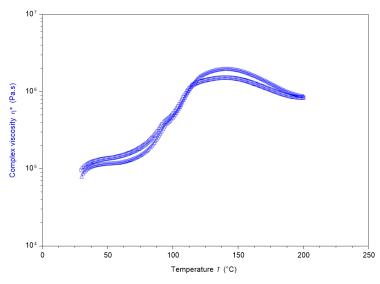


Figure 2. Curing curves of UF resin/wood particle (50/50 ratio) obtained on the DHR2 rheometer



Figure 3. (left) Capillary rheometer, (middle) dies used, and (right) extruded wood/resin mix through die

Develop the technical description design for a 3D fibrous wood wall printing process, including prototype printer design specifications.

Prepared by: Michael R. Maughan, Ph.D, PE

The University of Idaho (UI) Mechanical Engineering (ME) team has the responsibility of developing a 3D printing process and printer for depositing a wood waste composite mixture developed by other researchers in the UI College of Natural Resources (CNR). The goal is to make bespoke composite building panels. UI ME is also responsible for thermal modeling and optimization of the 3D printed composite building panels. The UI ME team has worked closely with CNR while they developed the composite mixture. The research approach is to identify good candidate techniques for wood deposition and to further develop and refine the techniques until the most effective technique emerges. Two techniques have been identified, extrusion and spray. Within extrusion there are two methods that show promise, extrusion via screw extrusion and direct extrusion with a plunger. Between January 2020 and June 2020, the following tasks have been accomplished. 1) Purchase a commercial screw extruder and modify to perform wood-composite mixture extrusion, 2) develop a 1.25" diameter format direct extrusion frame , 3) identify spray-deposition technique and begin developing appropriate experimental equipment, 4) begin development of modular 3D-printer frame, 5) identify and hire second graduate research assistant.

Screw extruder – Fig. 1 is a photograph of the commercial screw extruder purchased for wood-composite extrusion. The machine was originally developed for polymer filament extrusions but can be adapted for experiments on wood-composite mixtures. It features a heated extrusion barrel which will be used for curing of the polymer adhesive used in the wood composite. The machine has been modified to enlarge the extrusion nozzle diameter to more easily flow the viscous composite mixture.



Figure 1. SJ-35 screw extruder with modifications.

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Direct extrusion frame – Based on initial experiments by CNR, direct extrusion shows some promise as s deposition technique. CNR has demonstrated 4mm diameter filament extrusion using a capillary



rheometer and a load frame. The scale this technique up, UI ME has designed and fabricated a larger format rheometer barrel and frame. To implement this technique, the wood mixture is loaded into the barrel, then the plunger is inserted into the barrel. The load frame then applies load to the plunger, compressing and extruding the wood mixture out the nozzle at the bottom of the barrel. The direct extrusion frame positioned on the base of the load frame (outside of image) is shown in Fig. 2.

Spray-deposition technique – The spray deposition technique represents a major shift from

traditional extrusion based additive manufacturing; however, considering the large format of the desired product, material spraying could be a viable technique to achieve high rates of manufacture. The UI team has procured a previously used wallboard texture sprayer. It required some repair, but the use of used equipment has been a benefit considering the reduced first-year budget. Experimentation is



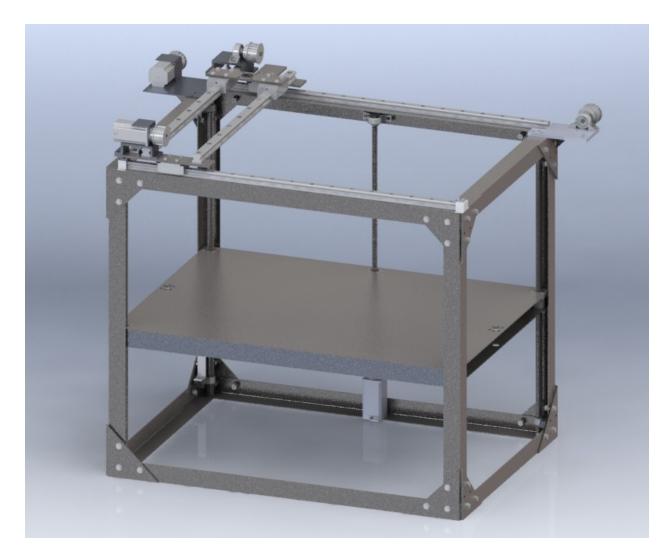
Figure 3. Commercial exterior texture sprayer

beginning with wood/water mixtures to assess appropriateness of this technique for production. The texture sprayer is shown in Fig. 3.

Modular 3D-printer frame – A student has been identified and hired to begin designing a 3D printer frame that can be adapted to either the extrusion technique or a spray technique. The printer system is being designed to accommodate an approximately 2 ft. x 2 ft. sample wall. The goal is to make it modular to accommodate changes as more is learned about the process.

Graduate research assistant – UI ME has been staffed with one graduate research assistant (GRA) during the first project year. GRA1 has focused on the deposition process and performance modeling of the material. The new GRA2 will further develop the printer frame.

The next page shows a rendering of the Year 1 printer design. This printer will be built in July of 2020 and used to print 2' by 2' wall assembly sections for analysis of thermal and structural properties.



Year 1 printer design

Develop the business case for private industry investment.

Prepared by: Ken Baker, M. Arch

The purpose of the business case is to clearly identify the value of a 3D printed panel when compared to current light commercial and residential construction wall framing practices. This value set will be used to solicit investment of private industry. Generally, a business case is defined as a subset or new opportunity that fits within the business plan that directs the activities of a company. To that end, the first inquiries for potential investors will be directed toward companies such as Katerra, a relatively new start up that has invested in manufacturing facilities for CLT (cross laminated timber). Our timeline for initial solicitation of investors is September, 2020.

The business case is attached as an addendum to this report. The business case has been developed in a presentation format because we believe that is how it can most easily be delivered and pertinent information presented. The document will be dynamic, changing as the actual printing mixture and manufacturing process is refined through continued research and application. Therefore, though not a draft, the business case is expected to change over the grant period.

There are seven areas of value that we determined make up the business case at this time:

- 1. Assembled embodied energy of key material
- 2. Mileage to place of manufacture
- 3. Labor cost
- 4. On site labor hours
- 5. Material cost
- 6. Assembly R value
- 7. Assembly carbon emissions

The seven areas of value have been assessed utilizing best practice and empirical data sources for the five most common construction methodologies used in light commercial and residential buildings (2 x 6 frame, SIPS, CLT, steel frame, CMU). Not yet common, our 3D panel printing method was assessed utilizing the same inquiry criteria so that valid comparisons could be made between methodologies in each construction (value) area. A scoring system was developed with the highest and lowest of each of the first seven value areas defining a scale from 1 to 5 within each of the seven value areas studied. The highest score (poorest result) for each of the seven value areas sets the top boundary of 5. The lowest, or best score of the seven value areas, is given a score of 1. All other construction methodology scores fall somewhere between the 1 and the 5 based on interpolative calculations. The scoring system allows for a simple visual comparison between, for example, total carbon emissions, labor cost and material costs, etc., between methodologies (value areas) – *See Table 1 next page*.

As presented in Table 1, the 3D printed panel has the overall lowest (highest value) score of the comparative methodologies and scored 1 (best) in all but R-value where the SIPS panel was highest value.

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			Wood	Steel	CMU	CLT (30'
Criteria Rated	3D Print	SIPS (5- 5/8")	Frame (2x6)	Frame (6" wide studs	(Normal Weight 8" <mark>-</mark>	span, 12" thick)
Assembly Embodied Energy of key material**	54.66	254.20	193.60	86.40	136.95	140.20
Mileage to place of manufacture	5.00	380.00	478.00	424.00	11.00	436.00
Labor Cost* (\$/sq ft)	1.26	1.26	2.42	11.65	4.85	3.71
On Site Labor Hours*	0.02	0.02	0.03	0.22	0.10	0.47
Cost of Material* (\$/sq ft)	3.09	4.41	3.09	10.65	4.16	13.48
Overall O&P cost for assembly*	4.16	7.20	4.16	29.00	12.65	5.90
Assembly R Value****	22.44	25.15	19	15.49	11.66	18.62
Assembly Carbon Emissions (kg CO2/kg**)	2.8	8.53	7.38	5.01	6.835	5.37
Assembly Embodied Energy of key material**	1.00	5.00	3.79	1.64	2.65	2.71
Mileage to place of manufacture	1.00	4.17	5.00	4.54	1.05	4.64
Labor Cost* (\$/sq ft)	1.00	1.00	1.45	5.00	2.38	1.94
On Site Labor Hours*	1.00	1.00	1.06	2.76	1.70	5.00
Cost of Material* (\$/sq ft)	1.00	1.51	1.00	3.91	1.41	5.00
Overall O&P cost for assembly*	1.00	1.49	1.00	5.00	2.37	1.28
Assembly R Value****	1.80	1.00	2.82	3.86	5.00	2.94
Assembly Carbon Emissions (kg CO2/kg**)	1.00	5.00	4.20	2.54	3.82	2.79
Total Overall Score	8.80	20.17	20.32	29.26	20.38	26.31

Table 1. Construction Methodology Value Score

To date, the analysis highly favors the 3D construction process over the other methodologies. It should be noted, however, that the 3D method is still under refinement and the value assessment could change as more exact discovery is made through research and testing. But, we believe the table values are very close to actual values as, for example, the 3D panels should have a very similar site labor cost for assembly as does the SIP system; R-value is a scientific process; and, carbon emissions for wood and wood waste is well documented. The area most questionable at this time is labor cost, specifically the comparison of a factory labor force to that of site labor. This is an area that will be refined as we work with manufacturers.

Table References

*Mewis, R. W. (2019). *Building construction costs with RSMeans data, 2020*. Rockland, MA: Gordian/RSMeans Data.

**Symons, K. (2011). Book review: Embodied Carbon: The Inventory of Carbon and Energy (ICE). A BSRIA Guide Embodied Carbon: The Inventory of Carbon and Energy (ICE). A BSRIA Guide Hammond Professor Geoff Jones Craig Lowrie Fiona Tse Peter. University of Bath with BSRIA, Bracknell, UK, 2011, ISBN 978 0 86022 703 8, £60, 136 pp. *Proceedings of the Institution of Civil Engineers - Energy*, *164*(4), 206–206. doi: 10.1680/ener.2011.164.4.206

***Density of Construction Materials in kg/m3 and lb/ft3. (2016, September 27). Retrieved from https://theconstructor.org/building/density-construction-materials/13531/

****Based on ASHRAE Fundamental calculations

*****Estimated utilizing similar industry methods

Constructability Analysis

Prepared by: Casey Cline, Ph.D – Boise State University Construction Management

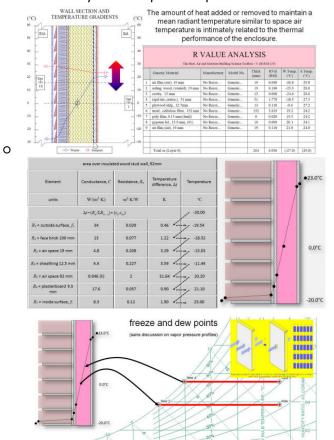
Constructability of the Cellulosic 3D printed panels

Panel construction

- Waterproof or water resistant or neither?
 - Affects transportation
 - o Affects construction
 - Affects use in final structure can it be used without finishes or must it be coated with something to provide water/weatherproofing
 - Because the panels will be made entirely out of wood, will they be dimensional stable or will they be susceptible to changes in dimensions due to moisture conditions?
- Type of edge construction?
 - Are they wood edged? Are they metal edged?
 - Affects shipping
 - Affects stacking
 - Affects connections
 - May affect fire flame spread, smoke developed
- Size of final panels?
 - Should match up with other building materials, so recommend something in 16" increments. This is important for both structural reasons and for attaching finishes to final product.
 - What thickness will they be?
- Weight of panels?
- Finished surfaces of panels?
 - Can they be painted (will paint stick to them properly)?
 - Can they be stuccoed?
 - Do they have to be covered with another material? If so, how does that connect to panel?
 - What level of quality is the finish on each surface (inner and outer)?
 - What type of texture is the finish?
 - Can the finish be customized to the owner's request?
 - How durable are the finished surfaces? Can they withstand the abuse that will occur during transportation, assembly (from weather and equipment)?
 - Will final added finish be needed on one side or two sides?

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- Maybe incorporate a hat track to facilitate attachment of gypsum wallboard on interior
- What level of consistency/quality will be produced in the 3D printing process? Will all of the panels be exactly the same (if desired)?
- How easy will it be to customize panels with cutouts, interior chases (maybe for electrical), openings for windows, doors, etc.?
- What about panel resistance to mold, rot from moisture, resistance to wind penetration?
- Flammability of panel
 - o May require limited on-site delivery/stock without active fire protection onsite
- Panel joint connections vs finish of panels what will be visible from joint connections and how does that affect aesthetics?
 - o Must consider exterior panel joints and interior panel joints
 - They may not be the same depending on desired techniques of installation and use
- If panel is providing finished interior and exterior surfaces, how does it achieve a fire rating?
 - Could the binding agent enhance fire-resistance?
- Where does a moisture/vapor barrier fit into the panel design/installation? Without one correctly located, there may be damage within panel due to mold, mildew, rot.
 - Must analyze freeze point for panel



• What is the level of air infiltration through panel?

2 18

o Is it very low (similar to SIPs) or closer to traditional construction?

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- This will impact HVAC choices, particularly related to ventilation.
- What is the strength of the panel (need axial strength and bending strength, including splines, shear strength, deflection)?
- How much expansion/contraction will likely occur (what is coefficient of thermal expansion)?

Transportation logistics

- Long distance from manufacture to jobsite
 - Width of trucks allows 8'-6" maximum without special considerations
 - Height of stack on trucks 14"-0" maximum
 - What will long distance transport cost? Will weight or volume govern?
 - Should they be transported vertically (on edge) or horizontally (stacked)?
- Panels will need suitable edges to prevent damage when shipped
 - This may be part of panel design or something external to panel (ideally reusable if external)
- Unloading from trucks at jobsite
 - What do panels weight?
 - Need a Rough-terrain forklift for horizontal movement
 - Need Picking Eyes (two minimum) and crane for vertical unloading
 - Are panels Sturdy faced (durability) on both sides?
- How would deliveries occur?
 - Just in time delivery?
 - Stockpile size?
- Moving on job site to install

Constructability logistics

- How do the panels connect to each other?
 - Pretty much all SIPs panels are connected with some sort of spline located between the two outer layers
 - Generally, these splines are supposed to have adhesive applied on all sides of the joint, then nailed or screwed together. In practice, the adhesive appears to be challenging to put everywhere it is supposed to be and (based on limited data found) often gets partially or totally omitted, lowering the air tightness of the joint. On roof and floor panels, the screw/nail connections required for the spline also sometimes get omitted due to difficulties with access to install them, lowering the structural integrity of the connections.
 - Alternate ideas are weld plates, pin connections (like a hinge on a door)
 - These would need standardized locations (heights)
 - Might need engineer approval
 - What tolerances will be acceptable?

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- How do they connect to the floor/foundation?
 - Will it be similar to SIPs with a bottom plate attached to the floor (similar to the splines) that is then attached to the panels?
 - o Or maybe a centered V-Crest for centered V-Trough at footing or stem wall
 - Will it need a Sill Plate Gasket (Incorporated)?
 - Will it need a Connection plate?
 - Anchor Bolt or Expansion Anchor type?
 - Need Engineer Approval?
- How do they connect to the ceiling/roof?
 - How will they connect with trusses?
 - Weld Plate
 - Nail Plate
 - Pocket
 - Need Engineer Approval?
- What kind of sealant would be appropriate to use to seal joints at all connections?
- What bracing is needed temporarily to erect panels? Many claim no bracing is needed for SIPs assemblies, but that neglects wind and other horizontal forces that may occur.
- Safety requirements for erecting panels?
- Do they have to be moved with equipment or can they be moved erected with a couple of people?
- Panels should have a minimum of two picking eyes for vertical unloading
- Time for construction?
- What about electrical, plumbing, communications?
 - Will chases be located inside panel, or will utilities need to be external to panel?
 - If chases are possible inside panel, how easy will it be to cut openings for electrical boxes, etc.?
 - How does the transition from one panel to the next work?
 - Will the panels be suitable for conduit and flex cabling (engineer approval needed?)
- Windows/doors/other openings?
- How easy can the panel be modified size wise in the field?
- If there are voids within SIPs panels (due to construction modifications, connections, etc.), they are filled with expanding foam. How will this work with the 3D printed panels?
- Will the panels be dense enough to securely anchor connectors (nails/screws) firmly and prevent movement?
- How will expansion/contraction of panels be addressed?
- Interior final finishes needed for panels?
 - o Gypsum wallboard
 - Connections
 - Expansion/contraction joints
 - o Paint
 - o FRP
- Exterior final finishes needed for panels?

- o Paint
- o EIFS
- Other cladding type

End user logistics

- Can you nail or screw into a panel easily to hang a picture?
- Can it be easily modified visually with paint/wallpaper/etc.?
- Fire ratings? Flame spread, smoke developed ratings?

3. SUMMARY OF BUDGET EXPENDITURES

Salaries:	\$32,551.94			
Temp Help	\$14,344.12			
Fringe	\$ 4,783.69			
Travel	\$ 1,403.79			
Operating	\$ 3,495.82			
Small Equip	\$ 1,495.68			
Capital Equip	\$64,854.63			
BSU Sub	\$17,088.36			
Tuition	\$19,011.15			
TOTAL	\$159,029.18			

4. DEMONSTRATION OF ECONOMIC DEVELOPMENT/IMPACT

- Patents, copyrights
 - None at this time but our research indicates the cold-setting print media may be our first.
- Technology licenses signed
 - o None at this time
- Private sector engagement

- We are working with Hexion, a wood adhesive manufacturer out of Oregon.
- During year two (July 1 2020 June 30, 2021) we will implement systematic communications with potential investor companies such as Katerra. The initial goal is to inform and engage interest in our product and to solicit commitment to work with us.
- Jobs created
 - o None at this time
- External funding
 - o None at this time
- Other pertinent information

5. NUMBERS OF FACULTY AND STUDENT PARTICIPATION

There are nine faculty participating in the grant, six from the U of I and three with BSU. There are two and one-half Research Associates working on the grant in year one. On July 1 of year two we will add two engineering grad students, one on the Moscow campus and one in Boise, for a total of four graduate students. The Boise State Construction Management program will contract with two undergraduate students to work on constructability issues during the school year.

6. DESCRIPTION OF FUTURE PLANS FOR PROJECT CONTINUATION OR EXPANSION

<u>BSU</u>

Casey Cline, Kirsten Davis, Ty Morrison

- Constructability
- Answers to Questions on list
 - On site work with panels
 - Assembly
 - Connections
 - Which labor type (carpentry, welder, etc.)?

Chemical Team

Dr. Armando and Berlinda

- Resin System
- Resin Formulation (starting point and integration)
- Extrusion process of mixture
- Mixture contents
- Curing, depositing, extruding (characterize behavior)
- Compare to other resin systems

Mechanical Team

Dr. Mike, Evan, Conal, Robert

- Printer nominally built
- Extrusion process of mixture
- Trying in-situ depositions (screw extrucder)
- Deposition process, integrate flow model
 - Thermal conductivity model
- Material properties
- Sturctural testing?
- Dogbone samples
 - o Tensile
 - o Bending

Thermal Team

Dr. Tao, Dr. Ralph, Damon, Tais

- Try out Tempos meter unit
- Build test cell
- Experimental thermal testing (composition and energy code compliance)
 - Depend of samples and chemical team (coupons- 3" diameter, 1.25" thick min)
- Meet loads
- Decay with larger thermal affect- small coupons vs whole panel analysis
- 2'x2' panels

IDL Team

Ken, Kelsey, Lyndsay

- Testing criteria for structural properties (tensile, bending, etc.)
- Code compliance
 - **Particleboard testing properties paper
- Business case
- Identify partners
- Constructability

- Marketability
- Manufacturability
- Manufacturing processes
- What industries are capable?
- Equipment and process
- Define our own manufacturing process

Four key outcomes are expected in year 2 of the three-year grant:

- 1. The print mix for cold setting print will be identified. There may be more than one mix as we see potential for both spray and extrusion processes.
- 2. The printer specifications and printer will be further defined as a product that could scale up for manufacturing large-scale panels.
- 3. Business/industry partners will be engaged and private investment will be solicited.
- 4. The thermal characteristics of printed panels will be assessed see below.

Assessment and Thermal Characterization of Wall Panels

Faculty: L. Damon Woods, Ralph Budwig, and Tao Xing Staff: William (Bob) Basham

Graduate Students: Tais Mitchell and Conal Thie

1. Assessment of existing wall panel technologies

We will work with the IDL faculty and students to catalog and compare a range of characteristics of existing wall panel technologies (density, cost, thermal conductance, structural properties...). The first step will be to conduct a literature review to develop a library of different panel configurations and performances. Then we will perform density and thermal analysis existing panels by both spreadsheet-based methods as well as program-based simulations. (Woods, Budwig, Watkins, and Mitchell)

2. Thermal characterization of 3D printed wall panels

We will design and implement testing methods for the thermal characteristics of the wall panels. This will include both laboratory testing and numerical modeling. In the lab, we will design a cubical test cell instrumented with multiple semiconductor surface and air temperature sensors. In addition, we will design and fabricate heat-flux sensors that may be place at specified locations on the test cell walls. The test cell will have four fixed walls fabricated of well-characterized materials. Then two opposite vertical walls will be changeable such that there is symmetry about the vertical mid-place of the test cell. We

will calibrate the test cell and test procedure with changeable walls of well know thermal properties. Then the cell will be ready to test panels with unknown thermal properties. The numerical modeling effort will build a numerical model of the test cell and will be validated with walls of know thermal properties. After validation, it will change one or several wall panels to those of unknown thermal properties. One advantage of the numerical modeling is the ability to test panel configurations which have not yet been fabricated which can then guide future designs with respect to thermal performance. (All)

7. COMMERCIALIZATION REVENUE

None to date.

ⁱ Elliott, Blake; Wurtz, Everett; Swift, Nathan; and Manning, Dylan, "Construction Labor Shortage in Idaho: An Examination into the Causes and Consequences" (2017). *2017 Undergraduate Research and Scholarship Conference*.

Report for IF20-001

Summary

Accomplishment: In the last 6 months, the PO for SHG One laser system from Spectra Physics was successfully sent out from the university. There was a delay in purchasing due to legal and contractual obligations on both the company and university. The PO was sent out in the beginning of January. The entire budget of the incubation fund was used towards this purchase along with a cost match from the PI.

Plan forward:

In the next 6 month we plan to accomplish the following tasks

Task 1: Set up the laser system: The laser has a 3 month lead time. We plan to have the laser installed in the beginning of May.

<u>Task 2: Set up the optical fabrication set up</u>: We will set the fabrication set up for this system. We believe this will be done by Mid May

<u>Task 3: Fabricate the sensors and testing:</u> The fabrication of the sensors both, based on conventional Fiber Bragg Grating design and the designed Long Period Grating sensors will be fabricated on optical fibers and their performance will be characterized. We project the first sensor to be fabricated in the beginning of June and tested by mid June.

Summary of budget expenditure

Entire budget has been encumbered through the PO to Spectra physics

Number of faculty and student participation

Currently, Faculty participation: 1

Anticipated graduate student participation : 1

Patents, copyright received

None

Status of industry partnership

Fiberguide is currently waiting for the laser system. The PI and the company will leverage this instrument to submit a followup grant to NSF-COBRE.

DARWINS' DEMONS MOBILE: EXPANDING THE MARKET FOR EVOLUTIONARY

PROCEDURAL CONTENT GENERATION.

FINAL REPORT: PRINCIPAL INVESTIGATOR: REPORTING PERIOD: Grant Number IF20-003 Barrie Robison July 1, 2019 – January 1, 2021

SUMMARY OF PROJECT ACCOMPLISHMENTS:

Hired lead artist and game developer (Landon Wright).

Hired development team: Programmers: Lily Mason and Graeme Holliday Music and Sound: Parker Piedmont Interface and 2D Art: Aaron Yama Marketing and Social Media: Savanna Estey

Developed "Darwin's Demons Moblie" into an advanced beta stage. The game is a space shooter that features evolving opponents that are procedurally generated. We can provide copies of the game for Android or Apple devices. A testing version of the game is also playable on Mac or PC desktop computers. The game features 5 ships, more than 50 pieces of upgradable equipment (weapons and defenses), 6 maps, and a soundtrack that evolves along with the enemy population.

Changed the name of the game to "Evolvy Bugs", which captures the more whimsical artistic style of the procedurally generated content.

Registered with Google Play store for sale. Registered with Apple App store through the UI's account.

Integrated the in-game store page into the app.

Developed the microtransaction business model and are now incorporating it into the game's architecture. These features are the primary remaining content that needs to be developed before release. The delay in development of these features is directly related to the COVID pandemic.

Extensive evolutionary model tuning in collaboration with Kristen Martinet, a PHD student in the Bioinformatics and Computational Biology program. The evolutionary model for procedural content generation is functional and produces game results that are likely to increase replayability.

PLANS POST IGEM:

Complete final play testing.

Complete the integration of the microtransaction model into the Google Play and App store frameworks.

Develop store pages on Google Play and Apple App store.

Release the game on Google Play and App Store with a staggered release strategy. This will allow us to deal with post release bug fixes one platform at a time.

Begin and sustain an advertising and promotion campaign.

SUMMARY OF BUDGET EXPENDITURES:

All funds were expended. We received a no-cost extension because of the complications created by the COVID pandemic. The pandemic substantially disrupted our workflow and caused us to lose several of our student developers.

FACULTY AND STUDENT PARTICIPATION:

One staff (artist/game developer) and five students were directly supported by grant funds during the reporting period. In addition, one graduate student (Kristen Martinet) performed her doctoral rotation in the game studio and supported the development of the evolutionary model. The graduate student was not supported by the grant. Drs. Barrie Robison and Terry Soule were the primary faculty, but we collaborate with colleagues from Education (3), English (1), VTD (3), Music (1), and Business (1).

Total Student Participants: 6 Total Faculty Participants: 2 Total Staff Participants: 1

PATENTS, COPYRIGHTS, AND CERTIFICATES:

None, but we will file a disclosure with our office of Tech Transfer prior to commercial release.

LISCENSES AND START-UP BUSINESSES:

Should the game sales perform well, we will create an LLC.

INDUSTRY AND PRIVATE PARTNERSHIPS:

None (yet).

ADDITIONAL FUNDING AND BURN RATE:

We have applied for a \$1.5 million grant from the National Institutes of Health with our colleagues from the College of Education. We were also part of a large NSF grant that was awarded to study tick borne disease (~\$6 million). Approximately \$250,000 over the next four years is allocated to the game studio to develop additional games. We are also working on additional proposals for future games that would be licensed to the LLC if formed.

ADDITIONAL INFORMATION:

We are happy to provide builds of the game upon request.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS JUNE 16, 2021 2 Semi-Aminual Report PI: Ha

PI: **ATTACHMENT 9** PI: Harish Subbaraman

Cover Sheet

Ink Production Scale-Up

Semi-Annual Report

Reporting Period: Jul 1st, 2019 — Feb 1st, 2020

Technical Point of Contact

Prof. Harish Subbaraman (PI) Assistant Professor Dept. of Electrical and Computer Engineering 1910 University Drive Boise, ID 83725 Tel: 208-426-4803 harishsubbaraman@boisestate.edu

Contractual Point of Contact

Ms. Karen Henry Executive Director Office of Sponsored Programs Boise State University Tel: 208-426-1571 osp@boisestate.edu

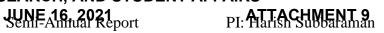
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Grant # IF20-002

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS



1. **Summary of Project Accomplishments and Plans**

1.1 Accomplishments for this report period

Although the HERC project started on July 1, 2019, the PI did not have access to the funds until September 13, 2019 when the account was set up by the Office of Sponsored Projects at Boise State. This report covers the activities performed since September 13, 2019 until February 1, 2020.

Milestone Achievements

- Hired undergraduate student, Ms. Jasmine Cox, to work on ink synthesis and printing.
- Hired Post-Doc Dr. Josh Eixenberger (15% effort) to work on ink volume scale-up.
- Ordered and received microviscometer to measure the viscosity of material inks being formulated in the Advanced Nanomaterials and Manufacturing Laboratory (ANML).
- Placed an order for a Tangential Flow System to help scale up ink production.
- Ink 1: Started working on ZnO (Zinc Oxide) inks since there is an immediate interest from NASA and Boeing in getting this ink from us. These inks will be the first to be commercialized from partner, INFlex Labs, LLC.
- Ink 2: Worked on formulating Nickel ink and testing its performance. Nickel ink will also • be commercialized through the company. Oak Ridge National Lab is an immediate customer.

1.2 Plans for the next reporting period

During the next reporting period, we plan to

- Fine tune the inks and processing parameters so that we can demonstrate compatibility and printability with the printer suite we have at Boise State. This will help create a datasheet for the different inks being formulated, and help the company market the ink to potential customers.
- Demonstrate the synthesis of higher volumes of inks so that the ink manufacturing could be made commercially viable. The Tangential Flow System will be set up specifically for this purpose.
- Develop a business plan together with the company. We will approach potential customers with prototypes and samples. We have already identified a few customers, including NASA Ames, Boeing Corporation, and Oak Ridge National Lab.

2. Summary of Budget Expenditures for the Period Just Completed

Expenditure from Boise State University: \$50,696.53 to date

During this reporting period, we spent \$50,696.53 overall. Within this, two pieces of equipment were purchased -(1) a RheoSense Microviscometer to measure the viscosity of ink synthesized (\$9,977.40) and (2) a Tangential Flow System to help scale up the ink volume (\$21,150). The remainder was spent to cover the salaries and fringe of the undergraduate student and the postINSTRUCTION, RESEARCH, AND STUDENT AFFAIRS JUNE 16, 2021 Semi-Aminal Report PI: H

doc. Expenses were also incurred for the printer use in the cleanroom and for ink characterization.

3. Number of Faculty and Student Participation Resulting from Funding

This project has had participation from one faculty member – Prof. Harish Subbaraman (PI), one undergraduate student, Ms. Jasmine Cox, and one post-doc, Dr. Josh Eixenberger. This project is providing hands-on ink synthesis and printing experience to the undergraduate student, and furthering the expertise of the post-doc who is skilled in the synthesis of nanoparticles and nanoparticle inks

4. Patents, copyrights, and plant variety protection certificates received or pending

While there is still great potential, as yet, there has been no idea or new technology reviewed on this project during this first time period that has led to any specific or particular new intellectual property.

5. Technology licenses signed and start-up businesses created

We have seen great interest from industry and national labs in trying to learn more about the project and procuring inks and associated processing information from us. Boise State and INFlex Labs are working on signing an agreement related to commercialization of the inks.

6. Status of private part/industry partnerships

PI Subbaraman received a NASA EPSCoR and NSF Nanomanufacturing awards. The incubation fund will enable setting up of state-of-the-art equipment for ink production scale-up. The EPSCoR grant will look into flexible electronic device development integration using a plasma jet printer for space applications. Currently, there are no ink vendors for the plasma jet tool, thus placing INFlex and Boise State in a very good position to work with the equipment manufacturer and promote our inks. The successful outcome from the current HERC project will lead to direct investment from interested companies and investors.

7. Additional Funding Received and Financial Burn Rate

As mentioned above, the PI has several other projects that utilize inks for developing flexible electronic devices and sensors. The work that will be performed in this project will be a natural extension of accomplishments in those projects. The PI is also constantly trying to secure extramural funding in this area, and we foresee efforts beyond the IF project going into further development of inks, sensors, and devices that can be used in the food storage, consumer electronics, space, and other markets.

In terms of financial burn rate, we will be using the remainder of funds on ink production, ink characterization, and development of processing recipes on the commercial printing tools at Boise State.



2020 ANNUAL REPORT







Idaho State University































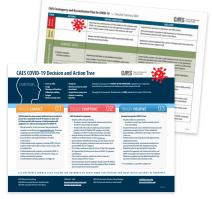
DIRECTOR'S LETTER

THE COVID-19 PANDEMIC MADE 2020 A TUMULTUOUS YEAR for everyone at CAES. The pandemic introduced significant uncertainty to the universities and Idaho National Laboratory (INL). Students and faculty were sent home from the universities when the pandemic hit, as were researchers at INL, and the CAES headquarters in Idaho Falls was shuttered for nearly a month. Restrictions were loosened over the summer, as researchers with approved projects were allowed to resume their work in the laboratories, but the majority of those who work in CAES have been telecommuting since March. At the end of the fiscal year, the CAES facility was still off-limits to visitors, tours remained canceled, and all seminars and most meetings were online only. The uncertainty wrought by the pandemic has not hindered CAES' ability to fulfill its mission and vision, however; in fact, 2020 was a banner year in terms of research wins and accomplishments for the CAES community as the implementation of the CAES Strategy continued to bear fruit. Among the highlights:

- In July, we broke ground on an INLfunded, \$5 million project to install a new transmission electron microscope in one of the eight laboratories at CAES. This move will accelerate the innovative research into advanced materials that is critical to the U.S. maintaining its role as the world leader in nuclear innovation, particularly in the development of new reactors. It will significantly enhance INL collaboration with the universities, helping CAES fulfill its role of training the future energy workforce.
- CAES researchers from Boise State University, Idaho State University (ISU), and University of Idaho either led or collaborated on projects that were awarded nearly \$5 million in funding from two DOE programs, the Nuclear Energy University Program and Nuclear Energy Enabling Technologies.
- A CAES researcher from ISU is leading a collaborative project with INL to build a disaster response complex on the ISU campus in Pocatello. The facility will train first responders from throughout the

region and was made possible through a \$1.1 million grant through the Idaho Global Entrepreneurial Mission.

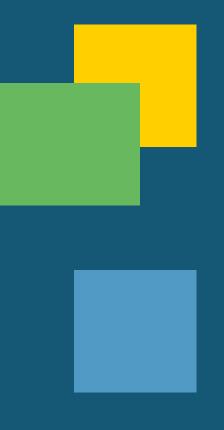
- We named the inaugural cohort of CAES Fellows and are on the verge of launching a new workforce development program, the Joint Certificate in Nuclear Safeguards & Security.
- We wrapped up the third year of our flagship program, the CAES Summer Visiting Faculty Program, which drew 29 participants this year.
- Working groups were formed in all seven of the focus areas outlined in the CAES Strategy, with promising developments emerging from each.
- The first-ever CAES Annual Pitch Event (also known as Baby Shark Tank) attracted nearly three dozen registrants, with every CAES entity represented.
- We celebrated the 10th anniversary of the CAES headquarters facility in Idaho Falls with the Idaho governor proclaiming the first day of the fiscal year, Oct. 1, 2019, as CAES Day.



This is just a glimpse at what we accomplished in the 2020 fiscal year. We also saw several notable departures, including Director Noël Bakhtian and Chief Operations Officer Anita Gianotto, who left at the end of the year, and the announcement that University of Wyoming would exit the consortium in early 2021. More information on these developments can be found in this report.



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NEWS

CAES Day proclaimed in Idaho

daho Gov. Brad Little proclaimed Oct. 1, 2019, as CAES Day at CAES' 10th anniversary celebration on the same day. 2019 marked the anniversary of the opening for the CAES headquarters in Idaho Falls. The event in Boise was preceded by a celebration in Idaho Falls that drew more than 200 people, including CAES alumni from as far as Utah and Colorado. More than 100 people attended the invitation-only event in Boise, including Battelle Executive Vice President of Laboratory Operations Ron Townsend. The event featured presentations by:

- Gov. Brad Little
- Idaho National Laboratory Director Mark Peters
- Former Idaho Gov. C.L. "Butch" Otter
- Nuclear Energy Institute Vice President of Policy Development and Public Affairs John Kotek
- Boise State University President Marlene Tromp
- University of Idaho President Scott Green



COVID-19 impacts CAES operations

COVID-19 had a significant impact on operations at the CAES facility in fiscal year 2020. Access to the facility was restricted in mid-March, when only CAES residents and approved visitors were allowed inside the facility. All tours were canceled, and all CAES-sponsored travel has been on hold since then. INL employees at CAES began telecommuting on March 17, and university students, faculty and staff followed suit on March 18. After the Idaho governor issued a stay-home order in late March, the CAES facility was closed to everyone except key personnel. That status continued until mid-May, when the governor lifted his order, and access was restored on a case-by-case basis to researchers with an approved project plan. All others continued to telecommute. COVID-19-related policies were implemented, including a Decision and Action Tree to guide CAES residents who were exposed to the virus, developed symptoms or tested positive, and all who entered the facility were required to wear face coverings and practice social distancing, to conduct temperature self-checks upon entering the facility, and to work from home as much as possible to protect those whose work required laboratory access. At the close of the fiscal year, access remains restricted to those with a CAES badge - no visitors are allowed. Although researchers with an approved project plan have full access to the facility, all others must receive approval from their associate director for each visit. At the end of the fiscal year, access restrictions were expected to remain in place until spring 2021.

University of Wyoming announces 2021 departure from consortium

University of Wyoming (UW) notified CAES leadership in July that the university plans to withdraw from the CAES consortium in early 2021. Since joining the consortium in 2014, UW has broadened the potential impact and expanded the pool of students and faculty by 12,000-plus. UW has been a valued partner and, though it was a member for a relatively short time, the university, its faculty and its students made valuable contributions in several key areas, notably carbon management, energy storage and energy-water nexus. The UW School of Energy Resources, Energy Innovation Center, College of Engineering and Applied Science, and the leaders there – Katie Li-Oakey, Kipp Coddington, Amy Banic, Dean Roddick, Jon Brant, and Rob Godby, to name a few – all made significant contributions at CAES or were poised to do so. Though UW will no longer be a full-fledged member of the CAES consortium, CAES leadership is exploring options for the university's continued participation on a more limited basis.

1

Inaugural CAES Fellows cohort named

CAES ANNOUNCED THE FIRST COHORT OF CAES FELLOWS IN EARLY JUNE. Six Fellows were selected: an Idaho National Laboratory (INL) researcher and faculty members from Boise State University, Idaho State University, and University of Wyoming. The fellows have demonstrated extensive engagement in the CAES community and collaborated with partners at INL and the CAES universities in at least one of the focus areas outlined in the CAES Strategy. Each has exhibited impressive leadership: mentoring students, leading research projects and workshops, representing their organization at CAES events, and taking the initiative to create stronger bonds among the members of the CAES consortium. Fellows serve two-year appointments during which they are provided with resources and opportunities to drive further collaboration among the CAES entities. From its headquarters in Idaho Falls to spoke locations across Idaho and Wyoming, CAES leverages its collective expertise to inspire innovation and impact, empowering students, faculty, researchers, and industry to accelerate solutions to complex energy issues. The CAES Fellows initiative was launched in spring 2020 to advance this effort. Here are the 2020 CAES Fellows:



RON BORING Idaho National Laboratory

A distinguished scientist and department manager for Human Factors and Reliability at INL, Ron Boring has been involved with CAES since its inception, when he led the Human Systems Simulation Laboratory. He has collaborated extensively with the CAES universities and participated in the 2020 CAES Summer Visiting Faculty Program. Boring's CAES collaboration dates to a Laboratory Directed Research and Development (LDRD) award he received jointly with University of Idaho that served as seed money for advanced human-machine interfaces for nuclear power plants. This effort led to an additional LDRD award and DOE funding. Boring joined INL in 2003 and has led research projects for the U.S. Nuclear Regulatory Commission, NASA, the U.S. Department of Energy, the

Canadian Nuclear Safety Commission, the Department of Defense and the Norwegian Research Council.

MIKE BOROWCZAK University of Wyoming

Mike Borowczak is the founding director of the Cybersecurity Education and Research Center at University of Wyoming (UW), where he has been an assistant professor of computer science since early 2018. Borowczak has championed several CAES endeavors at the university and has been involved in several efforts in the cybersecurity focus area at CAES. He has served as the UW lead for the pilot CAES Nuclear Safeguards & Security joint certificate initiative, is a member of the CAES Cybersecurity working group, and was recently granted a joint appointment with INL, an arrangement in which a researcher has formal ties to both INL and a university. Borowczak was a participant in the CAES Summer Visiting Faculty Program in 2020.

BRIAN JAQUES Boise State University

Brian Jaques is an assistant professor in the Micron School of Materials Science and Engineering at Boise State University who has been involved with CAES since its opening in 2009, when he worked as a research engineer. He has collaborated on several CAES projects in the Nuclear Energy and Advanced Manufacturing focus areas and is currently the Boise State program manager for the In-Pile Instrumentation Program, an \$8 million DOE-funded collaboration between INL and Boise State that calls for developing novel sensors for in-pile, in-situ measurements in a nuclear reactor core. Jaques, who recently received an INL joint appointment, is also collaborating on several pending proposals with CAES partners. A participant in the 2019 CAES Summer Visiting Faculty Program, Jaques currently serves as the CAES Nuclear Energy Focus Area lead at Boise State.

LAN LI Boise State University

Lan Li is an associate professor in the Micron School of Materials Science and Engineering at Boise State who has been actively involved in CAES seminars, workshops, working groups, and proposal development. She led both sessions of the Remote Summer Boot Camp on Computing, Data and Visualization that were sponsored by CAES and INL's Collaborative Computing Center in summer 2020. Li is collaborating on two projects with CAES entities and has led the development of a computational materials science road map report to identify researchers with expertise in the field, equipment, computational power at the CAES institutions, research needs, and funding sources.

MUSTAFA MASHAL Idaho State University

Mustafa Mashal is an associate professor in the Civil and Environmental Engineering Department at Idaho State University who has participated in several collaborative projects with INL and the CAES universities. This includes a project he leads that received a \$1.1 million grant from the Idaho Global Entrepreneurial Mission initiative in 2019. CAES provided seed funding for the project, which calls for the construction of a Disaster Response Complex for research, certification and training first responders. Mashal was a participant in the CAES Summer Visiting Faculty Program in 2019 and is a current member of the Advanced Manufacturing and Energy Policy working groups. He also collaborated this year with the CAES Operations team to pilot a training program for Idaho State students that was modeled after Battelle's Laboratory **Operations Safety Academy.**

CLAIRE XIONG Boise State University

Claire Xiong is an associate professor in the Micron School of Materials Science and Engineering at Boise State who has been a CAES collaborator since 2012, participating in several projects involving INL and the CAES universities. Her current projects with INL include a Laboratory Directed Research and Development project with the Energy Storage and Advanced Transportation group at INL, the In-Pile Instrumentation Program, and a project focused on nuclear materials for molten salt reactors. She is collaborating with researchers at the University of Idaho and University of Wyoming on a project aimed at the development of carbon electrode materials. She also has partnered with INL researchers Erik Dufek and Kevin Gering to write a book chapter on batteries and is the recipient of a National Science Foundation CAREER Award. Xiong has co-organized several CAES workshops and contributed to a CAES Nuclear Energy roundtable in 2020.

CAES unveils new fellowship, names inaugural Fellow



Dr. Veronika Vazhnik was named the inaugural Idaho Science and Technology Policy CAES Fellow. Closely aligned to the mission needs of CAES and INL, this fellowship is one of two offered through the newly launched Idaho Science and Technology Policy Fellowship program, a

collaborative effort among University of Idaho, Boise State University and Idaho State University. The Fellows spend a year embedded in an Idaho state government agency, developing and implementing solutions that address challenges in areas such as energy, cybersecurity, water, public health, and economic development. The CAES Fellow will concentrate her efforts on one or more of the focus areas outlined in the CAES Strategy. The goal is to develop a network of leaders who understand government and policymaking and are prepared to use their knowledge and skills to create a better future, complementing CAES' vision of accelerating energy solutions and creating the next generation of energy leaders.

Vazhnik is a former graduate fellow at INL whose research has focused on bioenergy and landscape design decision-making. She earned her doctorate in biorenewable systems with a minor in operations research from Pennsylvania State University. She began her fellowship in August with the Idaho Office of Energy and Mineral Resources.

The Idaho Science and Technology Policy Fellowship program is led by U of I's McClure Center for Public Policy Research and is modeled on the American Association for the Advancement of Science, Science & Technology Policy Fellowship (AAAS STPF) Program, which brings scientists and engineers into a policy context where their technical knowledge and networks inform the federal government.

INSTRUCTION, RESEARCH, AND STUDEN JUNE 16, 2021

RESEARCHER, FACULTY, STAFF, AND STUDENT ACCOMPLISHMENTS

CAES associate director selected for INL post

AES Associate Director for Boise State David Estrada was named INL's Advanced Manufacturing deputy director for Academic Research in September. Estrada's new role calls for him to support and strengthen the Advanced Materials and Manufacturing for Extreme Environments initiative at INL and support multimission collaboration across the five INL directorates. He is charged with leading and cultivating the academic interactions and activities with the manufacturing initiative. This enables collaboration between industry and academia, and positions INL at the forefront of the U.S. Department of Energy's efforts to develop advanced reactor technology. It also strengthens the United States' position as the global leader in nuclear energy technology.

Collaboration has been a hallmark of Estrada's tenure as CAES associate director. Since assuming the role in 2019, he has amplified Boise State's relationship with CAES. He formalized the faculty and student-CAES community at the university by creating campus leads in each of the seven focus areas identified in the CAES Strategy. He championed the CAES Fellows initiative launched in FY20 and has helped lead Boise State students and



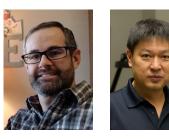
faculty in a litany of accomplishments, including the award of three Nuclear Science User Facilities (NSUF) Infrastructure Awards and two

Nuclear Energy University Program Fellowships. Estrada's leadership has been instrumental in the ongoing development of an advanced manufacturing suite at CAES, which will soon feature a new transmission electron microscope funded by INL and a 3D metal printer made possible by an NSUFfunded, Boise State-led project on which he is a collaborator. An additional benefit of the joint appointment is to provide a national recruiting tool for CAES entities to leverage when seeking to hire top talent to the region and enhance the advanced manufacturing workforce pipeline.



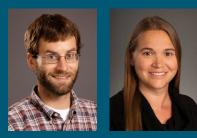
Joint appointments offered to Boise State faculty members

Two Boise State University faculty members with CAES connections were offered joint appointments with Idaho National Laboratory in early 2020: **Brian Jaques**, a materials science and engineering assistant professor who was a cohort in the 2019 CAES Summer Visiting Faculty Program, and **Sin Ming Loo**, an electrical and computer engineering professor who collaborated with CAES to host a cybersecurity workshop in summer 2019. Jaques' research focuses on



nuclear materials and engineering materials for extreme environments. Loo's research focuses on cybersecurity and education.

Two Boise State faculty members with CAES connections receive NSF CAREER awards



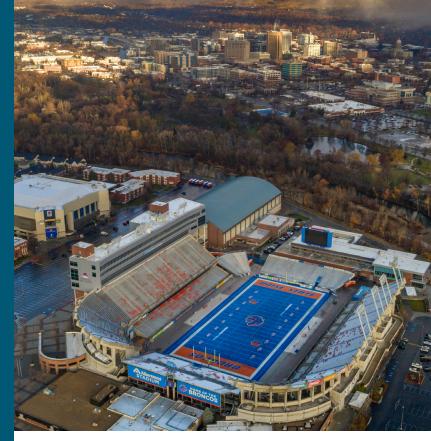
Mike Hurley, an assistant professor in the Micron School of Materials Science and Engineering who took part in the CAES Summer Visiting

Faculty Program in 2019, received a five-year, \$500,000 award to further his research of corrosion. **Catherine Olschanowsky**, an assistant professor in the Department of Computer Science who serves as the Boise State campus lead in the CAES focus area of Computing, Data, and Visualization, received an award of more than \$540,000 over five years for research aimed at boosting the efficiency of supercomputers.

Olschanowsky's research calls for collaboration with at-risk teenagers to develop an innovative infrastructure that decreases the execution time of scientific applications without the need for extensive changes to computer code. These changes would remove inefficiencies that occur during translation within supercomputers, optimizing performance.

The goal of Hurley's research on corrosion is to gain a better understanding of the complex interplay between materials and their environment, leading to the development of new methods to predict and assess corrosion, and guidelines for engineers to design new, more reliable materials. Hurley is also a collaborator on the In-Pile Instrumentation Program, a DOE-funded collaborative project between Boise State and INL.

CAREER awards are the National Science Foundation's most prestigious early career awards. They are distinct in that selected faculty must serve as academic role models in research and education and present integrated research and educational plans. While Olschanowsky plans to work with at-risk teens, Hurley will collaborate with K-12 schools and engineering professionals to increase public awareness of corrosion and corrosion control through activities that are being developed. Hurley's grant also will support a unique exchange partnership, expanding opportunities for Boise State students.





U of I professor notches research win

Haiyan Zhao, University of Idaho nuclear engineering assistant professor and CAES resident, received a \$400,000 award from DOE's Nuclear Energy University Program for a project she leads in collaboration with researchers from the University of Utah and University of Nebraska. The project's objective is to improve fundamental understanding of the behavior of multicomponent fission products in eutectic chloride salts for pyroprocessing technology. A complete roundup of research wins for CAES affiliates begins on page 12.

Boise State participating in several new collaborative efforts with INL

CAES' focus on enabling collaboration among its member universities and INL has contributed to several recent collaborative efforts between Boise State and INL, including:

- Hoda Mehrpouyan, an assistant professor in computer science, is working with INL to develop a secure water testbed as part of her research related to the National Science Foundation's CAREER Award she received in April 2019. The \$454,000, five-year CAREER award will allow Mehrpouyan to advance cybersecurity research aimed at protecting critical infrastructure such as water treatment plants.
- Professor Sin Ming Loo with Boise State's Electrical and Computer Engineering Department is working on a cyber culture project involving INL's Char Sample and Boise State's Anthropology Department.
- Professor Marion Scheepers' collaboration with INL's Robert Erbes led to the development of a Vertically Integrated Projects course at Boise State called Security of Portable Devices.
- Peter Risse, associate dean of Extended Studies; Assistant Professor Mehrpouyan; and Math Professor Liljana Babinkostova are participating in INL's Girls Go CyberStart program.
- Babinkostova also is working with INL Researcher Katya LeBlanc to develop a Computing Colloquium discussion that is expected to take place in spring 2021.
- In Spring 2020, Kathy Araújo, director of the Energy Policy Institute and associate professor of sustainable energy systems, innovation and policy, partnered with Kelly Wilson and Ryan Hruska of INL's Infrastructure Assurance and Analysis Group for a new course, 21st Century Opportunities and Challenges in Energy – Strategic Decision-making about Systems Change.

From White House fellowships to INL joint appointments and outstanding student awards, CAES-affiliated professors and students drew notice in FY20.





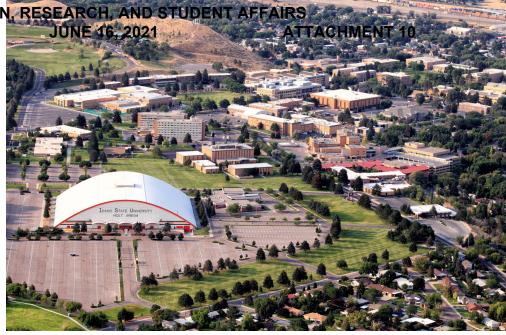
INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

U of I professor completes White House fellowship



CAES resident Dakota Roberson. an assistant professor of electrical and computer engineering at the University of Idaho,

recently completed a yearlong stint in the 2019-2020 Class of White House Fellows. The nonpartisan White House Fellows Program was created in 1964 by President Lyndon B. Johnson to provide professionals from diverse backgrounds an opportunity to engage in public service by serving in various roles in the federal government. Fellows participate in education programs that expand their knowledge of leadership, policymaking and contemporary issues. Roberson was placed at the Department of Defense for the yearlong fellowship. At CAES, he leads an interdisciplinary research team studying electrical grid stability and security, and he is an appointed nuclear engineering affiliate faculty at University of Idaho. Roberson has collaborated with numerous national laboratories, electric utilities, private stakeholders and universities to mitigate 21st century energy system threats. His engineering courses are structured to prepare students for careers in this area. Before joining the University of Idaho, he was with Sandia National Laboratories. In addition to his professorial duties, Roberson promotes science, technology, engineering and mathematics education through secondary school outreach and public speaking engagements to spark the curiosity of young scientists. He also volunteers as an advisor to regional energy infrastructure programs and a tech startup. Roberson was in the first cohort of the CAES Summer Visiting Faculty Program in 2018, and he was integral to launching CAES' monthly Codebreaker seminar series.



ISU dean sworn in as president of the American Nuclear Society

Mary Lou Dunzik-Gougar, CAES resident and associate dean of Science & Engineering at Idaho State University, was sworn in as president of the American Nuclear Society in June. Dunzik-Gougar is an associate professor of nuclear engineering and a senior reactor operator of ISU's Aerojet-General Nucleonics nuclear reactor. She also serves as co-lead of the Nuclear Energy working group at CAES. Dunzik-Gougar previously held a



joint appointment with INL, where she led the Simulation Institute for Nuclear Enterprise Modeling and Analysis fuel cycle modeling project. She

also worked at Argonne National Laboratory with various duties associated with pyroprocessing spent fuel.

CAES collaborator named ISU College of Science and Engineering's outstanding student



Kathryn Hogarth, a civil engineering student at Idaho State University and collaborator on a CAES-inspired project, received the

ISU College of Science and Engineering's Outstanding Student Award in the spring. An undergraduate student with a 3.81 GPA, Hogarth is a member of a team led by ISU Associate Professor/CAES Fellow Mustafa Mashal that is working to build the Disaster **Response Complex in Pocatello. CAES** provided seed funding for the collaborative project, which includes INL researchers and received a \$1.1 million grant from the Idaho **Global Entrepreneurial Mission initiative** in 2019. Hogarth was named ISU Student Employee of the Year in 2018-2019, served as president of the student chapter of the American Society of Civil Engineering for the 2019-2020 school year, is a member of ISU's University Honors Program, and is the goalkeeper for the ISU women's soccer team.

RESEARCH HIGHLIGHTS

he research pillar of the CAES Strategy was a focus in FY20, the second year of the plan's implementation. The results were a significant number of research wins and developments aimed at gathering momentum for impactful collaborative proposals, incentivizing new and existing one-on-one collaborations, and enabling more complex collaborations in the pursuit of research hubs. Among the goals in FY20 was to grow new capabilities in the CAES facility that would provide new value and draw faculty, students and researchers into the laboratories and offices. Efforts on this front included:

- Installing a 4.7-kilowatt research wind turbine outside of CAES headquarters that feeds generation data to DOE's Microgrids, Infrastructure Resilience and Advanced Controls Launchpad program and Wind for Schools. The turbine is virtually connected to a microgrid at INL's Energy Systems Laboratory. The installation of the 70-foot tall turbine in January made the front page of the Idaho Falls newspaper.
- In July, CAES hosted a virtual groundbreaking ceremony for a \$5 million project to install a new Transmission Electron Microscope (TEM) in the CAES facility. The TEM is expected to be operational in early 2021 and represents the most technologically advanced TEM resource across the CAES complex (energy/



spatial resolution, dynamic capture, broad electron range). This benefits the CAES universities, Nuclear Science User Facilities (NSUF), and several aspects of INL's mission and its Advanced Materials and Manufacturing for Extreme Environments initiative.

- The TEM will be a key feature in developing an Advanced Manufacturing Suite at CAES, complimented by the installation in FY21 of a 3D metal printer that will establish CAES' capability to additively manufacture metallic nuclear grade materials at CAES and within the NSUF network.
- Funding for the printer came via an NSUF award granted to Boise State University faculty member Mike Hurley for a project that sprung from Hurley's participation in the CAES Summer Visiting Faculty Program in 2019.
- CAES leadership and staff continue to prioritize and support the installation of a state-of-the-art NuScale power plant control room simulator, the result of a \$285,000 Nuclear Energy University Program (NEUP) award in FY19 to a University of Idaho-led project, *Multi Universities SMR Simulators: NuScale.* Rich Christensen, Ul's Nuclear



Engineering Department director, is the project's principal investigator.

Outside the CAES facility, construction began in summer 2020 on the Disaster Response Complex, a collaborative project involving Idaho State University and INL. This will lead to a regional/national training center complex in Pocatello that mimics the features of a structure collapsed by an earthquake, hurricane or other natural disaster, for the research, certification, and training of first responders. ISU was awarded \$1.1 million from the Idaho State Board of Education's Idaho Global Entrepreneurial Mission in summer 2019 to build the complex. Seed funding for the project came via a 2018 CAES program development award and a 2018 CAES Collaboration Fund award. The collaboration between INL and ISU provides expertise in chemical, biological, radiological, and nuclear research.

IRSA

Collaboration funds recipients announced

CAES announced the 2020 recipients of \$139,000 in CAES Collaboration Program Development Funds in May and nearly \$116,000 in seed grants through the ISU-CAES Collaboration Fund. These initiatives are designed to help establish collaborative relationships between INL researchers and the CAES universities in research, education, and innovation, by directing funds to INL principal investigators and ISU project leads. After reviewing the submissions, CAES leadership determines which proposals are best suited to enhance collaborative relationships among the CAES entities in at least one of the seven focus areas outlined in the CAES Strategy. High priority was given to projects with a tie to future direct-funded work such as through a DOE solicitation. CAES congratulates the following teams:

CAES Collaboration Fund:

Advanced Manufacturing

- Rare Earth Elements, INL researchers Donna Baek and Mary Case, Energy & Environment Science & Technology (Caleb Hill, University of Wyoming)
- Atomic Layer Deposition, INL researchers Mary Case and Robert Fox, Energy & Environment Science & Technology (Elton Graugnard, Boise State)

Innovative Energy Systems

 Non-Thermal Plasma, INL researcher Hongquiang Hu, Energy & Environment Science & Technology (Haiyan Zhao & Sarah Xiao, U of I)

Computing, Data & Visualization

 Virtual Reality, INL researchers Rajiv Khadka & John Koudelka, Nuclear Science & Technology (Mustafa Mashal, ISU)

Nuclear Energy

 Molten Salt Nuclear Batteries, INL researcher Piyush Sabharwall, Nuclear Science & Technology (Rich Christensen, U of I, and Dan LaBrier, ISU)

Innovative Energy Systems

 Unique Carbon Materials, INL researcher Eric Dufek, Energy & Environment Science & Technology (Patrick Johnson, University of Wyoming)

ISU-CAES Collaboration Fund

Advanced Manufacturing

- Arch Culvert Bridges, ISU researchers Bruce Savage, James Mahar, Mustafa Mashal, Arya Ebrahimpour, Civil Engineering (Gabriel Ilevbare, Chris Wright and Richard Boardman, INL)
- Boron Nitride Films, ISU researcher Rene Rodriguez, Chemistry (Kris Campbell, Boise State; Mary Case and Robert Fox, INL)

Nuclear Energy

- Heat Exchanger Technology, ISU researcher Amir Ali, Nuclear Engineering (Piyush Sabharwall, INL)
- Ionic Liquid Synthesis, ISU researcher Kavita Sharma, Chemistry
- Molten Sodium Testing Program, ISU researcher Dan LaBrier, Nuclear Engineering (Colby Jensen, Bryce Kelly and Nic Woolstenhulme, INL)
- Reactor Transient Diagnostics, ISU researcher Leslie Kerby, Computer Sciences (Bob Borrelli, U of I)
- Wettability Measurements,
 ISU researchers Mary Lou Dunzik-Gougar,
 Amir Ali and Dan LaBrier, Nuclear
 Engineering (Yaqiao Wu, Boise State)



Working groups

Funds were awarded to working groups in the seven CAES Strategic Focus Areas – nuclear energy, advanced manufacturing, cybersecurity, energy-water nexus, innovative energy systems, energy policy, computing/data/visualization – with a priority on creating researcher-led initiatives. Working groups accomplished the following in FY20:

Six organizing workshops

- A workshop and roundtable held by the advanced manufacturing working group on Boise State University's campus in early March drew representatives from several outside organizations, including NASA, Oak Ridge National Laboratory, Air Force Research Laboratory, Boeing, Hewlett Packard, Fiberguide, Optomec and NIST.
- Nearly 200 people registered for a half-day, virtual workshop hosted by the CAES Energy Policy working group. The event featured a panel discussion on energy policy, jobs, industry conditions and economic challenges during the COVID-19 pandemic. The panel was among the highlights of a virtual workshop hosted by the CAES policy working group. The discussion featured John Kotek, Nuclear Energy Institute Policy Development and Public Affairs vice president; Marc Chupka, U.S. Energy Storage Association Research and Programs vice president; and Elise Hunter, Grid Alternatives Policy and Regulatory Affairs director.
- The cybersecurity working group held a workshop in late April, a daylong event that featured three breakout sessions and updates from each of the CAES entities on cyber-related initiatives.
- Technical workshops were held on topics including hydropower; energy storage; regional models of cyber cooperation; and carbon capture, utilization, and storage.

Three roundtables were held to shape future federal funding, convening small groups of thought leaders to write a white paper outlining a pitch to a federal partner for a national-level workshop hosted by CAES, to inform a future agency funding opportunity. White papers emerged from three working groups: cybersecurity, nuclear energy, and advanced manufacturing.

- Written by representatives from INL, University of Idaho, and Boise State University, the Cybersecurity working group's white paper, "Industry 4.0: Emerging Cybersecurity Threats & Challenges," calls for a workshop that would help foment novel ides and build new partnerships with diverse researchers across disciplinary fields. The two-day event will feature keynotes, panels and breakout sessions with an estimated 150 participants interested in developing cybersecurity solutions to threats that emerge with the development of new technology, particularly smart and connected manufacturing innovations.
- The Nuclear Energy working group's white paper, "Advanced Reactor Technology Initiatives: Bridging the Gap from Microsamples to Macrostructure," calls for revolutionizing the characterization and design processes of advanced reactor technology, potentially shortening the time to licensing for the next generation of nuclear power plants. Advanced reactor technology provides the nation with many strategic advantages and is needed for the U.S. to maintain its position as a global leader in nuclear energy. Based on this, the white paper, written by CAES Associate Director for University of Idaho John Russell, focused on the need to develop cost-competitive reactor technology to replace the nation's fleet of aging light water reactors.
- The Advanced Manufacturing working group was invited to submit a proposal for a NSF Future Manufacturing workshop based on its white paper, "Accelerating the Discovery and Qualification of Intelligent Materials and Methods for Extreme Environments." The paper calls for support for a national workshop to envision solutions to four interrelated future manufacturing challenges for the nuclear power sector. Since the development of new technology and a skilled workforce is critical to the success of future manufacturing in the region, the white paper states, the advice of experts would be invaluable for accelerating discovery and qualification of intelligent materials and methods in extreme environments.



The workshop would allow for the development of novel ideas and new partnerships with diverse researchers across disciplinary fields and at every career stage.

- White papers were also produced on these topics: bulk storage of hydrogen; a holistic approach to examining hydroelectric dam viability: economics, public health and environment; distributed pumped hydropower storage; and remote sustainability niches and microreactor potential in rural economic and agricultural development.
- The Cybersecurity working group produced a draft charter for the Cyber Resilience Innovation Council, which envisions Idaho as the nation's industrial cybersecurity resilience hub of expertise while developing a cooperative model and set of best practices that can be leveraged across the U.S. The council would promote the region's prosperity and resilience by creating pilot programs and partnerships designed to advance cybersecurity while building new partnership methods. It also would develop a talent pipeline for the cybersecurity field and support workforce development efforts by providing immersive learning environments and experience-based training programs.

Working groups established in the seven focus areas outlined in the CAES Strategy made significant progress in FY20 on efforts to enhance collaboration among the CAES entities.

Proposals/reports/white papers funded by CAES include:

Advanced manufacturing (\$22k):

- Proposal by Indrajit Charit (U of I) and Brian Jacques (Boise State)
- White paper by Mustafa Mashal (ISU), Kunal Mondal (INL) and Michael McMurtrey (INL)

Cybersecurity (\$22k)

- Technical workshop report by Justin Wood (ISU) and Ron Fisher (INL)
- Proposal by Sean McBride (ISU), Rob Beason (INL) and Eleanor Taylor (INL)

Energy policy (\$14k)

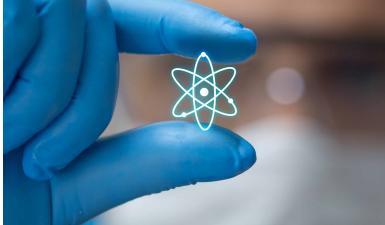
- White paper by Irene van Woerden (ISU), Bruce Savage (ISU), Mustafa Mashal (ISU), and Kathleen Araújo (Boise State)
- White paper by Steven Peterson (U of I), David Shropshire (INL), Geoffrey Black (Boise State), and Kathleen Araújo (Boise State)

Energy-water nexus (\$7k)

• Technical workshop report by Karen Humes (U of I) and Bruce Savage (ISU)

Research wins

- Amir Ali, an assistant professor of nuclear engineering at Idaho State University, is leading a project in collaboration with fellow ISU faculty members Dan LaBrier, Chad Pope, and Jonathan Scott to upgrade the AGN-201M nuclear reactor at ISU. The project was one of 21 university-led projects awarded infrastructure grants through DOE's Nuclear Energy University Program (NEUP) to perform research reactor and infrastructure improvements. The reactor at ISU is essential to advancing the nuclear engineering science knowledge and serves as a fundamental tool in training reactor operators. This allows students to gain valuable experience before entering the nuclear workforce. Ali's project, which received a \$59,262 award, calls for replacing the control rod drive mechanism on the half-century-old reactor with a newly developed alternative. The new design reduces complexity and probability of failure, and it improves the overall reliability and safety of the reactor.
- University of Idaho faculty member R.A. Borrelli, assistant professor of nuclear engineering, will help lead a \$1 million Nuclear Energy Enabling Technologies-funded project in partnership with Brookhaven National Laboratory to build an adaptive control and monitoring platform for autonomous operation of advanced nuclear reactors. Researchers will develop an artificial intelligence-based platform that can support autonomous control of advanced reactors. The platform will use and integrate information from multiple sensors and support systems to issue appropriate commands to plant systems to keep the reactor within a safe operating envelope and avoid unnecessary shutdown. The work will include a costbenefit analysis to evaluate the performance of the platform and the anticipated cost savings from its deployment.
- ISU Dean Mary Lou Dunzik-Gougar and ISU professor Dan LaBrier, CAES-affiliated faculty members, are collaborators along with INL researcher Wen Jiang on a project led by a researcher at University of Wisconsin that received an \$800,000 NEUP award. The goal of the research is to gain a mechanistic understanding of and develop a predictive model for the tearing of the buffer layer in tristructural isotropic fuel particles.
- CAES Fellow Ron Boring of INL is a collaborator, along with INL researcher Vaibhav Yadav, on a University of Tennessee-led project that received an \$800,000 NEUP award to develop a holistic artificial intelligence tool to increase the detection and mitigation of human factors errors in nuclear power plants.



- ISU research professor Richard Schultz and Don McEligot, an INL researcher and visiting professor with U of I, are collaborators on a project led by a researcher at City University of New York. The project aims to generate an experimental database for validating models used to analyze high-temperature gas reactors, to ensure passive cooling occurs when there is a loss of forced circulation or pressure. The project, which also includes industry partner Framatome, received \$800,000 in NEUP funding.
- U of I chemical engineering professor Indrajit Charit received a three-year, \$799,950 NEUP award, in partnership with University of Nevada, Reno, to make spent nuclear fuel short-term storage safer by better understanding how welds on stainless steel fuel canisters respond to compressive stress, surface texture modification and corrosion. Charit also is a collaborator on a project led by Boise State's Brian Jaques that won an award through the Idaho Global Entrepreneurial Mission last year.
- A team led by researchers from INL and U of I received a twoyear, \$1.5 million award through DOE's Energy Technology
 Commercialization Fund. The project, Development of a Prototype
 Control Room for an Advanced Reactor Vendor, is led by Ron
 Boring and Thomas Ulrich at INL; Roger Lew, a research assistant
 professor of virtual technology and design at U of I; and industry
 partner Kairos Power. It calls for the use of an INL-developed and
 copyrighted simulation tool, the Rancor Microworld. The tool would
 create a prototype of the control room for the Kairos Power reactor,
 a fluoride salt-cooled high-temperature small modular reactor
 designed to compete with natural gas for electricity generation.
 This is a critical step to ensure the proper design of control rooms for
 advanced reactor designs now under development.
- Boise State's Mike Hurley, in collaboration with INL researcher Donna Guillen, CAES Associate Director to Boise State David Estrada, and Boise State assistant professor Brian Jaques, led a project that received a NSUF award and will lead to the installation of a 3D metal printer at CAES for nuclear grade materials. The project emerged from the CAES Summer Visiting Faculty Program in 2019.

• Edoardo Serra received a grant for the project that emerged from his participation in the CAES Summer Visiting Faculty Program. Serra, an assistant professor in Boise State's Computer Science Department, was one of 18 visiting faculty in the visiting faculty program's first full year in 2019. He collaborated with INL researcher Shane Stailey from INL's National and Homeland Security Directorate on a project that covered two CAES focus areas: cybersecurity and computing, data, and visualization. The project calls for the creation of a framework for outreach activities to help teachers inspire students in grades 5-8 to pursue careers in cybersecurity. The outreach utilizes Lego Mindstorms in the field of cyber-physical system security and controls to spark interest. Lego Mindstorms kits allow students to build programmable robots using a brick computer that controls the system, plus sensors, motors, and Lego pieces. The project received a \$25,000 grant through



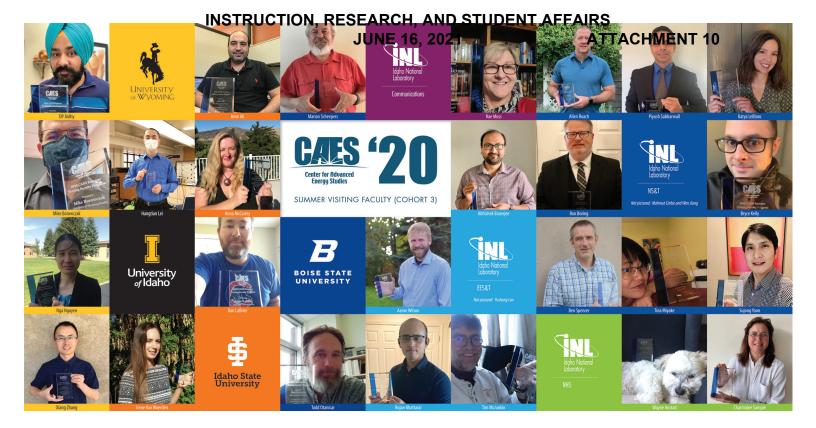
a public-private partnership between Battelle Corporate Education Giving Funds and Idaho STEM Action Center.

- A project led by CAES Associate Director to Boise State assistant professor Brian Jaques and Boise State David Estrada received an award through the Idaho Global Entrepreneurial Mission grant program initiative. Jaques is the principal investigator on the project, Scalable Manufacturing of On-Chip Color Tunable Lasers, which calls for collaboration with industry partner Iris Light Technologies to design and develop materials for efficient and cost-effective lasing solutions. Boise State's role is to develop scalable processes to create nanomaterial inks from low-cost commodity materials in collaboration with the company's effort to commercialize a hybrid silicon nanomaterial laser produced with additive manufacturing printing of photonic inks.
- A project involving Boise State and INL, led by industry partner Applied Nanotech, was selected for a Phase I DOE award of \$199,999 from the SBIR and STTR Programs Office within the DOE Office of Science. The project, Printed Sensor for Monitoring Reactor Health, calls for the development of innovative sensors to better monitor nuclear power plants, improving efficiency while reducing operations and maintenance costs. The project's first phase focuses on developing materials for printing multimodal sensors that can survive in extreme environments like those found at nuclear power plants. Manufactured with a 3D printer,

the durable, low-cost sensors could be used for monitoring and controlling reactors and fuel cycle facilities. They can be directly printed onto fuel, cladding and structural components, and they would lead to efficiency gains and improved reliability in new and existing reactors. This creates cost savings. Other potential benefits include new materials and sensors for automotive, aerospace, renewable energy and manufacturing sensors and components for extreme environments.

Research wins (CAES affiliates)

- Dan Deng, assistant professor in Boise State's Department of Mechanical and Biomedical Engineering; Haarish Subbaraman, assistant professor in Boise State's Electrical and Computer Engineering Department; and CAES Associate Director for Boise State David Estrada were awarded \$100,000 through the FlexTech Consortium for a project that calls for printing flexible piezoelectric sensors and energy harvesters.
- Subbaraman and Estrada also collaborated on a project awarded \$200,000 through NextFlex, the Flexible Hybrid Electronics Manufacturing Institute in the Department of Defense's Manufacturing Technology Program, for a project involving an Advanced Flexible Hybrid Demonstrator for Unmanned Aerial Vehicle applications.
- University of Wyoming associate professor Jon Brant received a \$1 million grant from DOE for a project to develop new membrane technology that could be used to treat produced water, or water that surfaces during hydraulic fracturing. Produced water is currently seen as a waste product in the natural gas industry, but Brant's project could change that by enabling the produced water to be reused in industrial applications. Brant's project, Resource Recovery and Environmental Protection in Wyoming's Greater Green River Basin Using Selective Nanostructured Membranes, got underway in early 2020. Some of the research is expected to be conducted in the CAES facility. Brant is co-lead of the CAES Energy-Water Nexus working group.
- Boise State's College of Engineering and Division of Extended Studies collaborated to secure a grant from the Idaho Workforce Development Council allowed them to create an online cyber-physical systems security certificate. The \$833,958 grant covered costs related to starting up and developing the program, which launched in fall 2020.



EDUCATION HIGHLIGHTS

he education pillar was focused on the first-ever CAES joint certificate this year. CAES successfully completed the second year of a three-year plan to launch the pilot Nuclear Safeguards & Security joint certificate in fall 2021 by completing the course development, creating a road map, writing a business model, securing the support of university leadership, ensuring the participation of INL's Cybercore and Collaborative Computing Center, and beginning final administrative streamlining with university provosts and registrars.

CAES Summer Visiting Faculty Program completes third year

The CAES Summer Visiting Faculty Program completed its third year in August with 11 faculty members from CAES universities partnering with INL researchers to develop proposals in one of the CAES focus areas. The program is designed to create robust connections between the faculty members and INL researchers, creating long-term impact to the universities and INL; to bring in external funding to complete innovative and inspiring research, providing value to the institutions, INL, and the funding agency; and to facilitate student integration into joint research. Participants work together throughout the summer to produce a ready-to-submit CAES-branded proposal or, if a funding opportunity is not yet open, an extensive white paper.

CAES co-sponsors data science events



Sponsored by CAES and INL's Collaborative Computing Center, Remote Boot Camp: Computing, Data, and Visualization I and II drew more than 300 people. The virtual, collaborative symposiums drew representatives from every CAES entity and featured workshops on Software Carpentry and Computational Modeling and Data Science, and panel discussions. The goal was to advance CAES' efforts related to workforce development by sustaining continuing education among

young researchers in order to maintain the skills and abilities needed for success in all aspects of advanced energy research and development.

CAES hosts panel discussion on journal writing



CAES hosted a panel discussion on journal writing in late February that sold out the day registration went live. The discussion featured panelists from CAES universities and INL and provided students, faculty, and early-career researchers with information to help them navigate the process of developing and submitting their work for publication. The Science of Science Writing: Effectively Communicating Through Journal Publications was held as part of the CAES Academy outlined in the CAES Strategy. CAES Academy serves as a construct for creating new joint educational offerings through the CAES universities and INL, to not only help build a future workforce with the skills and relationships needed for success but also to provide specialized training offerings for the current

workforce. The goal of the panel discussion was to help CAES universities and INL maximize the quality and caliber of research in order to optimize its impact. The panelists provided attendees with the principles and effective tactics for developing and submitting a journal article that has high likelihood of being accepted. Topics ranged from ethics to references, available resources to traceability. Steve Hartenstein, chief science officer for INL's National and Homeland Security Science and Technology Directorate, served as moderator, and the panelists included Lyle Castle, ISU's vice provost for Academic Outreach and dean for Idaho Falls and a former editor for the Journal of Heterocyclic Chemistry, and David Petti, emeritus laboratory fellow at INL.

LOSA training held at ISU

Idaho State University collaborated with INL and CAES to offer six, four-hour sessions of the Laboratory Operations Supervisor Academy (LOSA), an innovative training program developed by Battelle Memorial Institute, the organization that operates INL and seven other national laboratories. LOSA utilizes simulations and scenarios, with participants assuming various roles, to build and maintain a safety culture at INL and other Battelleoperated national laboratories. The pilot program at ISU was led by Mustafa Mashal, associate professor and CAES Fellow, and Jared Cantrell, research engineer and lab manager in the Department of Civil and Environmental Engineering at ISU, and consisted of six LOSA sessions held over three days in late August. Despite uncertainties related to the pandemic, attendance was at capacity. The successful effort has led Mashal and Cantrell to work with CAES and ISU to make the training available to other interested CAES

students, faculty and staff. The training is an example of CAES' ability to leverage one of its member's expertise for the benefit of other CAES entities. The goal is to expand this best-practice safety training to other CAES universities as CAES fulfills its vision of training the next generation of energy leaders. As an offering of the CAES Academy outlined in the CAES Strategy, LOSA training could one day allow CAESers to gain certification or a safety training designation on student transcripts.

U of I-Idaho Falls team wins CyberForce competition

The University of Idaho-Idaho Falls team took first place in DOE's CyberForce Competition at INL's Energy Innovation Laboratory in Idaho Falls. The local competition drew contestants from nine teams representing regional universities, including all of the CAES universities. There were several CAES connections among the competitors, including UI-Idaho Falls advisers Joe Leister, who formerly worked

in the Applied Visualization Laboratory at CAES; Michael Haney, a U of I-INL joint appointee with an office in CAES; ISU's Sean McBride, an ISU-INL joint appointee; UW's Mike Borowczak, a CAES Fellow and frequent collaborator; and Boise State's Sin Ming Loo, who recently led a Cybercore/CAES cybersecurity workshop. The annual CyberForce competition is an interactive, scenario-based event in which teams engage in cybersecurity activities in collaboration with INL staff. The goal is to increase hands-on cyber education of the college students and professionals while boosting awareness of the critical infrastructure and cybersecurity nexus and developing a better understanding of cybersecurity in real-world scenarios.

The pandemic failed to impede the progress of several CAES initiatives in the education pillar in FY20.

STUDENTS IN THE LAB

Boise State University students recognized

oise State student **Kiyo Fujimoto**, an INL Graduate Fellow, received a national appointment with the Students, Post-Doctoral and Early Career Professionals Subcommittee of the President's Council of Advisors on Science and Technology.





Kaelee Novich, a Boise State student of Boise State Professor and CAES Fellow Brian Jaques who began her Ph.D. studies in fall 2020, received an internship through Washington Internships for Students of Engineering. Novich applied to the program under the mentorship of Jagues and CAES Director Noël Bakhtian. The prestigious internship program consists of outstanding third- or fourth-year engineering/computer science graduate programs chosen from a nationwide pool of applicants. Novich was president of Boise State's Speech and Debate Team, which went undefeated for two consecutive years. She completed an internship at INL in 2019.

Novich and fellow Boise State student Kati Wada were awarded fellowships through the Department of Energy-Office of Nuclear Energy's Integrated University Program in 2020. The two were among 34 students nationwide to receive one of the prestigious three-year fellowships, which provide \$52,000 per year for graduate studies along with a \$5,000 stipend to complete a summer fellowship at a DOE national laboratory or other approved research facility to strengthen the ties between students and DOE's energy research programs. Novich's fellowship has enabled her work with Jagues, the Boise State faculty lead on nuclear energy at CAES who's the principal investigator on the In-Pile Instrumentation Program at INL, a collaborative project between Boise State and INL. Wada's fellowship will enable her to continue to work with CAES associate director for Boise State David Estrada, an associate professor in the Micron School of Materials Science and Engineering. Her research focuses on modeling temperature and thermal conductivity for nuclear in-pile measurements and developing new instruments that will allow scientists to look into a nuclear reactor's core and observe never-beforemeasured phenomena.

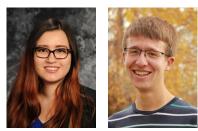
U of I student receives NEUP fellowship



Kristen Geddes, a CAES resident and graduate student pursuing her Ph.D. at U of I, also received a fellowship through the NEUP program.

Geddes serves as president of the American Nuclear Society's Student Section. Her research is on a molten salt nuclear battery, with a focus on closing the fuel cycle.

Intern prize winners from Boise State University and U of I



Two students from the CAES universities fared well at INL's 2020 Intern Poster Session, which featured more than 50 posters and eight technical presentations. **Ember Sikorski** from Boise State was named the winner of best technical presentation by a panel of technical reviewers, and University of Idaho student **Graeme Holliday** won for best poster in the business, communication, and support operations category.

Boise State University student lands 2020 Innovations in Nuclear Technology R&D Award



Boise State Ph.D. candidate in materials science and former INL intern **Ember Sikorski** won a 2020 Innovations in Nuclear Technology R&D Award in June. The award is through DOE's Office of Nuclear Technology Research and Development.

HALK'S

"I had a few ideas, but there are so many wildfires I thought this would be something that could save money and save lives," said Xingyue Yang, winner of the first-ever CAES Annual Pitch Event.

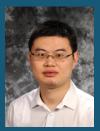




Richard

Skifton





IRSA

Bo Zhang

CAES launches Saby Shark Tank event

AES resident Xingyue Yang, an INL visualization researcher who works in the Applied Visualization Laboratory at CAES, won the inaugural CAES Annual Pitch Event (CAPE), also known as Baby Shark Tank. Yang's idea to use unmanned aerial vehicles to create enhanced visualization capabilities to train firefighting forces beat out nine other finalists in the competition, including several other CAESers.

INNOVATION HIGHLIGHTS

The CAPE/Baby Shark Tank combined elements of the three pillars of the CAES Strategy – research, education, and innovation. Everyone in the CAES community was eligible to participate – students and faculty at the universities and researchers at INL - and CAPE was open to all levels of ideas, from early-stage concepts to investment-ready research. Designed to help transfer the innovation and research that thrive at CAES from the laboratory to the commercial sector, the goal of this year's CAPE/Baby Shark Tank event was to teach the participants how to convince others – funding agencies, potential industry partners, or even investors - to take action in support of an idea. The competition began in August with 33 registrants, with each offered

access to training via the CO*STAR and Rapid Idea Improvement Session (RIIS) methods. The field was narrowed to 18 in early September, and the finals featured 10 participants competing for cash prizes worth nearly \$4,000. During the finals competition in late September, each finalist had five minutes to pitch their idea to a panel of judges: INL Deputy Laboratory Director for Science and Technology and Chief Research Officer Marianne Walck; ISU Acting Vice President for Research and Economic Development Donna Lybecker; INL Industry Engagement Director and Chief Commercial Officer Corey McDaniel; Nicolas Miller, executive director of the Venture College at Boise State University; and Nick Crabbs, co-chair of Boise Startup Week and a founding member of VYNYL. Yang won the \$1,500 first-place prize for her idea to use drones equipped with thermal sensors and cameras to collect the data needed to create an enhanced visualization capability that would enable firefighters and fire managers to visualize real-time wildfire simulations in a 3D/immersive environment. The second-place winner, INL researcher Richard Skifton, won \$1,000 for his idea: a sublime temperature sensor that measures temperature profiles by precisely locating specific temperatures of interest. INL researcher Bo Zhang was the third-place finisher, receiving \$750 for his idea for a state-of-the-art electromagnetic shield that would allow for safer charging of electric vehicles. Skifton also won the People's Choice award, a \$500 prize.

CAES ENERGY POLICY INSTITUTE

CAES Energy Policy Institute hosts 9th annual conference

he CAES Energy Policy Institute held its 9th annual Energy Policy Research Conference in October 2019. The theme of the three-day event was "Energy Decision-Making in Times of Disruptive Change." More than 150 people registered for the event, which included keynote speakers Carol Battershell, the former principal deputy director in the Department of Energy's Office of Policy; Mitch Colburn, resource planning and operations director for Idaho Power; Barbara Lockwood, vice president of regulation for Arizona Public Service Company; Boise State University President Marlene Tromp; and CAES Director Noël Bakhtian. EPI's annual conference examines the drivers and impacts of policy in energy-related systems, allowing attendees to explore



issues and opportunities while fostering in-depth crosscutting exchanges of ideas. It brings together leading researchers, policymakers, industry practitioners, students and members of the private sector. Attendees included John Kotek, vice president of policy development and public affairs with the Nuclear Energy Institute; Zachary Tudor, associate laboratory director



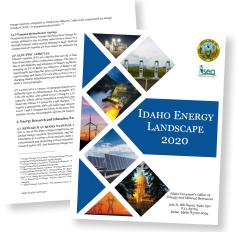
at INL; Desmarie Waterhouse, vice president of government relations and counsel for American Public Power Association; and Fouad Khan, associate editor for Nature Energy journal.

The 10th annual conference, now known as the Energy Policy Conference, was postponed due to the COVID-19 pandemic.

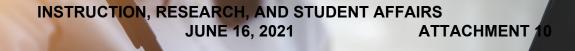
CAES, CAES Energy Policy Institute featured in publications

EPI's 9th annual Energy Policy Research Conference was the focus of a special issue of The Electricity Journal. The special edition features seven research articles focusing on a range of issues, including the nexus between energy policy and national security, energy storage systems, fuel supply chains in the Western Interconnect, and national policy approaches for addressing climate change. The conference was held in fall 2019 in Boise and drew attendees from throughout the world.

CAES and EPI were featured in Idaho Energy Landscape 2020, produced by the Governor's Office of Energy and Mineral Resources. CAES and EPI are featured in Idaho Energy Landscape 2020, a 65page document produced by the Idaho Governor's Office of Energy and Mineral Resources. The document addresses all aspects of the state's energy sector, from consumption and prices to production, utilities and regulatory agencies. EPI also is mentioned in Exploring



Opportunities for Collaboration among U.S. University Energy Institutes, a 143-page document that provides an overview of the status of U.S. academic energy institutes and details opportunities and challenges surrounding the formation of a collaborative network of institutes.





MEETINGS, OPEN HOUSES, SEMINARS, AND SPEECHES

Marine Marine

Codebreaker

AES launched the Codebreaker seminar series in 2018 to provide a forum for students and researchers to address their work, communicate opportunities and challenges to a receptive audience, and to increase dialogue among CAES affiliates leading to further interdisciplinary collaborations and new groundbreaking research. Held on the first

Jason Barnes

U of I, Nuclear Energy

Mary Lou Dunzik-Gougar ISU, Nuclear Energy INL/U of I, Human Performance Improvement initiative Larry Leibrock

Duke Henningsen

INL/ISU, Cybersecurity Thursday of each month, Codebreaker is an engaging presentation and Q&A forum that covers a range of topics in energy science, engineering, business and policy. The schedule in FY20 was disrupted by the pandemic, which forced the move to a virtual format. The presenters along with their affiliations and area of expertise are as follows:

Andrew Orrell INL, Nuclear Energy

Rob Podgorney INL, Energy-Water Nexus

Char Sample INL, Cybersecurity Andrew Slaughter INL, Computing, Data, & Visualization Claire Xiong Boise State, Innovative Energy Systems

CAES-Cybercore Cybersecurity Talks

Before going on hiatus in the spring, this series was held monthly with the intent of furthering the collaborative objectives outlined in the CAES Strategy while bolstering Cybercore's mission of protecting critical infrastructure systems from an always-evolving threat landscape. Among the seminars in FY20 was a session in April that featured seven lightning presentations by University of Idaho professors and graduate students highlighting the capabilities of RADICL, a cybersecurity research lab developed and maintained by the Center for Secure and Dependable Systems for more than 15 years at U of I's main campus in Moscow and over the last few years at the Idaho Falls Center. Each presenter had 20 slides and 20 seconds to explain each slide.

Coping During COVID



CAES held a series of virtual seminars in FY20 to help students, researchers, and faculty contend with the pandemic.

The first seminar, Coping During COVID: Mental Wellness in the Midst of a Pandemic, featured a presentation by Dan Weinrich, counselor with the INL Employee Assistance Program, that addressed behavior in times of upheaval.

The second installment, Coping During COVID: Nutrition Wellness through Mindful Eating, featured a presentation by Natalie Christensen, Idaho State University sports dietitian, which focused on the ways in which nutrition is interwoven into every aspect of wellness and the ways that we can be mindful about our food choices and our relationships with food.

The third and final seminar, Coping During COVID: Keeping Physically Active During COVID-19, featured Leslee Blanch, a family and consumer science associate extension educator for the University of Idaho Bonneville County Extension. She discussed the importance of physical activity even in the midst of a pandemic.

Solve Climate by 2030



IRSA

More than 150 people, from elementary school students to retirees, in Idaho and Wyoming, tuned in to an interactive,

online event hosted by CAES that focused on ways to combat climate change locally. The CAES event was one of 52 seminars held in all 50 states through the Solve Climate by 2030 initiative. CAES represented Idaho and Wyoming at the event, which featured expert panelists from both states sharing climate change solutions. Among the panelists were Kipp Coddington, director of the Center for Energy Research and Policy Analysis at University of Wyoming, and INL's Shannon Bragg-Sitton. The panel discussion was followed by participants sharing their action ideas and voting live for the top three solutions. The goal was to come up with three ambitious but feasible actions that need to take place in Idaho and Wyoming to tackle climate change by 2030.

Collaborative Research Hubs



CAES hosted a panel discussion on winning collaborative research hubs in November 2019. The event filled the CAES auditorium

and was streamed live by dozens, including groups at University of Wyoming and Boise State University. Moderated by Todd Combs, INL's associate lab director for Energy and Environment Science and Technology, the event featured several panelists who are currently directors or deputy directors of Energy Frontier Research Centers (EFRCs), or collaborative research hubs that receive DOE funding, including University of Wyoming Associate Professor Jon Brant, INL Laboratory Fellow Dave Hurley, and INL Directorate Fellow Simon Pimblott. Also serving as panelists were Andrew Schwartz, DOE's senior technical adviser for EFRCs, and John Russell, CAES associate director for University of Idaho. The panelists shared winning strategies for forming teams, creating proposals, and applying for collaborative research hubs such as EFRCs.



Events

CAES hosts legislative breakfast in Washington, D.C.

A CAES contingent visited Washington, D.C., in mid-February to host the Idaho Industries Breakfast, meet with DOE officials, and gather information related to the innovation pillar outlined in the CAES Strategy. The state's congressional delegation attended and spoke at the breakfast - senators Mike Crapo and James Risch and congressmen Mike Simpson and Russ Fulcher – along with dozens of Idaho industry representatives. CAES Director Noël Bakhtian updated attendees on CAES' efforts related to workforce development. Members of the CAES contingent, which included Bakhtian; Steering Committee members Harold Blackman from Boise State University and Scott Snyder from Idaho State University; CAES Associate Director for Idaho State University David Rodgers; CAES Associate Director for University of Idaho John Russell; and **CAES Energy Policy Institute Director** Kathleen Araújo, also met while in the nation's capital with staffers from the Idaho delegation and representatives from Nuclear Energy University Program, Johns Hopkins University's Technology Ventures, WeWork Labs, DOE's Office of Workforce Development for Teachers and Scientists, National Science Foundation's Established Program to Stimulate Competitive Research Section, Halcyon Incubator, and DOE's Clean Energy Education and **Empowerment Initiative.**



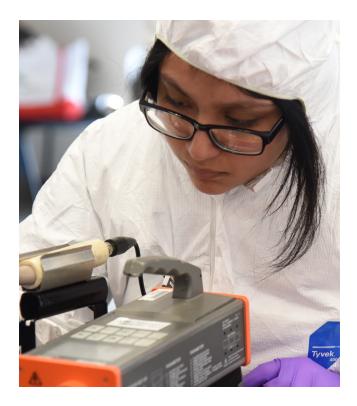
CAES hosts Winter collaboration event

Approximately 145 people registered for the annual Winter Collaboration Meeting at CAES in late January. Sponsored by CAES, INL, and National University Consortium, the event featured an update on INL's Laboratory Directed Research and Development Program, and breakout sessions on a range of topics, including Integrated Energy Systems, Nuclear Energy, Proposal Writing, Industry Engagement, and Advanced Manufacturing. The goal of the meeting was to help faculty and INL researchers establish collaborative networks and learn about opportunities for collaboration.



CAES, NUC host virtual collaboration event

CAES and the National University Consortium hosted a virtual collaboration event over three days in September 2020. The goal was to connect researchers interested in similar topics for the FY21 Consolidated Innovative Nuclear Research Funding Opportunity Announcement. Sessions included Microreactor Cost Reduction and End-User Application Integration, Improving Automation Use in Nuclear Power Plants, Cross-Cutting Research-Cybersecurity Research, and Understanding the Structure and Speciation of Molten Salt at the Atomic and Molecular Scale.







CAES hosts 13th annual My Amazing Future

Approximately 150 eighth-grade young women descended on CAES in February for My Amazing Future, an annual event geared toward boosting the participants' enthusiasm for the STEM subjects (science, technology, engineering and math). This marked the 13th year INL organized the event, which allows the students to interact with researchers, engineers and scientists and explore a range of topics, from DNA extraction from a strawberry to radioisotope thermoelectric generators to hands-on chemistry.

Open house

Recognizing that the CAES community (faculty, students, researchers) could benefit from additional touch points with the Executive Board, CAES began holding open houses to introduce new CAES initiatives and provide students, faculty, and researchers with initiative transparency and the opportunity to provide feedback to the CAES leadership team. In addition to the CAES director's biannual all-hands meetings and a special town hall meeting on the COVID-19 pandemic, CAES hosted these open houses this year:

- CAES Fellows launch
- CAES Collaboration Fund 2020
- Baby Shark Tank launch
- IT greenfield feedback session
- Transmission electron microscope construction kickoff

- DOE student contests
- CAES initiatives

The Executive Board, with CAES staff, developed and finalized a series of foundational decisions and tools needed to build a successful collaborative consortium framework:

- CAES Definitions Formalizes when something is a CAES project, CAES equipment/facility, or a CAES affiliate (no formal definitions existed in the past, leading to many lost opportunities to brand, inability to calculate ROI, confusion, frustration, etc.)
- CAES Metrics Creates a framework for tracking successes in the CAES community
- CAES Menu A list of CAES offerings describing CAES initiatives in a single document, aka "How do you plug in to CAES?" for example

• Lab Space Designation Framework

Outlines an inclusive, strategic
 process to designate facility labs with
 interdisciplinary "themes," focused
 around fostering collaborative,
 multi-institutional lab activities that
 provide value far beyond what INL or
 universities can provide individually,
 and to increase the ROI of the CAES
 facility resource

 Energy Frontiers Challenge – Provides resources to CAES teams to develop hub-level proposals around three potential areas of collaboration: resilient critical material economy, accelerating energy transitions, and advanced manufacturing for extreme environments



Applied Visualization Laboratory holds virtual meetings

Rajiv Khadka, an INL visualization researcher with the Applied Visualization Laboratory (AVL) at CAES, held a series of informative open house sessions each Wednesday in August, highlighting AVL's capabilities, demonstrating equipment, and discussing opportunities for collaboration. One of eight laboratories at CAES, AVL boasts several immersive environments for scientists and engineers to walk into their data, examine it and provide deep analysis in pursuit of their research. Khadka recently received his Ph.D. from the University of Wyoming.



Outside events

CAES director represents CAES at several events, moderates panel at LINE Commission

CAES Director **Noël Bakhtian** represented CAES at several events throughout the year:

- Bakhtian moderated a panel at the Leadership in Nuclear Energy (LINE) Commission meeting in Sun Valley in fall 2019. The panel discussion, Workforce and Higher Education, included Marianne Walck, deputy lab director and chief research officer at INL; Janet Nelson, at the time University of Idaho's vice president of research and economic development; Rachel Hayes-Harb, director of the Office of Undergraduate Research and Capstone Programs at University of Utah; and Rick Aman, president of College of Eastern Idaho.
- Bakhtian addressed the Idaho state Legislature's Federalism Subcommittee on Education about CAES initiatives during the 2020 legislative session, responding to a request for wins on federal-state partnership.
- Bakhtian took part in a virtual bilateral meeting that DOE hosted with Tunisian officials in July. The conference addressed policy priorities, technical potential, and possible collaborative opportunities between Tunisia and the United States. Bakhtian's presentation was on the Energy-Water Nexus.
- Bakhtian briefed the Idaho State Board of Education's Instruction, Research, and Student Affairs Committee on CAES' Nuclear Safeguards and Security joint certificate. Set to launch in fall 2021, the innovative CAES joint certificate being piloted is a 12-credit educational certificate that enables students to take a course at each of the CAES universities plus an optional capstone summer course at INL that will allow students to get hands-on work experience in nuclear safeguards and nonproliferation.
- Bakhtian and CAES Energy Policy Institute Director Kathy Araújo took part in the University Energy Institute Leaders 2020 Virtual Summit in mid-September 2020. The summit featured several breakout sessions focusing on maximizing policy impact, aligning strengths at universities to better address skills gaps in the energy industry and the future workforce, and maximining the impact of policy work through collaboration.
- Bakhtian participated in the Eighth Annual International Conference on Sustainable Development. The theme of the event was Cross-Cutting Solutions for the Decade of Action, and Bakhtian's presentation focused on CAES' collaborative efforts to develop the future energy workforce.

NEW FACES

CAES leadership changes

New director

Terry Brog took over as interim CAES director and chief operations officer in mid-October after former Director Noel Bakhtian accepted a position at Lawrence Berkeley National Laboratory and former COO Anita Gianotto accepted a position at INL.



Terry Brog, who will retain his position as senior technical adviser to Juan Alvarez, INL's Management & Operations deputy

laboratory director, has previously served as research COO at Pacific Northwest National Laboratory and as interim laboratory director and COO at Princeton Plasma Physics Lab.

Bakhtian, who had been CAES director since spring 2017, was appointed the inaugural director of the Berkeley Lab Energy Storage Center. Gianotto, who joined CAES in 2018, is now chief operations officer for INL's Management System Transformation Initiative.

New VPR at ISU

Donna Lybecker assumed the role of acting vice president for Research and Economic Development (VPR) at Idaho State University in June, taking her place on the CAES Steering Committee



alongside the VPRs at the other CAES universities and INL Deputy Laboratory Director for Science and Technology and Chief Research

Officer Marianne Walck. Lybecker had been Political Science Department chair at ISU and professor of International Relations, Environmental Politics, and Comparative Politics, and she previously

served as the ISU science co-lead for the NSF EPSCoR Managing Idaho's Landscapes for Ecosystem Services (MILES) project grant. The MILES grant brings together faculty from the biophysical and social sciences, enabling research into the complexity of ecosystems and combining ecological research with public values, citizenship styles and power assessments. Lybecker is a member of the United States **Environmental Protection Agency National** Advisory Committee and an associate editor for the Social Science Journal and the International Journal for Sustainable Society. Her research interests include the politics of borders, environmental politics in the Western U.S. and Latin America, and the framing of political issues.

New VPR at U of I

Christopher Nomura joined the CAES Steering Committee on Oct. 1, when he became University of Idaho's vice president of research and economic development.



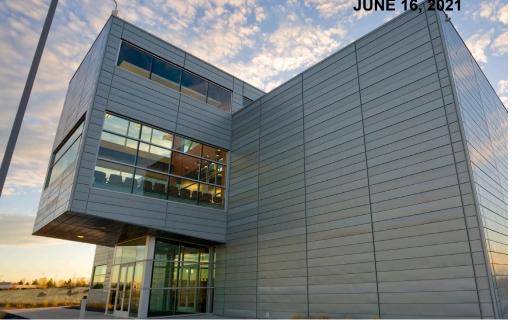
Nomura replaced Janet Nelson, who served in the position since 2016. Brad Ritts, U of I's associate vice president for research and a faculty member

in the Department of Geological Sciences, had served since February as interim vice president of research and economic development.

Nomura earned his doctoral degree in biochemistry, microbiology and molecular biology at Pennsylvania State University and received his bachelor's degree in biology from University of California at Santa Cruz. An internationally recognized scientist and administrator, Nomura has more than 85 publications in top journals in his field and serves on several editorial boards. Prior to his arrival at U of I, Nomura was vice president for research and a biochemistry professor at State University of New York's (SUNY) College of Environmental Science and Forestry. At SUNY, Nomura also oversaw McIntire-Stennis funding, which is designed to expand forestry research and train future forestry scientists.

"Christopher Nomura has extensive experience fostering industry collaborations and working with both national and international research funding agencies," U of I President Scott Green said in a news release announcing Nomura's appointment. "His talent and energy will be valuable additions as the University of Idaho continues to grow our research enterprise in service to the state of Idaho."

Nomura, who has an extensive record of mentoring high school students, undergraduate and graduate students, postdocs and visiting scientists, has strong international connections to the RIKEN Institute (Japan), Hubei University (China) and Centro Nacional Patagonico (Argentina).



CAES facility staff changes



Rocklan McDowell

joined CAES as research laboratory manager. McDowell previously worked in INL's Nuclear Science and Technology (NS&T) Directorate and

replaces Jana Pfeiffer, **Research Operations** lead. She accepted a position as deputy operations lead with INL's NS&T Directorate.

Todd Christensen, with



INL's facility operations and maintenance organization, recently came on as CAES facility liaison.

Aleah Lattin joined

CAES as administrative assistant to former Chief Operations Officer Anita Gianotto. Lattin comes to CAES after more than five years at Jefferson School District #251 as the administrative assistant to the director of Student Services/Special Education Department.

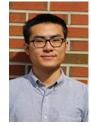
Lab staffing changes



Amir Ali was named the lab lead for the **Catalysis & Kinetics** Laboratory in summer 2020. Ali has been a CAES resident since fall 2019, when he joined

the Nuclear Engineering Department at Idaho State University as an assistant professor. His research focuses on experimental and computational analysis of the thermalhydraulic problems of advanced reactors molten salt and liquid metals cooled reactors, and he leads a collaborative project that recently received an award from DOE's Nuclear Energy University Program. The roles and responsibilities of CAES lab leads include authorization for research to be conducted in the lab: collaboration with researchers to determine whether the lab can support the research and, if so, to ensure effective research and development occurs; establishment of environment, safety and health procedures and standards for their lab that complement CAES' procedures and standards; and ensuring that all laboratory work is performed in accordance with the Idaho State University safety manual.





Characterization Suite added two new staffers in FY20, Sheng Cheng and Yu Lu. Cheng is senior research associate, instrument co-lead: Focused Ion Beam/ Transmission Electron Microscope, and sample preparation lead in the **Advanced Materials** Laboratory, Cheng

The Microscopy and

comes to CAES from NanoSteel. Lu is a senior research associate performing Focused Ion Beam/Transmission Electron Microscope/ Atom Probe Tomography for MaCS. Lu comes to CAES after earning his Ph.D. from the University of Florida.

Michael Baskin was hired as CAES Innovation Ecosystem Advisor in summer 2020, charged with developing innovation and education portfolios. His background includes a focus on energy security with a particular focus on developing intellectual capital. He previously served as the first professor of energy



studies at Marine Corps University, where he created energy security curriculum and innovation programs for students from multiple schools and colleges.

From 2013-2015, he served as a Fellow for the U.S. Department of Energy, where he catalyzed the Solar Ready Vets program, led a renewable energy sector hiring commitment of veterans for the First Lady's Joining Forces initiative, and was a liaison between the Office of Energy Efficiency and Renewable Energy and the U.S. Department of Defense.

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Scheepers, M. Attended the Post Quantum Crypto track of the International Cryptographic Module Conference.

T. Phero, K. Novich, B. Gougar, S. Cutler, K. Fujimoto, R. Skifton, D. Estrada, B. Jaques, "Additively Manufactured In-Pile Strain Sensors," Materials Science & Technology (MS&T) 2020, (virtual) [Presentation Accepted]

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Araujo, K. (EPI). University Energy Institute Leaders Summit: New network governance structure and initiatives developed.

Lenhart. S., "Regional Transmission Organization / Independent System Operator Governance Structures and Practices: Framework for Process Tracing," RTOGOV Workshop, Washington D.C. February 10, 2020.

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- Estrada, D. "Nanomaterial Ink Development for Additive Manufacturing of Sensors," The Minerals, Metals, and Materials Society (TMS) Annual Meeting, San Diego, CA, Feb. 2020 (Invited).
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- Lenhart, S. (presenter), G. Chan, M. Grimley, and E. Wilson, "Comparing and Contrasting the Institutional Relationships, Regulatory Frameworks, and Energy System Governance of European and U.S. Electric Cooperatives," Energy Policy Research Conference, Boise, ID, October 1, 2019.
- Araujo, K. (moderator), "A First-hand Perspective on the U.S. Department of Energy," Plenary Session, Energy Policy Research Conference, Boise, ID Sep 29-Oct 1, 2019.
- Gattie, D. and K. Araujo, (moderators), "Decision-Making for Energy Utilities in the Current Policy Environment," Plenary Session, Energy Policy Research Conference, Boise, ID, Sep 29–Oct 1, 2019.
- Ptak, T. and K. Araujo, (moderators), "The Energy Workforce of the Future," Roundtable, Energy Policy Research Conference, Boise, ID Sep 29–Oct 1, 2019.
- Araujo, K., Forum on Cyber Resilience, National Academy of Engineering and Medicine, Wash DC, Oct 17, 2019.
- Araujo, K. "Advancing the Intermountain West's EV Corridor: Critical Infrastructure and Policy Blueprinting in Early Adoption," Integrating Electric Mobility Systems with the Grid Infrastructure, Boston University, Boston, MA, November 6, 2019.
- Araujo, K. Women in Clean Energy (C3E) Annual Meeting, Texas A&M, College Station, TX, Nov 6–8, 2019.
- Araujo, K. "National Energy Transitions," Presentation, Community Library, in partnership with the Sun Valley Institute, Ketchum, ID, December 17, 2019.
- Araujo, K. "What Have We Learned from Four Decades of Danish Wind and French Nuclear Development?" MIT, Boston, MA, November 8, 2019.
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- Wharry, Janelle P., George Warren, Donna P. Guillen, Lucille A. Giannuzzi, Elizabeth Getto, Darren Pagan, Yaqiao Wu, Paula D. Freyer, and David W. Gandy, "Recent progress in testing and qualification of PM-HIP alloys for nuclear applications," MiNES 2019, Baltimore, MD, Oct. 6–10, 2019.
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- Patki, Priyam V., Yaqiao Wu, and Janelle P. Wharry, "Deformation-based recovery of irradiation-induced Ostwald ripening in nanocrystalline CuTa alloy," MiNES 2019, Baltimore, MD, USA, Oct. 6–10, 2019.
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- Cantrell, Jared, Daneil Garz, Uma Shankar Medasetti, Mustafa Mashal, and Bruce Savage, "A Disaster Response Complex for Research, Curriculum, and Training of First Responders," Poster Presentation at the CAES Winter Collaboration Meeting, Idaho Falls, ID, United States, 2020.
- Dunzik-Gougar, M. L., A. Nagarajan, C. Shull, J. Kunze, J. Larson, W. Phoenix and S. Bondurant, "Conversion of the Idaho State University AGN Control Console to Solid State Circuitry," 2019 meeting of the National Organization of Test, Research, and Training Reactors, Fall 2019, Idaho Falls, ID.
- He, Mingfu, Soon K. Lee, Amir Ali, and Minghui Chen, "A Thermal-Mechanical Properties View of Impacts of Heater Materials on Critical Heat Flux," ANS Winter meeting 2019, Washington DC, 2019.
- Ryan, Emerald, "Determination, "Development, and Validation of a Fluid Height Analysis Method and Particle Spacing Protocol for the Smoothed Particle Hydrodynamic Code Neutrino," Idaho State University, PhD Dissertation (December 2019).
- Dunzik-Gougar, M. L., Annual Conference of the International Atomic Energy Agency, 15-20 September, Vienna, Austria, represented the American Nuclear Society.
- Dunzik-Gougar M. L., Global/Top Fuel, October 22–26, 2019, Seattle, WA, guest speaker on low dose radiation economic impacts across the nuclear fuel cycle.
- Dunzik-Gougar, M. L., Winter Meeting of the American Nuclear Society, November 16–21, 2019, Washington, D.C., vice-president duties,

presenter at K–12 teacher workshop and panel speaker on ABET accreditation.

- Kerby, L., invited speaker, "Cross Sections for Cosmic Rays @ CERN" XSCRC 2019, November 13–15, 2019, CERN, Geneva, Switzerland.
- Ali, Amir, Hyun-Gil Kim, Khalid Hattar, Samuel Briggs, Dong Jun Park, Jung Hwan Park, and Youho Lee, "Ion irradiation effects on Crcoated zircaloy-4 surface wettability and pool boiling critical heat flux," Nuclear Engineering and Design, 5, June 2020: 362.

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SUBJECT

Open Educational Resources Report

REF	ER	ENCE

April 2018	Board received an update on an Open Educational Resources (OER) initiative.
June 2018	Board discussed system-wide access and affordability strategies including OER and requested an inventory and implementation timeline be provided at the October 2018 Board meeting.
August 2018	Board approved a line item request for OER funding.
December 2018	The Board was provided with a timeline and inventory update regarding OER and the total number of course sections delivered exclusively with OER throughout Idaho colleges and universities.
April 2019	The Board was provided with an inventory of common indexed courses for which funding will be focused for OER adoption.
August 2019	The Board approved the first reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
October 2019	The Board approved the second reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
February 2021	The Board temporarily waived the implementation deadline for Board Policy III.U. and requested an updated report on OER in public postsecondary education.
April 2021	The Board approved the first reading of proposed amendments to Board Policy III.U. Textbook and Instructional Material Affordability.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.U. Textbook and Instructional Material Affordability

BACKGROUND/DISCUSSION

The Idaho State Board of Education has for many years prioritized efforts to improve educational access and affordability for students, while also supporting educators' freedom to pursue uniquely effective and innovative instructional practices in postsecondary classrooms. The Board has specifically promoted Open Educational Resources (OER) as a catalyst for lowering student costs, ensuring student access to course content, and empowering the scholarly agency of educators.

The version of Board Policy III.U. currently up for second-reading defines OER as "teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others." In other words, OER are available free-of-cost to students and enable new scholarly practices for faculty and students alike. Idaho's academic community has increasingly explored the use of OER over the past 15-20 years, and one of the more prominent statewide inquiry groups comprising faculty, staff, and students from multiple institutions recently commemorated its five-year anniversary via interinstitutional showcases of OER-related work and a proclamation from Governor Little recognizing Idaho's first, official Open Education Week.

The Board began learning about and promoting OER efforts in earnest in April 2018, when it received an update about existing efforts at the faculty level to increase access and affordability of instructional materials through emergent trends in open education. In December 2018, the Board received a statewide inventory of OER adoption in common-indexed general education matriculation (GEM) courses. This report narrowly focused on OER adoption across 43 courses and informed the expectations finalized in the version Policy III.U. that the Board adopted in October 2019.

Also relevant to the Board's promotion of OER is the budget line-item funded by the Idaho Legislature in 2019 (FY2020) for \$50,000 to support faculty professional development around OER. This funding established multi-semester, statewide Faculty Fellowships in openness, pedagogy, advocacy, and leadership (OPAL). Over the last three semesters, 15 faculty have collaborated across institutions and disciplines in an effort to learn about open publishing, experiment with digital pedagogy, and assemble OER for use in Idaho's common-indexed GEM courses. The OER projects pursued by these fellows, like any OER project, are ongoing but also prominently curated and continuously improved with the Idaho Open Press— Idaho's premiere OER repository which is maintained by the Board Office. The Executive Director of the Board has authorized ongoing support for additional OPAL Fellowship cohorts under the Board Office systemwide budget.

The 2021 Legislature approved the Governor's budget recommendation for \$1M to support the development of Zero Textbook Cost (ZTC) degrees at all four of Idaho's community colleges. ZTC degrees are two-year pathways that students can complete without the need to pay for textbooks or other instructional materials. OER and faculty professional development related to OER are critical components of effective ZTC degrees.

OER has become a scalable and sustainable means of increasing access and lowering costs for Idaho students, and the ZTC Degree and OPAL Fellowship initiatives are proving instrumental in building awareness among faculty about which open educational practices align with their everyday work as educators. Worth noting, however, is that many Idaho faculty have found ways to eliminate or dramatically reduce the cost of instructional materials without leveraging OER specifically, and these innovative practices have also inspired cross-institution collaborations between educators, students, and staff. As a result, Board Policy III.U. has undergone a significant revision to recognize and support this broader context and is up for a second reading at this June 2021 Board Meeting.

Key revisions to policy III.U. emphasize that OER is but one means of effectively reaching Board goals for ensuring that every student has access to the instructional materials that they need to successfully navigate a course. In turn, the policy seeks to develop a more comprehensive understanding of existing faculty practices, the support resources available to those faculty at their institutions, and the aspirations of Idaho's academic technology in systematically supporting educational access and affordability.

In Spring 2021, the Board asked Board Staff to run a new inventory and report on the state of open, no-cost, and low-cost instructional materials used in Idaho postsecondary courses. Board Staff distributed a survey across two weeks in May and received responses from several hundred faculty from all eight public institutions. The results of this survey, as well as qualitative data from ongoing OER efforts being facilitated by the Board Office, have been synthesized into a report regarding instructional material access and affordability. Board Staff intend to use this data as a new descriptive baseline that may be revisited through an annual survey each spring.

IMPACT

Over the last academic year, open, free, and very low cost (\$1–30) instructional materials were used by at least 471 faculty in at least 637 courses across Idaho's public postsecondary institutions. The decisions of these faculty positively influenced educational access and affordability for at least 25,096 students who paid an average of \$9.59 or less for instructional materials while enrolled in these classes. Considering that 68 percent of these classes required free or open instructional materials, this estimate is conservative. Seventy-nine percent of the faculty who responded to the Spring 2021 survey have complete independence in choosing their instructional materials, and 12 percent are at least able to influence choices about the required materials in their courses. While 81 percent of respondents expressed familiarity with OER, just 40 percent indicated that they currently use OER to some degree in their classes. The qualitative data presented by faculty suggests that awareness of what constitutes OER continues to vary dramatically-a barrier that exists in Idaho and elsewhere. In direct relation to the 2019 inventory of OER use in common-indexed GEM courses, survey responses indicate that faculty have adopted OER in 12 more GEM courses, and fewer than six of the 43 GEM courses are not using OER in some capacity.

ATTACHMENTS

Attachment 1 – Open Educational Resources Report

STAFF COMMENTS AND RECOMMENDATIONS

This OER report establishes a new baseline for OER adoption and impact in Idaho. The hiring of Drs. Jonathan Lashley and TJ Bliss as the Associate Chief Academic Officer and Chief Academic Officer, respectively, has dramatically increased the momentum for open and accessible learning in Idaho postsecondary education. Drs. Lashley and Bliss are both internationally renowned experts in OER and open education and are deeply embedded in the grassroots open education community in Idaho. That said, the real work on this issue is being done by faculty and administrators at the postsecondary institutions, with appropriate support from the Board and Board Office staff.

BOARD ACTION

This item is for informational purposes only.

Idaho State Board of Education **ATTACHMENT 1**

Open and Affordable Educational Resources in Idaho Public Postsecondary Education

Background

The Idaho State Board of Education has for many years prioritized efforts to improve educational access and affordability for students, while also supporting every educator's academic freedom to pursue uniquely effective and innovative instructional practices in postsecondary classrooms. The Board has specifically promoted Open Educational Resources (OER) as a catalyst for lowering student costs, ensuring student access to course content, and enhancing the scholarly agency of educators. Recent proposed revisions to Board Policy III.U. Textbook and Instructional Material Affordability, however, emphasize that OER is but one means of pursuing Board goals in ensuring that every student has access to the instructional materials that they need to successfully navigate their courses.

At the April 2021 regular Board meeting, Board members directed Board Staff to report on the state of open, no-cost, and low-cost instructional material use in public postsecondary education in Idaho. Board Staff distributed a survey in May 2021 and received responses from hundreds of faculty from across Idaho's eight public postsecondary institutions. The following report is provided as a new descriptive baseline relative to the revised expectations of proposed revisions to Board Policy III.U. that Board Staff plan to revisit through an annual survey each spring.

Methods

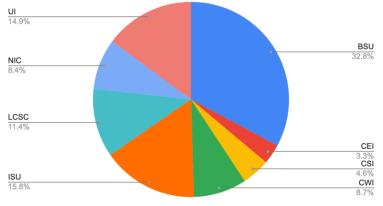
- 1. Board Staff collected data via a survey instrument between 5/10–5/25.
- Provosts distributed the survey to faculty directly or conducted their own collection of similar data.
 NIC and CSI collected data via their own methods.
- 3. Board staff collated and cleaned data where ethically possible, but some limitations exist.
 - Student enrollment in a class:
 - If ranges were provided an average was used.
 - In some cases, this information was not provided and was thus omitted from calculating the total number of students reached.
 - Total students reached was calculated only by the information provided by faculty (e.g., some faculty broke down enrollment by section and semester while others provided the cap or average for a course section).
 - If per semester numbers were listed, figures were multiplied by two.
 - The above decisions convey that estimated totals are conservative and worth comparing with institution records for a more accurate measurement in the future.
 - Course Level Distribution:
 - Courses that allow cross-level student enrollment were aggregated for course counts and disaggregated for evaluation of course level distribution.
 - Faculty participation in automatic billing programs should be confirmed with institutions.

Results

Scale

- 471 faculty responded with information about 637 courses that impose no or very low costs (under \$30) for required instructional materials.
- These faculty represent **all eight** public postsecondary institutions.
- **68 percent** of faculty taught courses that exclusively used either open or free instructional materials.
- Reported courses using no- or very lowcost instructional materials enrolled an estimated 25,096 students during the academic year.

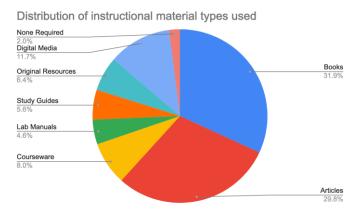
Data distribution across institutions

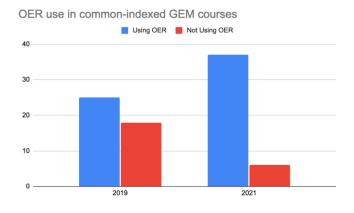


- A conservative estimate of the average cost to these students is less than \$9.59 per course
- 86 percent of reported no- and very-low cost courses were taught at the undergraduate level while 14 percent of courses were taught at the graduate level.

Current Practices

- Use of OER in common-indexed GEM courses has increased since 2019, and it is fair to estimate that faculty in 37 of these 43 courses are currently using OER in some way in at least one of the eight institutions.
- Only 4 percent of courses required print materials while 95 percent of courses allowed students both print and digital access to instructional materials.



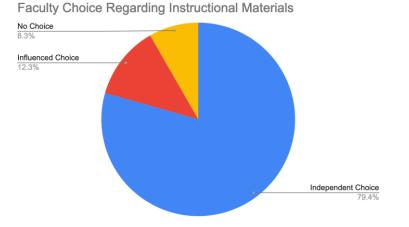


- **82 percent** of faculty expressed familiarity with OER but **only 40 percent** indicated that they are using OER in the courses they described.
- Books and Articles constitute **62 percent** of the instructional materials required in reported courses, and **more than 6 percent of materials** used were student- and faculty-authored original resources.

• Only **4 percent of faculty participated in automatic billing programs**, but 15 percent of faculty indicated that they did not know if they participated in such a program.

Current Support/Resources

- OPAL Faculty Fellowships have sponsored new OER projects for 11 of the 43 common-indexed GEM courses and the following have been identified as prospective high-need courses for the first round of OPAL fellowships: ANTH x101: Physical Anthropology, BIOL x227: Human Anatomy and Physiology I, CHEM x100: Concepts of Chemistry, CHEM x102: Essentials of Organic and Biochemistry, CHEM x111: General Chemistry I, and MATH x130: Finite Mathematics.
- 80 percent of faculty made instructional material decisions independently, while stakeholder groups (students, other faculty, academic leaders, etc.) influenced the choices of 12 percent of faculty.
- 8 percent of faculty had no choice regarding the instructional materials that they used.
- **52 Percent of faculty** respondents indicated that they are interested in additional follow-up from the Board Office regarding reported instructional materials use.



Prospective Opportunities

- Board Staff will follow up with faculty who indicated interest in sharing more information about their use of no- and very low-cost instructional materials.
- Board Staff may further investigate and verify automatic billing program participation with institution bookstores and IT organizations.
- Board Staff may work with bookstores to further investigate the price of instructional materials in these courses relative to market rates.
- Board Staff may confirm course enrollments by reviewing reports from each IR organization.
- Board Staff may confirm the transferability of reported courses that are not common-indexed by working with Registrars and exploring records in the Course Transfer Website.
- Board Staff will explore the use of a more sophisticated survey tool for next year's data collection to streamline the cleaning and coding process.
- Accuracy of awareness about OER continues to be a pronounced barrier to faculty adoption of OER in Idaho public postsecondary education.
- Faculty continue to express ongoing uncertainty about the quality of OER, the sustainability of adopting and maintaining OER, how to navigate copyright, and whether the materials that they use may be considered open (in most cases, they could be).
- Multiple faculty indicated that leveraging library resources is a valuable and under-acknowledged means of promoting educational access at no new cost to students.
- Use of print-only resources is low but institutions may want to consider how they can facilitate print-ondemand services to ensure equitable access for all students.

SUBJECT

Board Policy III.G, Program Approval and Discontinuance and III.H. Program Review – First Reading

REFERENCE

February 14, 2019	The Board approved the first reading of proposed amendments to include review and approval procedures for applied baccalaureate degrees and microcertifications.
April 18, 2019	The Board approved the second reading of proposed amendments to Board Policy III.G.
August 29, 2019	The Board was presented with a first reading of proposed amendments to Board Policy III.G. Policy was referred back to Instruction, Research, and Student Affairs (IRSA) for additional discussion.
October 17, 2019	The Board approved the first reading of proposed amendments, which adds baccalaureate degree programs to the list of programs reviewed by the Board and changes requirements for new academic program proposals that consists of new state appropriations.
December 2019	The Board approved the second reading of proposed amendments to Board Policy III.G.
June 10, 2020	The Board approved a one year, partial waiver of the requirement for full proposals in Board Policy III.G.3.d and 4.d for modifications to academic programs, career technical programs and instructional and administrative units.

APPLICABLE STATUTES, RULE OR POLICY

Section 33-2107A, Idaho Code.

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

BACKGROUND/DISCUSSION

Board Policy III.G. Postsecondary Program Approval and Discontinuance provides Idaho's public postsecondary institutions with procedures for the development, approval, and discontinuation of academic and career technical programs. Proposed amendments reorganize the structure of Board Policy III.G and streamline the proposal requirements for new, modification of, and discontinuation of academic and career technical programs into three main routes for review and/or approval. This includes a full proposal process, short proposal process, and notification letter process. Proposed amendments also aim to streamline the approval process for program changes reviewed and approved by the Board as well as changes the Board delegates to its Executive Director. The most notable change provides flexibility to the Executive Director to delegate authority to designees for the approval of academic and career technical program changes. Additional amendments include adding a section for the reduction and termination of career technical education(CTE) programs. Historically, discontinuation of CTE programs were subject to criteria and procedures in IDAPA 55.01.02. Rules Governing Postsecondary Program Reduction or Termination. This rule expired in June 2019 and was not renewed as part of the Governor's initiative to reduce the number of regulations in Administrative Code. Idaho Division of Career Technical Education (IDCTE) reviewed the language contained in the rule regarding the criteria for reduction and termination and notification to impacted employees. IDCTE determined to incorporate relevant language into Board Policy III.G as it aligns with criteria utilized in current practice. These criteria were shared with the Technical College Leadership Council on May 11, 2021, which resulted in recommendations to simplify the criteria for CTE program reduction or termination due to institutions deploying different methodologies to determine program health; and to change the timing of the notice provided to employees for the purposes of termination that would not conflict with institution human resource guidelines. Language was added to support these recommendations.

Other amendments include minor grammatical updates to existing definitions and the addition of new definitions for the Board's proposal forms (Full Proposal, Short Proposal, and Letter of Notification); adding additional language to clarify requirements for the review and/or approval of specific program changes; and removing sections on micro-certifications and CTE program inactivation. This will not remove the requirement for approval, but simply moves relevant procedural language to a guidance document or proposal form for such program options.

Staff reviewed other Board policies in Section III. Postsecondary Affairs and determined to transfer language that requires institutions to establish and maintain policies and procedures for evaluating programs and developing new programs in Board Policy III.H. Program Review into III.G. The addition of this provision in Board Policy III.G renders Board Policy III.H duplicative and unnecessary. Due to the reorganization of Board Policy III.G. and number of amendments the existing policy is being replaced in its entirety by the version provided in Attachment 1.

IMPACT

Approval of proposed amendments will create efficiencies and streamline review and approval requirements for staff at institutions and at the Office of the State Board of Education. These new efficiencies will enable institutions to notify accrediting bodies in a timelier manner and meet their respective catalog timelines. Board action will also repeal Board Policy III.H.

ATTACHMENTS

- Attachment 1 Board Policy III.G. Program Approval and Discontinuance First Reading
- Attachment 2 Board Policy III.G. Program Approval and Discontinuance Current Version

Attachment 3 – Board Policy III.H. Program Review – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments will create efficiencies and improve procedures related to the review and approval of postsecondary programs. As proposed amendments make it through the Board's review process, staff is recommending an extension through August 31, 2021 of the partial waiver of Board Policy III.G. approved in June 2020, to assist with the transition of new policy requirements and to continue to provide institutions with support and flexibility. Action on the waiver will occur in a separate IRSA agenda item at the June 2021 Regular Board meeting.

The Council on Academic Affairs and Programs reviewed these policy amendments on May 6, 2021. The Instruction, Research, and Student Affairs (IRSA) committee reviewed the proposed policy amendments on June 1, 2021. Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.G, Program Approval and Discontinuance, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

AND

I move approve the first reading of Board Policy III.H. Program Review, repealing the policy in its entirety, as submitted in Attachment 3.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: III. POSTSECONDARY AFFAIRS SUBSECTION: G. Postsecondary Program Review Approval

August 2021

This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, North Idaho College, College of Eastern Idaho, College of Southern Idaho, and College of Western Idaho.

- 1. Classifications and Definitions
 - a. Academic Program shall mean a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential as defined in Board Policy Section III.E.
 - b. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution. For the purposes of this policy, a certificate is not an academic program component.
 - c. Administrative Unit shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or career technical programs.
 - d. Career Technical Program shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring a career technical certificate or degree as defined in Board Policy Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills.
 - e. Career Technical Program Component shall mean instructional paths to fields of specialized employment, consisting of more than one specialized course.
 - f. Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. This includes the impact of moving resources from existing programs to proposed programs.
 - g. Full Proposal shall mean a document submitted to the Board Office that contains details about substantive changes to academic or career technical education programming or administration that require review and approval by the full Board

or the Executive Director or designee, as specified in this policy. The Full Proposal template is developed and maintained by the Executive Director or designee.

- h. Instructional Unit shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs or career technical programs.
- Letter of Notification shall mean a letter from the institution to the Executive Director or designee, notifying the Board Office of changes to academic or career technical education programming or administration that do not require advanced approval by the Board or the Executive Director or designee, as specified in this policy.
- j. Major shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject matter major serves to distinguish one program from others leading to the same or a similar degree.
- k. Short Proposal shall mean a document submitted to the Board Office that contains details about non-substantive changes to academic or career technical education programming or administration that require review and approval by the Executive Director or designee, as specified in this policy. The Short Proposal template is developed and maintained by the Executive Director or designee.
- 2. Roles and Responsibilities

Program planning, review, and approval shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Board Policy III.Z.

- a. Each institution shall establish and maintain policies and procedures for evaluating existing programs and developing new program proposals. This evaluation process should be an integral component of the institution's academic and career technical education planning and budgeting processes.
- b. New program proposals and discontinuation requests shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.
- c. The Idaho Division of Career Technical Education shall review and make recommendations as appropriate to the IRSA Committee and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities. The State Administrator is authorized to approve academic

microcertifications developed by the institutions. in addition to career technical microcertifications.

- d. The Professional Standards Commission shall review and make recommendations as appropriate to the Board on educator preparation programs for educator certification purposes. Educator preparation program approval for state certification purposes is governed by Administrative Code through a separate process. The processes for earning approval for certification should be conducted concurrently with the program approval process when practicable.
- 3. Academic Programming and Administration Proposal Submission and Approval
 - a. Actions Requiring a Full Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, actions related to academic programs or units identified in this subsection require approval by the Board or the Executive Director or designee as indicated, and shall be submitted by the institution to the Executive Director or designee as a Full Proposal.

- i. The following actions require approval by the Board:
 - 1) Establishment of a new branch campus or change in location geographically apart from the main campus, regardless of financial impact. A location of an institution that is geographically apart and independent of the main campus is permanent in nature; offers at least 50% of the courses of an educational program leading to a degree, certificate, or other educational credential; has its own faculty and administrative organization; and has its own budgetary and hiring authority as defined by 34 CFR 600.2. Subsection 3.a.i.1 excluding the community colleges.
 - 2) Establishment of any new academic undergraduate or graduate program with a financial impact of \$250,000 or more per fiscal year.
 - a) All doctoral program proposals shall require an external peer review, regardless of financial impact. The external peer-review panel shall consist of at least two (2) members and will be selected by the Executive Director or designee and the requesting institution's Chief Academic Officer. Board staff shall notify the institution in writing whether it may proceed with the external peer-review process. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each

institution shall provide the panel with a template developed by the Executive Director or designee. The peer reviewer report and recommendations shall be a significant factor in the Board's evaluation of the program.

- b) New educator preparation programs require concurrent submission of a Full Proposal to the Executive Director or designee and the Professional Standards Commission (PSC), regardless of financial impact. The PSC ensures programs meet the Idaho standards for educator certification. The Executive Director or designee ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and established by rule in Administrative Code. The PSC makes recommendations to the Board for approval of programs as vehicles for meeting the state certification requirements.
- 3) Establishment by a community college of any new applied baccalaureate program, pursuant to Section 33-2107A Idaho Code.
- 4) Establishment of any new program with academic program fees as defined in Board Policy Section V.R.
- 5) Adding program fees to existing programs requires full Board approval consistent with Board Policy Section V.R; however, such changes do not require submission of a Full Proposal.
- ii. The following actions require approval by the Executive Director or designee:
 - 1) Establishment of any new academic undergraduate or graduate program with a financial impact of less than \$250,000 per fiscal year.
 - 2) Discontinuation of an academic undergraduate or graduate program or instructional or administrative unit.
 - 3) Establishment of any new instructional or administrative unit.
 - 4) Establishment of any new academic undergraduate and graduate certificates consisting of more than 30 credits and with a financial impact of \$250,000 or more per fiscal year.
 - 5) Expansion of an existing program outside an institution's Designated Service Region as defined in Board Policy III.Z.
 - 6) Conversion of a program option into a stand-alone program with a financial impact of \$250,000 or more per fiscal year.
 - 7) Consolidation of two or more undergraduate programs into one undergraduate program with a financial impact of \$250,000 or more per fiscal year.
 - 8) Consolidation of two or more graduate programs into one program.
 - 9) Splitting of a graduate program into two or more programs.

10) Addition of existing certificates or degrees to existing programs with a financial impact of \$250,000 or more per fiscal year.

Each Full Proposal shall be reviewed by the Council on Academic and Affairs and Programs within 30 days of receipt. At the sole discretion of the Executive Director or designee, any Full Proposal may be referred to the full Board for review and approval. Requests requiring new state appropriations shall be submitted to the Board for review prior to or concurrently with submission of an institution's annual budget request.

b. Actions Requiring a Short Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, the following actions related to academic programs or units require approval by the Executive Director or designee and shall be submitted by the institution to the Executive Director or designee as a Short Proposal:

- i. Establishment of a new academic undergraduate or graduate certificate consisting of more than 30 credits with a financial impact of less than \$250,000 per fiscal year.
- ii. Addition of a certificate or degree to an existing program with a financial impact of less than \$250,000 per fiscal year.
- iii. Splitting of an undergraduate program into two or more undergraduate programs.
- iv. Consolidation of two or more undergraduate programs into one undergraduate program with a financial impact of less than \$250,000 per fiscal year.
- v. Conversion of one program option into a stand-alone program with a financial impact of less than \$250,000 per fiscal year.
- vi. Conversion or transition of a degree type (e.g. Bachelor of Arts to Bachelor of Science).
- vii. Conversion or transition of a certificate type (e.g. Technical Certificate of Completion to Basic Technical Certificate).
- viii. Deviation from program credit definitions.
- ix. Changes to program names or degree titles related to Statewide Program Responsibilities as defined in Policy III.Z (requires full board approval).
- x. Establishment of new programs consisting of multiple certificates with similar coursework.
- xi. Establishment of a dual degree from existing programs with a financial impact of less than \$250,000 per fiscal year.

At the sole discretion of the Executive Director or designee, institutions may be required to submit a Full Proposal for any action identified in this subsection.

c. Actions Requiring a Letter of Notification

Subsequent to institutional review and consistent with institutional policies, and within 30 days after implementation, institutions shall notify the Executive Director or designee of the following actions related to academic programs or units via a Letter of Notification:

- i. Establishment of a new, modification to, or discontinuation of an academic program component.
- ii. Establishment of a new academic undergraduate or graduate certificate consisting of fewer than thirty (30) credits.
- iii. Program expansion within an institution's Service Region as defined in Board Policy III.Z.
- iv. Establishment of a dual degree from existing undergraduate or graduate programs with a financial impact of less than \$250,000 per fiscal year.
- v. A change from clock hours to credit hours for an academic program.
- vi. Addition of an online option to an existing academic program.
- vii. Transition of an academic program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.
- viii. Transition of an academic program to an exclusively online format.
- ix. Addition or removal of courses that represent a significant departure from existing academic program offerings or method of delivery.
- x. A change in name or title of any academic program or instructional or administrative unit.
- xi. A change of Classification of Instructional Program (CIP) code for any academic program.
- xii. A credit change to an existing academic program.

At the sole discretion of the Executive Director or designee, institutions may be required to submit a Short Proposal or Full Proposal for any action identified in this subsection.

- d. Minor changes to curriculum, descriptions of individual courses, or catalog listings do not require notification to or approval by the Board or the Executive Director or designee.
- 4. Career Technical Program Proposal Submission and Approval
 - a. Actions Requiring a Full Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, requests for changes to career technical programs or units identified in this subsection require approval by the Administrator of the Idaho Division of Career Technical Education or designee (unless otherwise indicated)

and shall be submitted by the institution to the Administrator or designee as a Full Proposal.

- i. Establishment of a new career technical education program or certificate. New career technical programs or certificates with a financial impact of \$250,000 or more per fiscal year require approval by the full Board.
- ii. Discontinuation of career technical programs and components.
- iii. Establishment of new career technical administrative or instructional units.
- iv. Expansion of a career technical program outside an institution's Designated Service Region as defined in Board Policy III.Z.
- v. Consolidation of two or more career technical programs into one career technical program with a financial impact of \$250,000 or more per fiscal year.
- vi. Conversion of one career technical program option into a stand-alone career technical program with a financial impact of \$250,000 or more per fiscal year.
- vii. Addition of career technical certificates or degrees to existing career technical programs with a financial impact of \$250,000 or more per fiscal year.

For new or modified career technical programs or certificates, a Program Profile Attachment B is required. Each Full Proposal shall be reviewed by the Council on Academic and Affairs and Programs within 30 days of receipt. At the sole discretion of the Executive Director or designee, any Full Proposal may be referred to the Board for review and approval.

b. Actions Requiring a Short Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, requests for changes in career technical programs or units identified in this subsection require approval by the Administrator or designee and shall be submitted by the institution to the Administrator or designee as a Short Proposal.

- i. Splitting of a career technical program into two or more career technical programs.
- ii. Consolidation of two or more career technical programs into one career technical program with a financial impact of less than \$250,000 per fiscal year.
- iii. Conversion of one career technical program option into a stand-alone career technical program with a financial impact of less than \$250,000 per fiscal year.
- iv. Addition of career technical certificates or degrees to existing career technical programs with a financial impact of less than \$250,000 per fiscal year.
- v. Inactivation of a career technical program. Inactivation allows program reevaluation and assessment in response to rapid changes in industry for up to three years. If industry demand for the program does not resume within three years following approved inactivation, the program shall be discontinued pursuant to paragraph 8 of this policy.

- vi. Establishment of a new, modification to, or discontinuation of a microcertification, as defined in Board Policy III.E.
- vii. Addition or removal of courses that represent a significant departure from existing career technical program offerings or method of delivery.
- viii. Modification to existing career technical instructional or administrative units.
- ix. Conversion or transition of one career technical program degree or certificate level to another degree or certificate level.
- x. Deviation from program credit definitions.
- xi. Minor changes to career technical courses.

For the addition or modification of career technical programs or certificates, a Program Profile Attachment B is required. At the sole discretion of the Administrator or designee, institutions may be required to submit a Full Proposal for any action identified in this subsection.

c. Actions Requiring a Letter of Notification

Subsequent to institutional review and consistent with institutional policies, and within 30 days after implementation, institutions shall notify the Administrator or designee of the following changes to career technical programs or units via a Letter of Notification:

- i. Establishment of a new, modification to, or discontinuation of a career technical program component.
- ii. Career technical program expansion within an institution's Designated Service Region as defined in Board policy III.Z.
- iii. A change from clock hours to credit hours for a career technical program.
- iv. Addition of an online option to an existing career technical program.
- v. Transition of an academic program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.
- vi. Transition of a career technical program to an exclusively online format.
- vii. A change in the name or title of any career technical program or instructional or administrative unit.
- viii. A change of Classification of Instructional Program (CIP) code for any career technical program.
- ix. A credit change to an existing career technical program.

At the sole discretion of the Administrator or designee, institutions may be required to submit a Short Proposal or Full Proposal for any action identified in this subsection.

d. Requests requiring new state appropriations shall be included in the annual budget request of the Idaho Division of Career Technical Education for Board approval.

5. Sunset Clause for Academic and Career Technical Program Approval

Academic and career technical programs approved by the Board or Executive Director or Division Administrator or designee must be implemented within five years. A program not implemented within five years from the approval date requires submission for approval of an updated proposal. Institutions shall notify the Executive Director or designee in writing when an approved program has not been officially implemented within the sunset timeframe. Institutions may request a change in the sunset timeframe indicated in the program proposal if a program's implementation is delayed.

- 6. Academic and Career Technical Program Proposal Denial Procedures
 - a. The Executive Director or designee shall act on any Full Proposal or Short Proposal within thirty (30) days.
 - b. If the Executive Director or designee denies a proposal, he/she shall provide specific reasons in writing to the institution. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director or designee shall have ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director or designee denies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.
- 7. Program Discontinuance

The primary considerations for program discontinuance are whether the program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to warrant allocation of resources. This policy does not apply to programs that are discontinued as a result of financial exigency as defined in Board Policy Section II.N.

- a. Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.
- b. Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:
 - i. Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.

- ii. State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
- iii. Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
- iv. An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.
- 8. Career Technical Program Reduction or Termination

For the reduction or termination of career technical programs, institutions shall adhere to criteria set forth by Idaho Division of Career Technical Education.

a. Conditions for Reduction or Termination

A program is subject to reduction or termination when one or more of the following conditions exist. Standards for the metrics listed below will be predetermined at the local level according to the institution's program health metrics for each category.

- i. Inadequate Job Opportunities
- ii. Inadequate Student Enrollment
- iii. Inadequate Positive Placement
- iv. Inadequate Completion Rate
- v. Inadequate Finances
- b. Notice to Employees

The institution must give notice in writing to employees who are affected by a program reduction or termination in accordance with Board and institutional policies.

- 9. Reporting
 - a. The Executive Director and Division Administrator or designee shall report semiannually to the Board regarding all program proposals approved by the Executive Director or designee.

b. All baccalaureate and graduate level programs approved by the Board require a report on the program's progress in accordance with a timeframe and template developed by the Executive Director or designee.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS JUNE 16, 2021 ATTACHMENT 2 Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: III. POSTSECONDARY AFFAIRS December 2019 SUBSECTION: G. Postsecondary Program Approval and Discontinuance

The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, North Idaho College, College of Eastern Idaho, College of Southern Idaho, and College of Western Idaho.

Program planning shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Board Policy Section III.Z.

- 1. Classifications and Definitions
 - a. Instructional Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs or career technical programs.
 - b. Administrative Unit(s) shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or career technical programs.
 - c. Academic Program(s) shall mean a systematic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements (i.e., curricula) that provides the student with the knowledge and competencies required in a specialized field (i.e., major) for an academic certificate, an associate's, baccalaureate, master's, specialist, or doctoral degree as defined in Board Policy Section III.E.
 - d. Major(s) shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.
 - e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.
 - f. Career Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring career technical certificates, microcertifications, or an associate of applied science degree as defined in Board Policy Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. A course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS JUNE 16, 2021 ATTACHMENT 2 Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: III. POSTSECONDARY AFFAIRS December 2019 SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- g. Career Technical Program Components including microcertifications shall mean instructional paths to fields of specialized employment, consisting of more than one specialized course, and may have a separate advisory committee.
- h. Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of the new instructional program or modification to an existing program. This includes instructional and administrative units.
- 2. Roles and Responsibilities
 - a. Institutions shall establish internal program review processes and procedures. Institutions shall follow their internal review processes and procedures pursuant to Board Policy Section III.H. prior to forwarding proposals to the Board.
 - b. Program proposals shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.
 - c. The Idaho Division of Career Technical Education shall review and make recommendations as appropriate to the IRSA Committee and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities. The State Administrator is authorized by the Board to approve academic and career technical microcertifications developed by institutions pursuant to the fiscal impact limits established in subsection 4.b in this policy.
 - d. The Professional Standards Commission shall review and make recommendations as appropriate to the Board on educator preparation programs.
- 3. Academic Program Proposal Submission and Approval Procedures

Subsequent to institutional review and consistent with institutional policies, all requests requiring Board or Executive Director approval will be submitted by the institution to Board staff as a proposal in accordance with a template developed by the Board's Chief Academic Officer. Each proposal shall be reviewed by CAAP within 30 days from receipt of said proposal.

a. Branch Campuses - The establishment of a new branch campus or change in location geographically apart from the main campus where the institution offers at least 50% of an education program shall require Board approval regardless of fiscal impact. This subsection of policy excludes community colleges.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS JUNE 16, 2021 ATTACHMENT 2 Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: III. POSTSECONDARY AFFAIRS December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- b. Learning Outcomes All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy III.X.
- c. Academic Programs

i. All new, modification of, and/or discontinuation of academic program majors shall require completion of the program proposal prior to implementation. This includes certificates of 30 credits or more; associates, bachelors, masters, specialist, and doctoral degrees; instructional and administrative units. Proposals requiring new state appropriations shall be submitted to the Board for review prior to or concurrently with submission of an institution's annual budget request.

- 1) Any program leading to a master's, specialist, or doctoral degree must be approved by the Board prior to implementation. The Instruction, Research and Student Affairs Committee will be notified of baccalaureate degree proposals prior to implementation and may refer them to the Board for review and approval for those it determines appropriate.
- 2) Prior to implementation, an institution shall obtain Board approval of any new, modification of and/or discontinuation of academic or career technical programs, including instructional and administrative units with a financial impact of \$250,000 or more per fiscal year.
- 3) Prior to implementation, an institution shall obtain Executive Director approval of the modification of and/or discontinuation of any academic program; new, modification of, and/or discontinuation of any career technical program; and instructional and administrative units with a financial impact of less than \$250,000 per fiscal year.
- Pursuant to Section 33-2107A Idaho Code, community colleges shall obtain Board approval of any new applied baccalaureate program regardless of fiscal impact.
- 4) Prior to implementation, an institution shall obtain Board approval of any modification and/or discontinuation of all graduate programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.
- 5) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

ii. Modifications to existing programs shall include, but not limed to, the following:

- 1) Expanding an existing program outside a designated service region.
- 2) Converting one program option into a stand-alone program.
- 3) Consolidating an existing program to create one or more new programs.
- 4) Adding a degree program not already approved by the Board.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS JUNE 16, 2021 ATT

ATTACHMENT 2

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: III. POSTSECONDARY AFFAIRS SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- 5) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
- 6) Transitioning of existing programs to an online format.
- 7) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.
- ii. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education (Division) through an approval process in accordance with a template developed by the Division staff. Each request shall be reviewed within 30 days from receipt of request. Academic microcertifications shall be reviewed by Division and Board staff.
 - 1) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E.
 - 2) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.
- iv. All doctoral program proposals shall require an external peer review. The external peer-review panel shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Provost. Board staff will notify the institution in writing whether it may proceed with the external peer-review process. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the Board's Chief Academic Officer. The peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.
- v. New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards Commission (PSC) prior to implementation. The PSC ensures programs meet the Idaho standards for certification. The Board office ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and established in rule. The PSC makes recommendations to the Board for approval of programs as vehicles for meeting the state certification requirements.

d. Academic Program Components, Program Changes, and Procedures

New, modification, and/or discontinuation of academic program components, and academic undergraduate and graduate certificates of less than thirty (30) credits may require a proposal. For academic program components or certificates requiring a proposal, subsection 3.c.i. of this policy applies.

- i. New, modification, and/or discontinuation of academic program components; academic undergraduate and graduate certificates of less than thirty (30) credits and credit changes to existing programs require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. New academic certificates that require the creation of any new course(s) or resources must provide information in the letter of notification explaining how personnel and fiscal resources will be allocated or reallocated to support the delivery of the new course(s). All letters of notification for new academic certificates must provide the certificate's cost to students, and evidence of the certificate's value to students and workforce needs.
- ii. Program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. Name changes for non-functional purposes are approved pursuant to Board Policy I.K. Naming/Memorializing Building and Facilities.
- iii. If the change is judged to be consistent with academic program components and program changes as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.
- iv. Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., must be requested in writing and submitted to Board staff for review and approval by the Board.
- v. Minor curriculum changes in a program; descriptions of individual courses; and other routine catalog changes do not require notification or approval.
- 4. Career Technical Program Proposal Submission and Approval Procedures

All career technical program requests requiring Board or Executive Director approval will be submitted by the institution to the Division of Career Technical Education as a proposal in accordance with a template developed by Board staff. Each proposal shall be reviewed within 30 days from receipt of said proposal. Requests requiring new state appropriations shall be included in the annual budget request of the State Division of Career Technical Education for Board approval.

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ATTACHMENT 2

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: III. POSTSECONDARY AFFAIRS December 2019 SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- Learning Outcomes
 All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy Section III.X.
- b. Career Technical Programs and Components
 - i. All new, modification, and/or discontinuation of career technical programs and components, shall require completion of the program proposal prior to implementation. This includes instructional and administrative units. Career technical program proposals shall be forwarded to the State Administrator of the Division of Career Technical Education for review and recommendation. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State Administrator recommendations, to the Board for action.
 - 1) Prior to implementation, an institution shall obtain Board approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of \$250,000 or more per fiscal year.
 - Prior to implementation, an institution shall obtain Executive Director approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of less than \$250,000 per fiscal year.
 - 3) The Executive Director may refer any proposal to the Board for review and action.
 - ii. Modifications to existing programs shall include, but not be limited to, the following:
 - 1) Expanding an existing program outside a designated service region.
 - 2) Converting one program option into a stand-alone program.
 - 3) Consolidating an existing program to create one or more new programs.
 - 4) Adding a certificate or degree program not already approved by the Board.
 - 5) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
 - 6) Transitioning of existing programs to an online format.
 - 7) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.

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- iii. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education through an approval process in accordance with a template developed by Division of Career Technical Education staff. Each request shall be reviewed within 30 days from receipt of request.
 - 3) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E regardless of fiscal impact.
 - 4) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.
- c. Career Technical Program Notification Procedures

Program changes to existing career technical programs may require a proposal. For career technical programs requiring a proposal, subsection 4.b.i. of this policy applies.

- i. Program name or title changes to degrees, departments, divisions, colleges, or centers; changes to CIP Codes; or credit changes to existing programs require a formal letter notifying the State Administrator prior to implementation of such changes.
 - ii. If the change is judged to be consistent with program changes as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with definition of program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.
 - iii. Minor changes to courses within a current program (e.g., course number, title, description, addition, deletion, and/or credit hours) must be submitted to the State Division of Career Technical Education.
- d. Career Technical Program Inactivation
 - i. The purpose of a career technical program inactivation is to respond to rapid changes in industry demand, allowing time for program assessment and inactivation. If industry demand for the program does not resume within three years following the inactivation, the program shall be discontinued pursuant to IDAPA 55.01.02.

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- ii. Program inactivation requires a formal letter notifying the State Administrator requesting inactivation. The letter will include:
 - 1) Description and rationale for the modification
 - 2) Implementation date
 - 3) Arrangement for enrolled students to complete the program in a timely manner
 - 4) Impact of accreditation, if any
 - 5) Impact to current employees of the program
 - 6) Impact on current budget
- iii. The State Administrator will make a recommendation in writing to the Board office. The Board office will send notification to the institution.
- iv. Program re-activation requires a formal letter notifying the State Administrator requesting re-activation.
- 5. Sunset Clause for Program Approval

Academic and career technical education programs approved by the Board or Executive Director must be implemented within five years. A program not implemented within five years from the approval date requires submission for approval of an updated proposal. Institutions shall notify the Board office in writing when an approved program has not been officially implemented. Institutions may request a change in the sunset timeframe indicated in the program proposal if a program's implementation is delayed for any reason.

- 6. Academic and Career Technical Program Proposal Denial Procedures
 - a. The Executive Director shall act on any request within thirty (30) days.
 - b. If the Executive Director denies the proposal he/she shall provide specific reasons in writing. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director denies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.
- 7. Program Discontinuance

The primary considerations for instructional program discontinuance are whether the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to

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warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined in Board Policy Section II.N.

For career technical program discontinuance, institutions shall adhere to criteria and procedures as provided in IDAPA 55.01.02.

- a. Students Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.
- b. Employees Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:
 - i. Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.
 - ii. State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
 - iii. Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
 - iv. An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Reporting

- a. The Office of the State Board of Education shall report biannually to the State Board of Education all program approvals and discontinuations approved by the Executive Director.
- b. All baccalaureate and graduate level programs approved by the State Board of Education require a report on the program's progress in accordance with a timeframe and template developed by the Board's Chief Academic Officer.

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1. Coverage

Academic and career technical programs, administrative units, research centers/institutes, and public service components at University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College are included in this subsection.

2. Program Review

Program review is the method by which the Board and the institutions evaluate proposed and existing postsecondary programs. The goals of program review are: (a) maintenance and enhancement of the quality of instruction, research, and public service efforts, (b) assurance of the postsecondary education system's responsiveness to changing societal and state needs, (c) promotion of effective and efficient management of the state's resources, and (d) assist the institutions in defining how effective their programs are.

In the context of program review for and by the Board, a program is a curriculum or course of study in a discipline specialty that leads to a certificate or degree. It is often but not always the same as a "major." Administrative units of research and public service are those that are: (a) essential to student training, (b) an integral part of an academic/ career technical program, (c) related to institutional role and mission, or (d) serve the consumer/state interests.

3. Purposes

Categories of academic and career technical programs reviewed at the institutional and state levels as directed by the Board include:

- a. State-Level Review
 - 1) New, expanded, and cooperative programs. (*See also* "Instructional Program Approval," Section III, Subsection G.)
 - 2) Programs proposed for consolidation, relocation, or discontinuance.
 - 3) Administrative units of research and public service.

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- 4) Existing programs by audit procedures and special topic reviews.
- 5) Distance learning/technology program delivery.

The Board will establish procedures and criteria for each audit and special topics review, which are germane to each audit and special topics review.

b. Institutional Review

The institutional reviews include all categories identified above for state-level review with the exception that the review of existing programs and administrative units of research and public service is carried out as part of the systematic evaluation of all programs within a period of time established by the Board.

4. Institutional Policies and Procedures

Each institution will establish and maintain policies and procedures, following the guidelines of the Board and subject to Board approval, for evaluating existing programs and new program proposals, as well as programs proposed for (a) expansion, (b) delivery at an off-campus site by various distance learning methods or in cooperation with another institution, a business, or an industry; (c) consolidation, (d) relocation, or (e) discontinuance. The evaluation process should be an integral component of the institution's academic and vocational education planning and budgeting processes.

5. Statewide Policies and Procedures

State-level review of new and existing programs will be integrated with the state-level academic and career technical planning and budgetary processes and where possible in concert with accreditation self-study and on site review by the accrediting body.

6. Official Vehicle for the Approval of Teacher Education Programs

The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial Certification of Professional School Personnel. The Teacher Certification Office will provide each institution with any revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Teacher education programs must ensure their pre-service teachers meet the components

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(knowledge, disposition, and performance) of the Core Teacher Education Standards and the standards of the level and/or content area(s) in which they plan to be endorsed. (Effective Sept. 1, 2001.)

SUBJECT

Board Policy III.G. - Partial Waiver Extension

REFERENCE

February 14, 2019						•		
	amer	ndments	to include	review	/ and	approval	proc	edures for
	applied baccalaureate degrees and microcertifications.							

- April 18, 2019 The Board approved the second reading of proposed amendments to Board Policy III.G.
- August 29, 2019 The Board was presented with a first reading of proposed amendments to Board Policy III.G. Policy was referred back to Instruction, Research, and Student Affairs (IRSA) for additional discussion.
- October 17, 2019 The Board approved the first reading of proposed amendments, which adds baccalaureate degree programs to the list of programs reviewed by the Board and changes requirements for new academic program proposals that consists of new state appropriations.
- December 2019 The Board approved the second reading of proposed amendments to Board Policy III.G.
- June 10, 2020 The Board approved a partial waiver of the requirement for full proposals in Board Policy III.G.3.d and 4.d for modifications to academic programs, career technical programs and instructional and administrative units.

APPLICABLE POLICY

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

BACKGROUND/DISCUSSION

Board Policy III.G., Postsecondary Program Approval and Discontinuance, provides Idaho's public institutions with procedures for the development, approval, and discontinuation of academic and career technical programs, including instructional and administrative units.

Currently, Board policy requires completion of a proposal form and approval of modifications to existing academic programs, career technical programs, and instructional and administrative units. These include, but are not limited to, the following program modifications:

- Expansion of an existing program outside a designated service region
- Converting one program option into a stand-alone program
- Consolidating an existing program to create one or more new programs
- Adding a degree or certificate program not already approved by the Board

- Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
- Transitioning existing programs to an online format.
- Changes from clock hours to credit hours or vice versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.
- Modification of existing programs as provided above resulting from Program Prioritization.
- Reorganizing, merging, and bifurcating existing instructional and administrative units, including moving programs and resources.

A partial waiver of Board Policy III.G was approved in June last year to provide institutions flexibility with implementing these types of modifications due to pandemic and Program Prioritization processes occurring on some campuses. This waiver also provided opportunities for staff to work with the Council on Academic Affairs and Programs and the Instruction, Research and Student Affairs Committee to conduct a complete audit of Board Policy III.G and identify potential amendments to the policy to improve efficiency in the Board's oversight efforts.

A first reading of proposed amendments to Board Policy III.G is being presented to the Board under a separate agenda item at the June 2021 Board meeting. While these amendments go through the Board's review process, Board approval is requested to extend the waiver of the proposal requirement in Policy III.G.3.d and 4.d for modifications to academic programs, career technical programs, and instructional and administrative units through August 31, 2021. The exception to this waiver will be the expansion of existing program offerings outside an institution's designated service region, as defined in Board Policy III.Z. Those types of modifications will continue to require a full program proposal and will be subject to the review and approval process per III.G.

In place of full proposals for the other types of modifications, institutions will continue to supply a letter of request for approval by the Board's executive director, provided that the fiscal impact is below \$250,000 per fiscal year consistent with policy. The executive director will retain the right to request full proposals for modifications as he deems necessary. New programs, discontinuation of programs, and inactivation of programs will continue to require a program proposal or letter of request, as per policy, and will follow the regular process.

IMPACT

Approval of the waiver will provide institutions with continued support in implementing modifications and will provide staff with time to roll out the new policy requirements, forms, and procedures prior to the beginning of fall 2021.

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STAFF COMMENTS AND RECOMMENDATIONS

Implementing this temporary waiver will provide ongoing support and flexibility to institutions with implementing programmatic or structural modifications while amendments to Board Policy III.G go through the Board's review and approval process. Additionally, the waiver will provide staff with the necessary time to implement the new policy requirements, establish new proposal forms, and procedures prior to the beginning of fall 2021.

The proposed extension of the waiver was shared with the Council on Academic Affairs and Programs on May 6, 2021 and with the Instruction, Research, and Student Affairs Committee on June 1, 2021.

Board staff recommends approval.

BOARD ACTION

I move to extend the waiver of the requirement for a full proposal in Board Policy III.G.3.d and 4.d for modifications to academic programs, career technical programs, and instructional and administrative units until August 31, 2021. In lieu of a full program proposal requirement, institutions will use the letter of notification process during this time period.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, North Idaho College, College of Eastern Idaho, College of Southern Idaho, and College of Western Idaho.

Program planning shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Board Policy Section III.Z.

- 1. Classifications and Definitions
 - a. Instructional Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs or career technical programs.
 - b. Administrative Unit(s) shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or career technical programs.
 - c. Academic Program(s) shall mean a systematic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements (i.e., curricula) that provides the student with the knowledge and competencies required in a specialized field (i.e., major) for an academic certificate, an associate's, baccalaureate, master's, specialist, or doctoral degree as defined in Board Policy Section III.E.
 - d. Major(s) shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.
 - e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.
 - f. Career Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring career technical certificates, microcertifications, or an associate of applied science degree as defined in Board Policy Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. A course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.

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- g. Career Technical Program Components including microcertifications shall mean instructional paths to fields of specialized employment, consisting of more than one specialized course, and may have a separate advisory committee.
- h. Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of the new instructional program or modification to an existing program. This includes instructional and administrative units.
- 2. Roles and Responsibilities
 - a. Institutions shall establish internal program review processes and procedures. Institutions shall follow their internal review processes and procedures pursuant to Board Policy Section III.H. prior to forwarding proposals to the Board.
 - b. Program proposals shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.
 - c. The Idaho Division of Career Technical Education shall review and make recommendations as appropriate to the IRSA Committee and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities. The State Administrator is authorized by the Board to approve academic and career technical microcertifications developed by institutions pursuant to the fiscal impact limits established in subsection 4.b in this policy.
 - d. The Professional Standards Commission shall review and make recommendations as appropriate to the Board on educator preparation programs.
- 3. Academic Program Proposal Submission and Approval Procedures

Subsequent to institutional review and consistent with institutional policies, all requests requiring Board or Executive Director approval will be submitted by the institution to Board staff as a proposal in accordance with a template developed by the Board's Chief Academic Officer. Each proposal shall be reviewed by CAAP within 30 days from receipt of said proposal.

a. Branch Campuses - The establishment of a new branch campus or change in location geographically apart from the main campus where the institution offers at least 50% of an education program shall require Board approval regardless of fiscal impact. This subsection of policy excludes community colleges.

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- b. Learning Outcomes All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy III.X.
- c. Academic Programs

i. All new, modification of, and/or discontinuation of academic program majors shall require completion of the program proposal prior to implementation. This includes certificates of 30 credits or more; associates, bachelors, masters, specialist, and doctoral degrees; instructional and administrative units. Proposals requiring new state appropriations shall be submitted to the Board for review prior to or concurrently with submission of an institution's annual budget request.

- 1) Any program leading to a master's, specialist, or doctoral degree must be approved by the Board prior to implementation. The Instruction, Research and Student Affairs Committee will be notified of baccalaureate degree proposals prior to implementation and may refer them to the Board for review and approval for those it determines appropriate.
- 2) Prior to implementation, an institution shall obtain Board approval of any new, modification of and/or discontinuation of academic or career technical programs, including instructional and administrative units with a financial impact of \$250,000 or more per fiscal year.
- 3) Prior to implementation, an institution shall obtain Executive Director approval of the modification of and/or discontinuation of any academic program; new, modification of, and/or discontinuation of any career technical program; and instructional and administrative units with a financial impact of less than \$250,000 per fiscal year.
- Pursuant to Section 33-2107A Idaho Code, community colleges shall obtain Board approval of any new applied baccalaureate program regardless of fiscal impact.
- 4) Prior to implementation, an institution shall obtain Board approval of any modification and/or discontinuation of all graduate programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.
- 5) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

ii. Modifications to existing programs shall include, but not limed to, the following:

- 1) Expanding an existing program outside a designated service region.
- 2) Converting one program option into a stand-alone program.
- 3) Consolidating an existing program to create one or more new programs.
- 4) Adding a degree program not already approved by the Board.

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- 5) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
- 6) Transitioning of existing programs to an online format.
- 7) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.
- ii. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education (Division) through an approval process in accordance with a template developed by the Division staff. Each request shall be reviewed within 30 days from receipt of request. Academic microcertifications shall be reviewed by Division and Board staff.
 - 1) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E.
 - 2) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.
- iv. All doctoral program proposals shall require an external peer review. The external peer-review panel shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Provost. Board staff will notify the institution in writing whether it may proceed with the external peer-review process. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the Board's Chief Academic Officer. The peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.
- v. New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards Commission (PSC) prior to implementation. The PSC ensures programs meet the Idaho standards for certification. The Board office ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and established in rule. The PSC makes recommendations to the Board for approval of programs as vehicles for meeting the state certification requirements.

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- iii. If the change is judged to be consistent with academic program components and program changes as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.
- iv. Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., must be requested in writing and submitted to Board staff for review and approval by the Board.
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- Learning Outcomes
 All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy Section III.X.
- b. Career Technical Programs and Components
 - i. All new, modification, and/or discontinuation of career technical programs and components, shall require completion of the program proposal prior to implementation. This includes instructional and administrative units. Career technical program proposals shall be forwarded to the State Administrator of the Division of Career Technical Education for review and recommendation. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State Administrator recommendations, to the Board for action.
 - 1) Prior to implementation, an institution shall obtain Board approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of \$250,000 or more per fiscal year.
 - Prior to implementation, an institution shall obtain Executive Director approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of less than \$250,000 per fiscal year.
 - 3) The Executive Director may refer any proposal to the Board for review and action.
 - ii. Modifications to existing programs shall include, but not be limited to, the following:
 - 1) Expanding an existing program outside a designated service region.
 - 2) Converting one program option into a stand-alone program.
 - 3) Consolidating an existing program to create one or more new programs.
 - 4) Adding a certificate or degree program not already approved by the Board.
 - 5) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
 - 6) Transitioning of existing programs to an online format.
 - 7) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.

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- iii. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education through an approval process in accordance with a template developed by Division of Career Technical Education staff. Each request shall be reviewed within 30 days from receipt of request.
 - 3) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E regardless of fiscal impact.
 - 4) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.
- c. Career Technical Program Notification Procedures

Program changes to existing career technical programs may require a proposal. For career technical programs requiring a proposal, subsection 4.b.i. of this policy applies.

- i. Program name or title changes to degrees, departments, divisions, colleges, or centers; changes to CIP Codes; or credit changes to existing programs require a formal letter notifying the State Administrator prior to implementation of such changes.
 - ii. If the change is judged to be consistent with program changes as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with definition of program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.
 - iii. Minor changes to courses within a current program (e.g., course number, title, description, addition, deletion, and/or credit hours) must be submitted to the State Division of Career Technical Education.
- d. Career Technical Program Inactivation
 - i. The purpose of a career technical program inactivation is to respond to rapid changes in industry demand, allowing time for program assessment and inactivation. If industry demand for the program does not resume within three years following the inactivation, the program shall be discontinued pursuant to IDAPA 55.01.02.

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- ii. Program inactivation requires a formal letter notifying the State Administrator requesting inactivation. The letter will include:
 - 1) Description and rationale for the modification
 - 2) Implementation date
 - 3) Arrangement for enrolled students to complete the program in a timely manner
 - 4) Impact of accreditation, if any
 - 5) Impact to current employees of the program
 - 6) Impact on current budget
- iii. The State Administrator will make a recommendation in writing to the Board office. The Board office will send notification to the institution.
- iv. Program re-activation requires a formal letter notifying the State Administrator requesting re-activation.
- 5. Sunset Clause for Program Approval

Academic and career technical education programs approved by the Board or Executive Director must be implemented within five years. A program not implemented within five years from the approval date requires submission for approval of an updated proposal. Institutions shall notify the Board office in writing when an approved program has not been officially implemented. Institutions may request a change in the sunset timeframe indicated in the program proposal if a program's implementation is delayed for any reason.

- 6. Academic and Career Technical Program Proposal Denial Procedures
 - a. The Executive Director shall act on any request within thirty (30) days.
 - b. If the Executive Director denies the proposal he/she shall provide specific reasons in writing. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director denies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.
- 7. Program Discontinuance

The primary considerations for instructional program discontinuance are whether the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to

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warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined in Board Policy Section II.N.

For career technical program discontinuance, institutions shall adhere to criteria and procedures as provided in IDAPA 55.01.02.

- a. Students Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.
- b. Employees Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:
 - i. Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.
 - ii. State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
 - iii. Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
 - iv. An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Reporting

- a. The Office of the State Board of Education shall report biannually to the State Board of Education all program approvals and discontinuations approved by the Executive Director.
- b. All baccalaureate and graduate level programs approved by the State Board of Education require a report on the program's progress in accordance with a timeframe and template developed by the Board's Chief Academic Officer.

SUBJECT

Board Policy III.Q. – Admissions Standards and Board Policy III.O. – Course Placement – Second Reading

REFERENCE

June 2007	Board approved the first reading of amendments to
August 2007	Board Policy III.Q. Board approved the second reading of amendments to Board Policy III.Q.
December 2013	Board approved the first reading of amendments to Board Policy III.Q.
February 2014	Board approved the second reading of
	amendments to Board Policy III.Q.
April 2017	Board approved the first reading of amendments to
	Board Policy III.Q.
June 2017	Board approved the second reading of
	amendments to Board Policy III.Q.
June 2020	Board approved a temporary waiver of the College
	Entrance Exam minimum admission requirement in
	response to the COVID-19 pandemic.
April 2021	Board approved the first reading of amendments to
	Board Policy III.Q.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q, Admissions Standards

BACKGROUND / DISCUSSION

At the April 2021 Regular Board meeting, the Board discussed the shift in the college entrance exam landscape over the past year. There were significant alterations to college admissions requirements nationwide during this period, with many institutions adopting either "test blind" or "test optional" policies.

The national movement away from college entrance exam scores in 2020 was primarily due to the limited or nonexistent capacity at testing sites in many high school students' local areas due to the COVID-19 pandemic. For some institutions, such decisions were also hastened by a growing body of research suggesting scores on these exams predict family income and ethnicity as well or better than success in first-year college coursework.

In response to the COVID-19 pandemic, in June 2020, the Board approved a temporary waiver of Board Policy III.Q.4.a. (college entrance exam score as an Idaho public postsecondary minimum admissions requirement) for students seeking admission for the 2020-2021 academic year. This waiver will expire in June 2021.

IMPACT

Approval of the policy amendments will remove college entrance exam scores as an Idaho public postsecondary minimum admissions requirement for academic and career technical programs, incorporate relevant policy from Board Policy III.O into Board Policy III.Q, and repeal Board Policy III.O.

ATTACHMENTS

Attachment 1 – Board Policy III.Q. Admissions Standards – Second Reading Attachment 2 – Board Policy III.O. Course Placement – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

No changes were made between the first and second readings of these policies. Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.Q. Admission Standards as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

AND

I move approve the second reading of Board Policy III.O. Course Placement, repealing the policy in its entirety as presented in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: III. POSTSECONDARY AFFAIRS SUBSECTION: Q. Admission Standards

June 2017 2021

1. Coverage

<u>The</u> University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho and North Idaho College are included in this subsection. The College of Eastern Idaho, College of Southern Idaho, College of Western Idaho and North Idaho College are exempted from certain provisions of this admission policy when where established in by their local boards of trustees.

2. Purposes

The purposes of the admission policies are to <u>This policy is intended to accomplish the</u> <u>following goals</u>:

- a. Promote institutional policies which meet or exceed minimum statewide standards for admission to higher education institutions;
- b. Inform students of the academic and technical degree expectations of postsecondary level work;
- c. Improve the quality of academic and technical degree preparation for postsecondary programs;
- d. Enhance student access to academic and technical degree programs; and
- e. Admit to postsecondary education institutions those students for whom there is a reasonable likelihood of success.

31. Institution Policies

The ______college and universitiesEach postsecondary institution must establish institutional policies which meet or exceed the following minimum academic and career technical admission standards. Additional and more rigorous requirements also may be established by the college and universities_institutions_____for admission to specific programs, departments, schools, or colleges within the institutions. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee.

42. Academic <u>College and UniversityPostsecondary Institution</u> <u>Program</u> <u>Regular</u> Admission

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: III. POSTSECONDARY AFFAIRS SUBSECTION: Q. Admission Standards

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a. Academic Program Regular Admission

Students attending an Idaho public school, or Idaho private school that has entered a Direct Admission participation agreement with the Board, may be notified of their admission to an Idaho public college or university through the State Board's Direct Admission Program. -Admission awarded through the program is contingent upon on the verified level of achievement in high school curriculum and performance on a college entrance exam, and successful completion of stateIdaho-_high school graduation requirements.

An applicant who is not admitted under the Board's Direct Admission Program must_complete each of the minimum requirements listed below. International students and those seeking postsecondary career technical studies are exempt.

a. Submit scores received on the American College Test (ACT) or Scholastic Aptitude Test (SAT) and/or other standardized diagnostic tests as determined by the institution. These scores will be required of applicants graduating from high school in 1989 or later. Exceptions include applicants who have reached the age of 21. These applicants are subject to each institution's testing requirements; and

b. Ggraduate from an accredited high school accredited by a body recognized by the Board and complete the Admission Standards Core eCourses below with a minimum 2.00 cumulative grade point average. Applicants who graduated from high school prior to 1989 will be subject to the admission standards at the time of their high school graduation. Each institution may develop a separate policy for the admissions and placement of <u>linternational students and those seeking</u> postsecondary career technical education studies are exempt.

Admission Standards Core Courses

Subject Area	Minimum Requirement	Select from These Subject Areas
Secondary Language Arts and Communication	8 credits	Composition, Literature, and Oral Communication

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Mathematics	6 credits	A minimum of six (6) credits. ¬ Secondary Mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in Mathematical Problem Solving and Quantitative Reasoning.including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II. A total of 8 credits are strongly recommended. Four (4) of the required mathematics credits must be taken after 9 th grade. Courses not identified by traditional titles, (i.e., Algebra I or Geometry), may be used as long as they contain all of the critical components of higher math functions) prescribed by the State Mathematics Achievement_Content Standards. Institutions may recognize other Mathematics courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements.
		Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10 th , 11 th , and 12 th -grade.
Social Studies	5 credits	American Government (state and local), Geography, U.S. History, and World History.
		Other courses may be selected from Economics, <u>-(including</u> Consumer Economics, if its aligns to the state content standards), Psychology, and Sociology.
Science	6 credits	Secondary sciences include instruction in Applied Sciences, Earth and Space Sciences, Physical Sciences, and Life Sciences. Anatomy, Biology, Chemistry, Earth Science, and Geology. Physiology, Physics, Physical Science, Zoology. A maximum of two (2) credits may be derived from career technical science courses when courses are aligned to state career technical content standards, and/or Applied Biology, and/or Applied Chemistry. (Maximum of two (2) credits).
		Institutions may recognize other Science courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements.
		Must have laboratory science experience in at least two (2) credits.
		A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens;

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		to develop skills in chastivation and applying and to discover
		to develop skills in observation and analysis; and to discover,
A.(0	demonstrate, illustrate, or test scientific principles or concepts.
Arts and	2 credits	Humanities courses include instruction in Visual Arts, Music,
Humanities		Theatre, Dance, or World Language aligned to the Idaho content
(including world		standards for those subjects. Other courses such as Literature,
languages)		History, Philosophy, Architecture, or Comparative World Religions
		may satisfy the humanities standards if the course is aligned to the
		Interdisciplinary Humanities Content Standards. Literature, History,
		Philosophy, Fine Arts (if the course is aligned to the state arts and
		humanities content standards), and inter-disciplinary humanities
		(related study of two or more of the traditional humanities
		disciplines). History courses beyond those required for state high
		school graduation may be counted toward this category.
		World Language is strongly recommended. The Native American
		Languages may meet the world language credit requirement
Other College	3 credits	Speech or Debate ([no more than one (1) credit)]. Debate must be
Preparation		taught by a certified teacher.
-		
		Studio/Performing Arts (art, dance, drama, and music).
		Foreign Language (beyond any foreign language credit applied in
		the Humanities/Foreign Language category).
		Secondary Career Technical Education classescourses (no more
		than two (2) credits) in Agricultural Science and Technology;
		Business Technology Education; Computer Science Technology;
		Engineering; Family and Consumer Sciences; Marketing
		Technology Education; Technology EducationAgricultural science
		and technology, business and office education, health occupations
		education, family and consumer sciences education, occupational
		family and consumer sciences education, technology education,
		marketing education, trade, industrial, and technical education, and
		individualized occupational training.

If the high school the student graduated from <u>a high school that</u> does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/World Languages) may not <u>also</u> count in another category.

<u>5b</u>. Academic <u>College and University</u> Provisional Admission

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- A degree-seeking applicant who does not qualify for admission based on subsection 4.ba. above, but who satisfies one (1) of the criteria below, may seek provisional admission by petitioning the institutional admissions-director officer...:
 - <u>i.</u> Graduated from an <u>accredited</u> secondary school <u>accredited by a body</u> recognized by the Board but has not completed the Admission Standards Core <u>courses</u> set forth above;
 - ii.2) Did not graduate from an accredited secondary school accredited by <u>a body recognized by the Board</u>, including home schooled students, and has acceptable performance on either the General Educational Development (GED) <u>T</u>test or another standardized diagnostic tests such accepted by the institutions.;
 - iii.3) Deserves special consideration by the institution because of special status, (e.g., disadvantaged or minority students, delayed entry students, returning veterans, or gifted and talented students wishing to enter college early).

A student seeking provisional admission to any public postsecondary institution must take at least twoone (21) testing assessment indicators that will allow the institution to assess competency and placement., one (1) of which must be the ACT or SAT. ACT or SAT scores must be submitted prior to enrollment.

iib. If provisionally admitted, a student will enroll with provisional standing and is subject to the institutional grade retention. –A provisionally admitted student may change to regular admission status upon satisfactory completion of fourteen (14) baccalaureate level credits, twelve (12) of which must be general education courses. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

6. Advanced Opportunities

Secondary students who wish to participate in the Advanced Opportunities_program outlined in Board Policy Section III.Y. Advanced opportunities, must follow the procedures outlined in Board Policy III.Y<u>Advanced Opportunities</u>.

7<u>c.</u>- <u>Academic</u> Transfer Admission

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- ia. A degree-seeking student who, after graduating from high school or earning a GED, has earned at least fourteen (14) or more semester hours of transferable academic college level credit from a regionally accredited college or university with a minimum cumulative GPA of 2.00 may be admitted.
- iib. A student not meeting the requirement in subsection 76.a. may petition the institutional admissions directorofficer to be admitted. If admitted, the student must enroll on probation status, meet all conditions imposed by the institutional admissions committee, and complete the first semester with a minimum 2.00 GPA, or may be dismissed.

d8. Academic Program Placement

Placement assessment indicating potential for success may be required for some academic programs. Placement requirements vary according to the program. Each institution shall establish academic program placement policies and publish these policies in an accessible manner on the institution's website.

- <u>38</u>. Career Technical <u>Education Program</u> Admissions
 - a. Admission Standards

Regular or Provisional admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a career technical program. The admission standards and placement criteria do not apply to workforce development or short-term training programs. Career technical program admission processes in addition to institutional program admission.

Placement Tests

Placement test scores indicating potential for success are generally required for enrollment in a career technical program of choice. Placement score requirements vary according to the prograc. Idaho Technical College System

The career technical education programs are offered at the following locations:

Region ICoeur d'Alene, North Idaho CollegeRegion IILewiston, Lewis-Clark State College

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Region IIINampa, College of Western IdahoRegion IVTwin Falls, College of Southern IdahoRegion VPocatello, Idaho State UniversityRegion VIIdaho Falls, College of Eastern Idaho

- d.b. Student Advising
 - i. Clarify the importance of career planning and preparation: high school students should be actively engaged in career planning prior to entering the 9th grade. Career planning assures that students have sufficient information about self and work requirements to adequately design an education program to reach their career goals.
 - ii. Emphasize that career technical courses in high school, including career technical advanced opportunities and work-based learning connected to school-based learning, are beneficial to students seeking continued education in career technical programs at the postsecondary level.
 - iii. Clarify the kind of educational preparation necessary to successfully enter and complete postsecondary studies. Mathematics and science are essential for successful performance in many career technical programs. Programs of a technical nature generally require greater preparation in applied mathematics and laboratory sciences.
 - iv. Clarify that career technical programs of one or two years in length may require additional time if applicants lack sufficient educational preparation.
- ec. Career Technical Program Regular Admission

Students desiring Regular Admission to any of Idaho's technical colleges must meet the following standards. Students planning to enroll in programs of a technical nature are also strongly encouraged to complete the recommended courses. Admission to a specific career technical program is based on the capacity of the program and specific academic and/or physical requirements established by the technical college/program.

i. Standards for students who graduated from high school in 1997 or earlier

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- 1) High School diploma with a minimum 2.0 GPA¹ from a high school accredited by a body recognized by the Board; and
- Placement examination² (ACT, SAT or other diagnostic/placement tests as determined by the institution. –Scores may also be used to determine placement eligibility for specific career technical programs-); and
- 3) Satisfactory completion of high school coursework that includes at least the following:
 - a) Mathematics -- 4 credits (6 credits recommended) from challenging math sequences of increasing rigor selected from courses such as Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade. Less rigorous mathematics courses taken in grades 10-12 after 1998, such as pre-algebra, review mathematics, and remedial mathematics, shall not be counted.
 - b) Science -- 4 credits (6 credits recommended, with 4 credits in laboratory science) including at least 2 credits of laboratory science from challenging science courses including applied biology/chemistry, principles of technology (applied physics), anatomy, biology, earth science, geology, physiology, physical science, zoology, physics, chemistry, and agricultural science and technology courses (500 level and above).
 - c) Secondary Language Arts and Communication -- 8 credits. Applied English in the Workplace may be counted for English credit.
 - d) Other -- Career technical courses, including postsecondary credits earned pursuant to Board Policy III.Y. Advanced Opportunities and organized work-based learning experiences connected to the school-

¹An institution may substitute a composite index placement exam score and high school GPA for the GPA admission requirement.

²If accommodations are required to take the placement exam(s) because of a disability, please contact the College to which you are interested in applying.

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based curriculum, are strongly recommended. High School Work Release time not connected to the school-based curriculum will not be considered.

ii. Standards for Others Seeking Regular Career Technical Program Admission

Individuals who graduated from high school, received their GED prior to 1997, or who are at least 21 years old and who desire Regular Admission to the technical colleges must have a:

- 1) High School diploma with a minimum 2.0 GPA from a high school accredited by a body recognized by the Board; or
- 2) General Educational Development (GED) certificate³; and
- ACT, SAT or other dDiagnostic/placement tests as determined by the institutions. Scores may also be used to determine admission eligibility for specific career technical programs.

9.<u>d.</u> Career Technical Program Provisional Admission

Students who do not meet all requirements for <u>FR</u>egular <u>aA</u>dmission may apply to a technical program under provisional admission. Provisionally admitted students who are conditionally admitted must <u>successfully</u> complete appropriate remedial, general and/or technical education coursework related to the career technical program for which <u>FR</u>egular <u>aA</u>dmission status is desired, and to demonstrate competence with respect to that program through methods and procedures established by the technical college. Students desiring Provisional Admission must<u>have a meet the following standards</u>:

- i. High School diploma or GED certificate³; and
- ii. ACT, SAT or other diagnostic/placement tests as determined by the institutions. Scores may also be used to determine placement eligibility for specific career technical programs.)

³Certain i<u>Institutions may allow individuals who do not have a high school diploma or GED to be</u> admitted if they <u>applicant can demonstrate the necessary ability to succeed in a career</u> technical program through appropriate tests or experiences<u>as</u> determined by the institution.

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- iii. Institutions may allow individuals who do not have a high school diploma or GED to be admitted if the applicant can demonstrate the necessary ability to succeed in a career technical program through appropriate tests or experiences as determined by the institution.
- <u>10e.</u> Career Technical Program Placement Criteria: Procedures for placement into specific career technical programs

Placement test scores indicating potential for success are generally required for enrollment in a career technical program of choice. Placement score requirements vary according to the program.

Each institution shall establish career technical program placement policies and publish these policies in an accessible manner on the institution's website.

Specific career technical programs may require different levels of academic competency and admission requirements. Students must also be familiar with the demands of a particular occupation and how that occupation matches individual career interests and goals. Therefore, before students can enroll in a specific program, the following placement requirements must be satisfied:

- i. a. Specific program requirements (including placement exam scores) established by the technical program. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills; and
- ii. Formal procedures and definitions for program admission employed by the technical college. Program admission requirements and procedures areshall be clearly defined and published for each program.

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: III. POSTSECONDARY AFFAIRS SUBSECTION: O. Course Placement

October 2016June 2021

1. Coverage

University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College are included in this subsection, herein referenced as "institution."

- 2. Academic College and University Course Placement
 - a. Each institution shall submit their academic course placement policies to the Office of the State Board of Education for publication in a single online location.
 - b.<u>a.</u> Any amendments made to an institution's academic course placement policy must immediately be submitted to the Office of the State Board of Education for updating the published policy.

SUBJECT

Board Policy III.U. Instructional Material Access and Affordability – Second Reading

REFERENCE

April 2018	Board received an update on an Open Educational Resources (OER) initiative.					
June 2018	Board discussed system-wide access and affordability strategies including OER and requested an inventory and implementation timeline be provided at the October 2018 Board meeting.					
August 2018	Board approved a line item request for OER funding.					
December 2018	The Board was provided with a timeline and inventory update regarding OER and the total number of course sections delivered exclusively with OER throughout Idaho colleges and universities.					
April 2019	The Board was provided with an inventory of common indexed courses for which funding will be focused for OER adoption.					
August 2019	The Board approved the first reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.					
October 2019	The Board approved the second reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.					
February 2021	The Board temporarily waived the implementation deadline for Board Policy III.U.					
April 2021	The Board approved the first reading of proposed amendments to Board Policy III.U. Textbook and Instructional Material Affordability.					

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In response to concerns about Board Policy III.U. from faculty and administrators in Idaho's public higher education institutions, the Board Office established a Working Group comprising faculty and academic leaders from all eight public institutions to amend the policy. This Working Group met several times to develop a new version of the policy that more precisely defines the scope, relevance, and expectations for improving instructional material access and affordability while also addressing the concerns raised by the academic community mentioned above.

IMPACT

Approval of the new version of the policy will provide Idaho colleges and universities with guidance for ensuring that all students have reliable low- or nocost access to instructional materials. The new version of the policy also sets

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expectations for goal-oriented, institution-supported, and measurable access and affordability initiatives at our institutions.

ATTACHMENTS

Attachment 1 – Board Policy III.U. Instructional Material Access and Affordability – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes between the first and second readings of this policy. Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy III.U. Instructional Material Access and Affordability, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: III. POSTSECONDARY AFFAIRS SUBSECTION: U. Instructional Material Access and Affordability

June 2021

1. Definitions

- a. "Automatic charge" is an additional course fee automatically charged to a student by an institution or entity authorized by the institution for the purpose of providing access to instructional materials. Special course fees as defined in Board policy V.R. are not considered automatic charges for instructional materials
- b. "Course marking" is the act of assigning specific attributes (e.g., letters, numbers, graphic symbols, colors, etc.) to course sections that help students quickly identify important information and make informed decisions at time of registration.
- c. "Instructional materials" are print or digital media used to support access to knowledge. Books, articles, lab manuals, study guides, software, subscriptions, modules, multimedia, assessments, assignments, courseware, and full courses are common examples of instructional materials.
- d. "Cost" is the consistent total list price for the faculty-preferred format of all required instructional materials in a single course or course section for one term and shall be qualified as follows:
 - i. "Zero cost" means a total list price of \$0.
 - ii. "Very low cost" means a total list price of \$1-\$30.
 - iii. "Low cost" means a total list price of \$31-\$50.
 - iv. "Mid cost" means a total list price of \$51-\$100.
 - v. "High cost" means a total list price of more than \$100.
- e. "Open Education Resources (OER)" are teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others.
- 2. Institution Plans for Instructional Material Access and Affordability
 - a. Each institution shall develop and implement a plan to increase access and affordability of instructional materials for all students.

Plans shall include the following elements:

- i. Resources and support to help faculty ensure all instructional materials are relevant and accessible for all students, especially students who require learning accommodations or additional modes of delivery (e.g. a print version of a digital textbook, internet access, etc.).
- ii. Policies and/or strategies that minimize the cost of instructional materials for students while maintaining the quality of education, the academic freedom and responsibility of faculty and students, and the recognition that the average cost of instructional materials is higher in certain disciplines, and some disciplines require higher cost materials which are used over multiple terms or throughout an entire program.
- iii. Professional development opportunities for faculty and staff related to the discovery, adoption, and use of OER and other affordable instructional materials.
- iv. Strategies to support faculty adoption, adaption, and/or use of OER and other affordable instructional materials.
- v. Programs, incentive structures, or other strategies to encourage and support faculty to publicly share OER developed for their own courses.
- vi. Course marking processes at the time of course schedule releases that indicate the cost of instructional materials in course sections that are reliably zero cost or very low cost, as defined in this policy.
- vii. Course marking processes at the time of course schedule releases that indicate course sections that reliably require the purchase of, including an automatic charge for, any access codes for instructional materials.
- viii. Strategies with measurable goals for improving and using readily available and relevant OER or other very low cost instructional materials in commonindexed courses (as articulated in Board Policy III.N.6.b.), including dual credit courses.
- b. Plans may include the following elements:
 - i. Course marking that indicates the cost of instructional materials in course sections at time of registration that are low cost, mid cost, and/or high cost, as defined in this policy.
 - ii. Strategies with measurable goals for improving and using readily available and relevant OER or other affordable instructional materials in noncommon-indexed courses.
 - iii. Policies or procedures that encourage faculty to be intentional in selection and use of instructional materials, including ongoing review and reconsideration of required materials.
 - iv. Inclusion of efforts to increase access and affordability of instructional materials as part of tenure and promotion processes.
 - v. Other elements as determined by the institution.

- c. Institutions shall submit their initial plans to the Board Office for review and feedback by June 1, 2022. Institutions shall regularly review and update their plans as needed.
- d. Institutions shall submit to the Board Office a report on the implementation and outcomes of their plans annually. The format and requirements of this annual report shall be determined by the Executive Director or designee.

UNIVERSITY OF IDAHO

SUBJECT

Master of Science in Cybersecurity

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

University of Idaho (U of I) proposes to create a new Master of Science (M.S.) in Cybersecurity to be offered in Moscow, Coeur d'Alene, and Idaho Falls. U of I has offered a variety of cybersecurity courses as technical electives through the Department of Computer Science since 1991. This degree will be focused on advanced cybersecurity concepts, building on the content of the existing undergraduate cybersecurity degree. Currently, undergraduate degrees in cybersecurity are not common. The proposed M.S. in Cybersecurity includes a 'leveling' course to support students who have a related but non-cybersecurity degree.

In 1999 the University of Idaho was designated a National Center of Academic Excellence (CAE) in Information Assurance Education by the National Security Agency (at the time, Information Assurance was the U.S. Government term for Cybersecurity). U of I was one of the first seven universities in the nation to receive this designation, and the institution has maintained it every renewal cycle.

The M.S. in Cybersecurity meets CAE certification standards that require precise course content and a dedicated degree path forward for Cybersecurity students. We expect it to also receive accreditation through Accreditation Board for Engineering and Technology (ABET), the Engineering accreditation organization. It also complies with standards adopted by the U.S. Government's National Institute of Standards and Technology Cybersecurity Workforce Framework – a catalog of job duties along with knowledge, skills and abilities for those jobs, for a wide range of cybersecurity careers.

IMPACT

The proposed M.S. in Cybersecurity degree program contributes to the statewide cybersecurity initiative by offering a second graduate program with a different focus than the recently approved M.S. Cybersecurity program at BSU. The two programs are only duplicative in name, not in content or learning outcomes. The U of I program is research based, focuses on computer science and software engineering, and provides the groundwork for postgraduate, research-focused studies in cybersecurity. This program will lead to new knowledge about this industry and positions Idaho to be a focal point for cybersecurity advancement. It supports the collaboration between Idaho's higher education institutions to meet the growing workforce demand for cybersecurity expertise and related fields. The U of I is committed to growing the cybersecurity partnership with the Idaho National

Laboratory and developing a variety of degree offerings to meet a variety of cybersecurity workforce demands. Data from EMSI predicts a 30.4% increase in jobs (510 jobs) in Idaho through 2029 and a 27.8% increase nationally. In our 16-county region, job growth is expected to increase 26.0% (134 jobs) through 2029.

U of I anticipates adding a cybersecurity seminar course, which will be covered by existing resources and faculty. The university provides that many of the courses required for the program are currently being taught as computer science (CS) courses. U of I will convert those to become cybersecurity (CYB) courses or cross-list them as CS/CYB courses. Existing faculty will shift some of their teaching duties from existing CS courses to the equivalent CS/CYB courses. U of I does not anticipate significant changes to the courses available to CS students. Students will be assessed lab fees to support client computers, used by students in the lab courses. The exact fee will be dependent upon estimated enrollment and will be amortized over three years. U of I anticipates the cost per student per year will range from \$75 - \$150 per credit over the next three fiscal years. Financial impact ranges from \$6,654 - \$14,154 over a four-year period for operating expenditures and equipment.

ATTACHMENTS

Attachment 1 – M.S. Cybersecurity Program Proposal Attachment 2 – U of I Cybersecurity Degree Programs

BOARD STAFF COMMENTS AND RECOMMENDATIONS

University of Idaho anticipates eight enrollments initially and projects that the program will reach 20 students by the fifth year, graduating approximately 6-10 students per year once the program is up and running. If the program does not reach sustained enrollments of 12 full-time students, the university will sunset the program.

U of I's request to offer an M.S. in Cybersecurity is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Regions I, II, and IV. In accordance with Board Policy III.Z., no institution has the statewide program responsibility specifically for cybersecurity programs.

	Executive Director consistent with Board Policy III.6 Since Fail 2020.						
Instit.	Title	Degree/Certificate	Implementation Date				
BSU	Cyber-Physical Systems Security for All	Undergraduate Certificate	8/3/2020				
BSU	Cyber Operations	Undergraduate Certificate	8/3/2020				

N/A

Graduate Certificate

Master of Science

Master of Science

Bachelor of Science

The following represents related programs processed or approved by the Board or Executive Director consistent with Board Policy III.G since Fall 2020:

8/3/2020

8/2/2021

8/2/2021

8/2/2021

12/21/2020

BSU

BSU

BSU

BSU

BSU

Cybersecurity

Cybersecurity

Institute for Pervasive Cybersecurity

Cyber Operations and Resilience

Cyber Operations and Resilience

Instit.	Title	Degree/Certificate	Implementation Date
CSI	Introduction to Cybersecurity	Basic Technical Certificate	8/10/2020
ISU	Cyber-Physical Systems Engineering Technology	Bachelor of Applied Science	8/10/2020
ISU	Computer Science Cybersecurity	Undergraduate Certificate	8/10/2021
ISU	Secure Cyber Operations	Graduate Certificate	8/10/2021
UI	Cybersecurity	Bachelor of Science	8/16/2021

The proposed M.S. in Cybersecurity differs from Boise State University's recently approved Master's level program in Cybersecurity in that the U of I's program will be a research based program consisting of a thesis and a non-thesis option. The program will build from the university's existing Bachelor of Science in Cybersecurity, which was approved in April 2020, and will be offered in Moscow, Coeur d'Alene, and Idaho Falls. Boise State University's M.S. in Cybersecurity is an interdisciplinary program consisting of three specific emphases in Computer Science, Cryptanalysis and Signals Analysis, and Management and will be offered in Boise.

Based on the proposal submitted, the proposed program was designed to be in compliance with criteria, knowledge, and skills as provided in the Center of Academic Excellence in Cyber-Defense (CAE-CD) denomination by the U.S. National Security Agency and the U.S. Department of Homeland Security. As provided in the program proposal, Idaho has two denomination institutions: University of Idaho and Idaho State University. Based on this denomination status, the university provides there are no programs similar to the proposed degree with significant coverage of Cybersecurity knowledge and skills as provided in the CAE-CD criteria.

Other programs include: University of Idaho - M.S. in Computer Science and Graduate Certificate in Secure and Dependable Computing Systems; Boise State University - M.S. in Computer Science, Ph.D. in Computing with an emphasis in Cybersecurity, and Graduate Certificate in Computer Science. Additionally, Boise State will offer an M.S. in Cyber Operations and Resilience, M.S. in Cybersecurity, and a Certificate in Cryptography and Cryptanalysis, beginning fall 2021.

U of I indicates that Idaho State University, as a CAE-CD denomination institution, offers degrees with significant cybersecurity content, knowledge, and skills in either Bachelor of Science or Associate of Applied Science degrees. ISU currently offers an M.S. in Computer Science with Data Analysis and Science emphases, and an Associate of Applied Science and an Intermediate Technical Certificate in Industrial Cybersecurity Engineering Technology.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on April 1, 2021; and to the Instruction, Research, and Student Affairs on June 1, 2021. Staff recommends approval and notes that this new program at UI could be a meaningful contribution to ongoing statewide cybersecurity efforts.

BOARD ACTION

I move to approve the request by University of Idaho to create a Master of Science in Cybersecurity, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Institutional Tracking No.

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	February 2020
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Engineering
Name of Department(s) or Area(s):	Computer Science

Program Identification for Proposed New or Modified Program:

Program Title:	Су	Cybersecurity								
Degree:	MS		Degree Desigr	natior	ition		Undergradua		x	Graduate
Indicate if Online Program:										
CIP code (consult IR /Registrar):	11.	11.1003 COMPUTER AND INFO. SYSTEMS SECURITY/INFORMATION ASSURANCE.								
Proposed Starting Date:	Su	Summer 2021								
Geographical Delivery:	Loc	Location(s) Moscow, CdA, Idaho Region(s) I, II, IV								
Indicate (X) if the program is/has:		Self-Support		Profe	rofessional Fee			Online	Program Fee	
Indicate (X) if the program is:	х	X Regional Responsibility			S	Statewide Responsibility				

Indicate whether this request is either of the following:

Expansion of Existing Program
Consolidation of Existing Program
New Off-Campus Instructional Program
Other

Approval Signatures:

John Geplan 9 March 2020

College Dean (Institution) Date Vice President for Research Date 4-5-2021 5-3-21 Graduate Dean or other official Date Academic Affairs Program Manager, Date OSBE 5/3/21 FVP/Chief Fiscal Officer Date Chief Academic Officer, OSBE Date (Institution) . Kilburn Todd (on 5/3/21 ve Provost/VP for Instruction Date Chief Financial Officer, OSBE Date (Institution) Sper 100 President Date SBOE/Executive Director Approval 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. <u>All guestions must be answered</u>.

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.

Since 1991, the Department of Computer Science has offered a variety of Cyber Security courses as technical electives in our undergraduate degree program. In 1999 the University of Idaho was designated a National Center of Academic Excellence (CAE) in Information Assurance Education by the National Security Agency (at the time, Information Assurance was the US Government term for Cybersecurity). We were one of the first seven universities in the nation to receive this designation, and we have maintained it every renewal cycle.

In the past few years, the CAE certification process has become more prescriptive, requiring more precise course content and a dedicated degree path forward for Cybersecurity students. ABET (the Engineering accreditation board) now accredits cybersecurity degree programs. Also, the US Government has adopted the NIST Cybersecurity Workforce Framework – a catalog of job duties along with knowledge, skills and abilities for those jobs, for a wide range of cybersecurity careers.

This growth of standardized program content, along with the tremendous growth in job opportunities for our graduates, has led to the conclusion that we need to establish dedicated degree paths in cybersecurity. This degree will be focused on advanced cybersecurity concepts, building on the content of an undergraduate cybersecurity degree. Because currently undergraduate degrees in cybersecurity are rare, we are including a 'leveling' course in the program for students with a related, but non-cybersecurity 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.

List the job titles for which this degree is relevant.

The following are US Department of Labor (DOL) Occupation Titles requiring cybersecurity skills:

- 1. *Information Security Analysts* This is the DOL Job title for the following specialized cybersecurity work roles:
 - a. System Security Analyst
 - b. Cyber Defense Analyst
 - c. Cyber Defense Infrastructure Support Specialist

d. Vulnerability Assessment Analyst

e. Cyber Defense Forensics Analyst

- 2. Network Operations Specialist
- 3. Software Developer
- 4. System Administrator
- 5. Technical Support Specialist

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)			EMSI Study (see below).
State		520 in 2016	http://www.projectionscentral.co
		+ 150 by 2026	m/Projections/LongTerm
Nation		100,000 in 2016	
		+28,500 by 2026	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

Our Emsi analysis predicts a 30.4% increase in jobs (510 jobs) in Idaho through 2029 and a 27.8% increase nationally. In our 16-county region, job growth is expected to increase 26.0% (134 jobs) through 2029.

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.

We have had regular enrollments in our cybersecurity courses over the past several years, from current computer science students at both the undergraduate and master's level. Most have indicated an interest in focusing their studies in cybersecurity but are not able to due to the demands of the current computer science undergraduate degree program.

Course	AY 16-17	AY 17-18	AY 18-19	Fall 2019
	AT 10-17	AT 17-10	AT 10-13	Faii 2019
CS 336 (Intro course)	19	24	14	24
CS 439/539 (Applied Security)	10/4	9/10		2/3
CS 437/537 (Computer Forensics)	1/21		5/32	
CS 438 Network Security		5/10	8/16	
Security Special Topics			0/11	/11

Table 1: Past enrollments in the CS courses that have cybersecurity as the focus (undergraduate/ graduate). The graduate level courses will become part of the core of the new cybersecurity program

In addition to internal demand, we expect to see increases in new student enrollment due to the strong growth of cybersecurity jobs in the region, state, and nationally.

c) Economic Need: Describe how the proposed program will act to stimulate the state

economy by advancing the field, providing research results, etc.

Studies have shown that there is a major unmet need for cybersecurity professionals. These professionals help businesses protect their assets from cyber criminals. Untrained individuals spend more time and effort, and therefore more corporate resources, developing less than ideal solutions. A trained cybersecurity professional will be able to get the work done with less effort and fewer resources. Furthermore, our economy and critical infrastructures are today very dependent on digital and computer-based systems. Adequately protecting such systems is of paramount and essential importance, and a likely a prerequisite, for a healthy economy in the State of Idaho and the Nation.

d) Societal Need: Describe additional societal benefits and cultural benefits of the program.

There is a great need for cybersecurity expertise across all businesses and government sectors. Whether it be in the area of e-commerce, web applications, mobile apps, business, military, health, agriculture, critical infrastructures, or processing big data, there is a need to protect information systems and individual privacy, and to ensure the integrity of our systems. A look at the news every week brings about reports of cybersecurity breaches and loss of private information, financial loss, or the potential for disruption of critical infrastructure.

Cybersecurity experts agree that many of these problems could be fixed if a wider portion of the workforce was aware of best-practice cybersecurity technologies and processes. At the same time, these experts agree that we need to constantly improve these technologies and processes given the advances made by cyber criminals and the constant deployment of new connected technologies which introduce new attack surfaces and vulnerabilities.

- e) If Associate's degree, transferability:
- **3. Similar Programs.** *Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.*

The proposed *Masters of Science in Cybersecurity* degree was designed from the ground-up to be exceedingly compliant with the criteria, knowledge, and skills detailed in the Center of Academic Excellence in Cyber-Defense (CAE-CD) denomination by the U.S. National Security Agency and the U.S. Department of Homeland Security.

Source: (https://www.iad.gov/NIETP/documents/Requirements/CAE_CDE_criteria.pdf)

Under the Center of Academic Excellence in Cyber-Defense criteria, institutions offering compliant cybersecurity-focused 2-year degrees are denominated as CAE-2Y, and institutions offering compliant Bachelor-level or Graduate-level cybersecurity-focused degrees are denominated CAE-CD (these can be minors, certifications, or emphasis options within a degree). The table below shows the number of CAE-CD and CAE-2Y denominated institutions in Idaho and its neighboring states of Montana, Nevada, Oregon, Utah, and Washington. The state of Wyoming appears to have no CAE-CD nor CAE-2Y denominated educational institutions.

Source: https://www.iad.gov/NIETP/reports/cae_designated_institutions.cfm (2019-09-09)

Count of Education Institutions with CAE Designation Per State

State	CAE-2Y	CAE-CD	CAE-R	Total
Idaho	1	2		3
Montana	2			2
Nevada	1	1		2
Oregon	2			2
Utah		2		2
Washington	5	2	1	8
Total	11	7	1	19

Idaho Public Institutions: Four-year and Graduate:

There are currently two Center of Academic Excellence in Cyber-Defense (CAE-CD) denominated institutions in Idaho: The *University of Idaho* and *Idaho State University*. Source: <u>https://www.iad.gov/NIETP/reports/cae_designated_institutions.cfm</u>

The following table lists programs that we believe to be similar and are being offered by public colleges or universities in Idaho. In this case our definition of similar is that the program is:

- a) Offered by an institution also denominated as a Center of Academic Excellence in Cyber-Defense (CAE-CD) and
- b) The degree is a Bachelor of Science degree with significant coverage of Cybersecurity knowledge and skills.

Under such definition, and to the best of our knowledge, there are no programs, significantly similar to the degree being proposed that are currently offered at other public educational institutions in Idaho.

Similar Programs offered by Idaho public institutions (list the proposed program as well)				
Institution Name	Degree name and Level	Program Name and brief description if warranted		
University of Idaho	Graduate Certificate in Secure and Dependable Computing Systems	This is part of the MS in CS program.		

University of Idaho:

Related degrees and certificates offered by the University of Idaho are listed below.

- Graduate Academic Certificate in Secure and Dependable Systems.
- Sources: <u>https://www.uidaho.edu/degree-finder/a-z-index</u> <u>https://www.uidaho.edu/academics/dee/programs-courses/certificates</u>

The University of Idaho also offers a *Bachelor of Science in Computer Science* degree and a recently approved *Undergraduate Certificate in Cybersecurity*. Students that complete the B.S. in Computer Science degree plus the UG Certificate in Cybersecurity have gained a set of knowledge and skills satisfactorily compliant with the CAE-CD knowledge and skills criteria. Based on such degree and emphasis area, the University of Idaho is currently denominated a CAE-CD until 2021. It is important to note that such denomination was evaluated under the previous and less comprehensive knowledge and skills CAE-CD criteria. Other related degrees at the University of Idaho are graduate level degrees and certificates. A proposal for a

B.S. in Cybersecurity is currently under review by the SBOE.

Boise State University:

To the best of our knowledge the degrees and certificates listed below may offer coverage of Cybersecurity-related knowledge and skills within some of the required and elective courses and with varying degrees of coverage.

- Master of Science in Computer Science.
- Doctor of Philosophy in Computing, Cybersecurity emphasis
- Graduate Certificate in Computer Science.
- Sources: https://majors.boisestate.edu/computer-science

https://majors.boisestate.edu/information-technology-management https://coen.boisestate.edu/cs/undergraduates/minor-cybersecurity

Beginning Fall 2021, Boise State University will offer an MS in Cyber Operations & Resilience; MS in Cybersecurity and a Certificate in Cryptography and Cryptanalysis.

Idaho State University:

The degrees offered by ISU that we believe may include significant Cybersecurity knowledge and skills are listed below. Idaho State University is a Center of Academic Excellence in Cyber-Defense (CAE-CD) denominated institution. Given this information, it appears that the degrees offered at ISU that include significant coverage of Cybersecurity content, knowledge, and skills appear to be either Bachelor of Business Administration or Associate of Applied Science degrees, neither of which is a graduate program.

- Master of Science in Computer Science: Data Analysis Emphasis.
- Master of Science in Computer Science: Science Emphasis.
- Intermediate Technical Certificate on Industrial Cybersecurity Engineering Technology.
- Sources: <u>http://coursecat.isu.edu/undergraduate/programs/</u> <u>http://coursecat.isu.edu/graduate/programs/</u> <u>https://www.isu.edu/cyberphysicalsecurity/</u>

Idaho Public Institutions: Two-year:

The degree proposed in this form is a Master of Science degree. Hence, we are not considering 2-year Associate programs as significantly similar to the degree proposed in this form even if such degrees may appear to have partial knowledge and skills overlap.

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 Washington, Bothell (Bothell, Washington).	M.S. in Cybersecurity Engineering.	M.S. in Cybersecurity Engineering: (<u>https://www.uwb.edu/cybersecurity</u>)		

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. There is no similar Master of Science in Cybersecurity program in Idaho. The proposed program will have a specific designation and will be aligned with criteria provided in the CAE-CD. The focus will be on advanced cybersecurity concepts, building on content of the undergraduate cybersecurity degree. Boise State will begin offering an MS in Cybersecurity in Fall 2021. This program will consist of three specific emphases and focus on: Computer Science, Cryptanalysis, and Signals, Analysis and Management.

5. Describe how this request supports the institution's vision and/or strategic plan.

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

Our strategic plan focuses on an *Engaged Learning Community* supported by *Scholarly and Creative Activity with National and International Impact.*

Cybersecurity has becoming an increasingly important part of day-to-day life, government, and business. It is no longer just the province of the government and banking but touches more and more aspects of our lives.

Our past research and teaching activities have had national and international impact but have primarily focused on technical aspects of cybersecurity. Branching out our core cybersecurity expertise from a subset of computer science to a full, independent degree program will enable us to expand our students' understanding of cybersecurity not only from the technical point of view, but also include societal and business aspects of cyber security. These include issues such as privacy, ethical hacking, and business continuity planning. The full breadth of this education will provide our students with a richer education and make them better able to serve their communities as the needs of cybersecurity continue to grow and expand.

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 Department of Computer Science and the College of Engineering will conduct annual internal assessment of the program, reviewing attainment of student outcomes for each course as well as program outcomes. We will use the process we use for continual assessment and improvement as recommended by national accreditation organizations.

The University of Idaho plans to continue certification as a Center of Academic Excellence in Information Assurance Education (in the area of Cyber Defense) through the NSA/DHS sponsored CAE program.

7. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as Appendix B.

Not applicable.

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. Three-Year Plan: Is the proposed program on your institution's approved 3-year plan? Indicate below.

Yes X No

Proposed programs submitted to SBOE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

a. Describe why the proposed program is not on the institution's five year plan. When did consideration of and planning for the new program begin?

Not applicable.

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?

Not applicable.

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.	30
Credit hours in required courses offered by other	0
departments:	
Credit hours in institutional general education	0
curriculum	
Credit hours in free electives	0
Total credit hours required for degree program:	30

b. Curriculum. Provide the curriculum for the program, including a listing of course titles

and credits in each.

Masters in Cybersecurity

Required MS courses (thesis or non-thesis):

- 3 credits of CYB 501 -- Cybersecurity Seminar - 1 credit. Taken three times. This seminar will cover issues related to modern cybersecurity. Research papers, ethical hacking, etc. This will be distinct from the CS graduate seminar.

- CYB507/CS507 -- Research Methods - 3 credits. Currently exists as CS507.

- CYB536 -- Advanced Information Assurance - 3 credits. Currently exists as CS536.

- CYB540 -- Network Security - 3 credits. Currently exists as CS536.

- CYB520 – Digital Forensics – 3 credits. CYB520 - Computer and Network Forensics - 3 credits. Currently exists as CS547.

- Subtotal course credits: 15.

Plus

Non-Thesis Track:

- CYB 599 -- Non-Thesis MS Cyber Research: 5 credits.
- Electives as agreed with Advisor: 10 credits.
- Total: 30 credits. (15 credits or required courses + 15 credits of electives and project).

Thesis Track:

- CYB 500 Thesis 6 to 9 credits.
- Electives as agreed with Advisor: 6 to 9 credits.
- Total: 30 credits. (15 credits or required courses + 15 credits of electives and thesis)
 - **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.

Non-thesis students must complete a project. Thesis students must complete and defend a thesis.

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.

Graduates of the program will have an ability to:

- 1. Ability to clearly present, in oral form, research results and the broader implications of that research for both the field of cybersecurity and for society.
- 2. Ability to clearly present, in written form, research results and the broader implications of that research for both the field of cybersecurity and for society.
- 3. Ability to do original research in cybersecuirty and to appropriately and accurately analyze the results.
- 4. An in-depth knowledge of cybersecurity and the ability to apply that knowledge, integrating and building upon the foundation provided by a relevant undergraduate degree.
- 5. Demonstrate an understanding of the broader implications of research for cybersecurity and for society.

12. Assessment plans

We will use a combination of the same general assessment processes currently used by the Computer Science Department for its BS, MS, and PhD degrees in Computer Science. In particular we will use the graduate rubrics (included below) used as part of the MS and PhD degrees, and the coursework assessment template from the BS degree. The BS in CS degree has been accredited since 1993, first by the CS Accreditation Board (CSAB) and then by ABET, which replaced CSAB.

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.

There are three main methods by which student outcomes are assessed, divided into direct and indirect measures:

- 1. Student Work from: CYB536 Advanced Information, CYB540 Network Security, and CYB520 Computer and Network Forensics. Direct measure of knowledge of content material and skills.
- 2. Student Work from: CYB501 Cybersecurity Seminar. Direct measure of knowledge of the societal impact of cybersecurity and professional ethics.
- 3. Rubrics completed by each students' major professor and committee members at the time of their project presentation or thesis defense.

Each of these measures are described in more detail below. Faculty review and discussion of these measures is a critical part of the overall assessment process and faculty input is included in the analysis of the measures. Faculty review takes place during department meetings in the spring semester and during the department retreat every fall.

Student Work

Faculty select representative material from the courses, potentially including assignments, projects, quizzes, exams, presentations, etc., with which to assess the student outcomes. The table given below shows the standard evaluation template used for assessments based on course materials.

Committee Rubrics

The rubric completed by the student's major professor, and committee for thesis students, consists of the following table:

	Exceeds	Meets	Partially Meets	Does Not Meet
Category	Requirements (4)	Requirements (3)	Requirements (2)	Requirements (1)
U of I Outcome: Learn and Integrate				
Students work shows an in-depth knowledge				
of the degree subject matter.				
U of I Outcome: Think and Create				
Student has demonstrated the ability to do				
original research and to appropriately and				
accurately analyze the results.				
U of I Outcome: Communicate				
Written Communication: has produced a clear,				
meaningful document.				
Oral Communication: has produced a clear,				
meaningful presentation and responded well				
to questions.				
U of I Outcome: Clarify purpose and perspective	e; Citizenship			
Student has demonstrated an understanding				
of the broader implications of that research for				
both the field and society.				

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

As noted above, the measures of student obtainment of the outcomes are discussed during faculty meetings in the spring as the data become available – direct measure of student performance in class is normally measured in the fall classes. In addition, the entire curriculum is reviewed both in the spring as part of the meeting with the department's Industrial Advisory Board and in the fall as part of the department's annual retreat.

c. Measures used. What direct and indirect measures will be used to assess student learning?

These are discussed under a. Assessment Process above.

d. **Timing and frequency**. When will assessment activities occur and at what frequency?

Assessments based on students' performance in courses are typically conducted during the fall semester so that they can be reviewed in the spring. The graduate defense rubric is completed at the time of the students' thesis defense or project presentation.

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.

No Idaho Public Institution currently offers a MS in Cybersecurity.

Existing Similar	Programs	: Historica	al enrollme	ents and g	raduate	numbers		
Institution and Program Name	Fall		t Enrollme gram	ent in		ber of Gra m (Summ		
	FY_16_	FY_17_	FY_18_	FY_19_ (most recent)	FY_16 _	FY_17_	FY_18 -	FY_19_ (most recent)
BSU	0	0	0	0	0	0	0	0
ISU	0	0	0	0	0	0	0	0
UI	0	0	0	0	0	0	0	0
LCSC	0	0	0	0	0	0	0	0

14. Projections for proposed program: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Propos	ed Progr	am: Proj	ected Er	rollmen	ts and G	iraduate	s First Fiv	ve Years			
Progra	m Name:	MS in C	ybersecu	urity							
Projec	ted Fall	Term He Prog		Enrollm	ent in	Proje	cted Ann	ual Num Prog		aduates	From
FY 21 (first year)	FY 22	FY 23	FY 24	FY 25	FY 26	FY 21 (first year)	FY 22	FY 23	FY 24	FY 25	FY 26
8	12	16	18	20	20	-	-	6	8	10	10

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?

Maximum capacity is determined by the size of the secure, computer equipped classrooms. These hold 20 students. Currently we only anticipate offering one section of each course, which limits us to no more than 20 students. We also anticipate that some of the CYB courses will be taken by graduate students (MS and PhD) in the computer science program.

The numbers in the table are based on current demand for courses in cybersecurity within computer science. We expect a fair number of students in the first year due to pent-up demand followed by a lower, but steady, stream of incoming students.

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?

To maintain a viable program, we need to provide a regular offering of cybersecurity courses. Some of these courses can be taken by students in other majors.

If we have least 16 students in the program, we will have roughly 8 cybersecurity majors in each class. We anticipate a number of CS graduate students to also participate in these courses, bring the numbers up to 10-12 per course, which is a reasonable size for a graduate level course.

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?

We anticipate that the program will undergo an CAE accreditation review in Fall 2025. If the program is unable to become accredited at that time, we will need to evaluate our shortcomings, and if the program is not sustainable, begin the process of terminating the program. Similarly, if we can't reach sustained enrollments of at least 12 full time MS students we will need to sunset the program. In either case students can transition to the CS degree with minimal difficulty.

University of Idaho

Master of Science in Cybersecurity - Addendum

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes____ No X___

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

The cybersecurity degree is designed to be accredited under the Center for Academic Excellence (CAE) criteria. The CAE has strict requirements that students have documented instruction on specific knowledge units (KUs). At this point we don't see a guaranteed way to successfully document that a given PLA meets a required knowledge unit. We feel that the value of a CAE accredited program to our graduates is critical enough that we don't want to jeopardize receiving CAE accreditation.

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

The program will be available at the Moscow, Coeur d'Alene, and Idaho Falls campuses so students have more options to participate in the program.

Some courses will be available remotely using Zoom. Some courses are likely to be available semi-synchronous with recorded lectures, but synchronous assignments and exams. We are working with other Idaho institutions to make some courses available at other institutions via video conferencing. At this time it is un-likely that any courses will be available fully asynchronously and self-paced.

We do consider the cost to students in choosing educational materials and where possible select materials that minimize student and institutional costs.

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 full program will be offered in Moscow, Coeur d'Alene (CdA) and Idaho Falls (IF).

RADICL Lab, this is a specially designed, secure computing lab used to teach advanced cybersecurity courses that include attack and defense. In Moscow this lab is in JEB6. In Idaho Falls this lab is in CHE104. In Coeur d'Alene this lab is in iDen104.

General Computing Lab, this is a standard computing lab designed to teach programming and defense-oriented cybersecurity. In Moscow this lab is in JEB321. In IF this lab is in CHE204. In CdA this lab is currently in HC240B.

If this program is eventually to be offered in Coeur d'Alene and Idaho Falls via live video conferencing, video capable classrooms are critical. In Moscow there are two available video classrooms EP202 and EP204, both of which hold 35 students. The CS Department currently gets priority scheduling for EP204. In Coeur d'Alene two video classrooms are available in the Harbor Center. In Idaho Falls video classrooms are available in the CHE building.

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?

There will be increased use of the RADICL lab at all three campuses. Currently there is sufficient available timeslots and room in these labs to manage the increased use on the Moscow and Idaho Falls campuses.

c. Needed resources. List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No additional resources are needed.

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?

Resources for additional Sections:

None

Resources for new Courses:

A review of the program curriculum shows that many of the courses are currently being taught as CS courses (they will become Cybersecurity CYB courses or cross-listed CS/CYB courses). The primary course addition will be the Cybersecurity seminar, which we have the resources to offer with existing faculty. It may partially replace existing, non-course, lab research meetings that focus on reading and reviewing research papers.

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.

This program will be offered as an additional degree option within the Department of Computer Science. Hence all of the existing support, administrative staff, office space, etc. that is currently available within CS will be available to this program.

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 will create a separate curriculum/petitions committee from the Cyber Security faculty to oversee the program. This will minimize the impact on existing personnel and the existing Computer Science degrees.

Additionally, CYB students will lead to an increase in size in some current CS courses that will become the cross listed CS/CYB courses. We have instructional capability to accommodate the additional students.

Existing faculty will shift some of their teaching duties from existing CS courses to the equivalent CS/CYB courses. This will not create a significant change in the courses available to CS students.

c. 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.

Personnel:

None.

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?

No existing funds will be reallocated.

- 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.
- 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?

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.

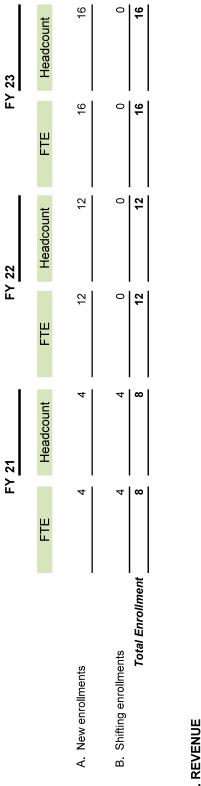
There will be student lab fees to support the client computers, used by the students in the lab courses to connect to the secure servers. These fees will be used only for resources used in class. The exact amount of the fee will be dependent upon estimated enrollment and will be amortized over 3 years – the standard replacement cycle for the computers.

- 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.
- **21.** Using the <u>budget template</u> 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).

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fisca
 - 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-assignment •

I. PLANNED STUDENT ENROLLMENT



II. REVENUE

	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request_	'	'	'	'		
2. Institution Funds	'	'	'	'	'	
3. Federal	'				'	
 New Tuition Revenues from Increased Enrollments 	54,893	N/A	166,602	N/A	225,342	N/A
5. Student Fees	600	N/A	1,800	N/A	2,400	N/A
6. Other (i.e., Gifts)	ı	ſ		T	ľ	
Total Revenue	55,493		168,402	'	227,742	

FY 23

FY 22

FY 21

Ongoing is defined as ongoing operating budget for the program which will become part of the base. One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

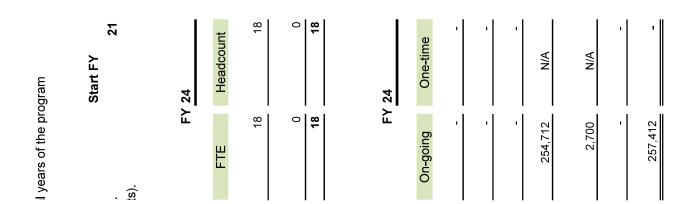
A. Personnel Costs	on-going	ł		
		One-time	On-going	One-time
0	N/A	0 N/A	0	N/A
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4. Graduate/Undergrad Assistants	N/A \$	' Ө	۰ ب	۰ ب
5. Research Personnel NIA	N/A	N/A N/A	N/A	N/A
6. Directors/Administrators	N/A	N/A		N/A
7. Administrative Support Personnel \$ - \$	ю 1	ч ю	ہ	÷
۰ ج	N/A \$	- N/A	Υ	N/A
۰ ب	N/A \$	- N/A	ч Ф	N/A
Total Personnel and Costs \$ - \$	ю 1	۲ الم	ч Ф	ы
FY 21	I	FY <u>22</u>	Ĺ	FY 23
B. Operating Expenditures	On-going	One-time	On-going	One-time
њ М	ф	- φ	' ج	۲ ج
2. Professional Services \$ - \$	ф	' ج	۲ ج	ı ج
ନ ୧	ю	ч Ф	ہ	۰ ب
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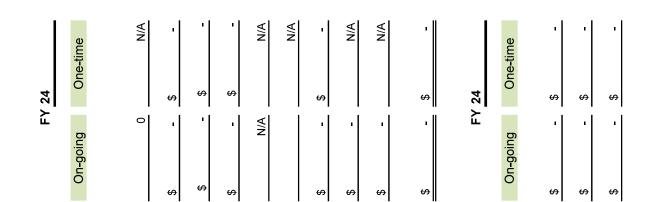
INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS JUNE 16, 2021 ATTACHMENT 1

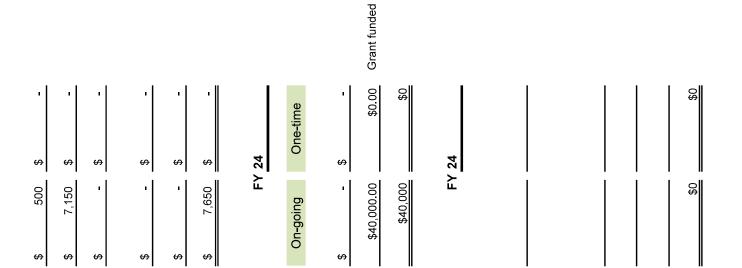
IRSA

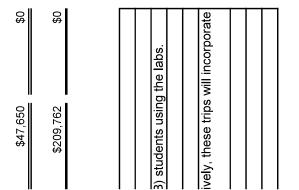
4. Communications	φ	500	φ	2,000	φ	500	φ	اب ا	500	φ	-
5. Materials and Supplies	φ	7,150	φ	'	φ	7,150	¢	به	7,150	\$	-
6. Rentals	φ	"	φ	'	φ	'	φ	ار ار	"	φ	•
7. Materials & Goods for Manufacture & Resale	\$	'	φ	'	φ	'	ب	ار ا	'	¢	·
8. Miscellaneous	ф	'	ф	'	φ	'	θ	↔ 	'	ы	·
Total Operating Expenditures	φ	7,650	φ	2,000	φ	7,650	φ	∥⊾	7,650	ы	۰I
		ΡΥ	FY 21			Ε	FY <u>22</u>		Ē	FY <u>23</u>	
C. Capital Outlay	On-going	oing	One-	One-time	On-6	On-going	One-time		On-going	One-time	Ø
1. Library Resources	φ	'	φ	'	φ	'	θ	ھ ا	'	θ	·
2. Equipment	\$40,	\$40,000.00		\$0.00	\$40	\$40,000.00	\$0.00	 0	\$40,000.00	\$	\$0.00
Total Capital Outlay		\$40,000		\$0		\$40,000	\$	\$0	\$40,000		\$0
		Ϋ́	FY 21			Ϋ́	FY <u>22</u>	1	Ē	FY <u>2</u> 3	
D. Capital Facilities Construction or Major Renovation											
E. Other Costs											
Utilites											
Maintenance & Repairs											
Other											
Total Other Costs		\$0		\$0		\$0	\$	\$0	\$0		\$0

Ĭ	TOTAL EXPENDITURES: ==	\$47,650	\$2,000	\$47,650	\$0	\$47,650	\$0
	Net Income (Deficit)	\$7,843	-\$2,000	\$120,752	\$0	\$180,092	\$0
	Budaat Nataa (amaaita yana and and avalanation whore analad: o a "LA D ETE is calaritated using "V.			D ETE in color			
I.A.B.	lies (specify row and add t		reeded, e.g., I.	ייש. ו ור וא כמוכר			
Row 84	Row 84 Communication expenses are for advertising the program - these will come from CS funds: F&A returns, EO, etc.	are for advertising	the program - th	ese will come fro	om CS funds: F&/	A returns, EO, etc.	
Row 107	Row 107 Renewing client machines	in the computer la	bs, covered by I	ab fees. Initially t	he bulk of the lab	hes in the computer labs, covered by lab fees. Initially the bulk of the lab fees will come from CS (non-CY)	S (non-CYE
Row 105	Row 105 This is grant funded						
	No travel funds for recruitin	ng are included bec	cause the chair a	and members of t	the program alrea	uiting are included because the chair and members of the program already travel around the state extension	ate extensi
Row 78	advertising.						









UOFI: CYBERSECURITY PROGRAMS

Doctoral Degree:	Ph.D
Related Degrees:	Ph.D.
	Ph.D

	Master's Degree:	M.S.
H CONTRACTOR	Graduate Certificates:	Grad Grad Grad
	Related Degrees:	M.S. MS. (



Undergraduate Degree:	B.S. ir
Undergraduate Certificate:	Unde
Related Degrees and Minors:	B.S. ir B.S. ir Mino Mino



. in Cybersecurity (planned Fall 2022)

- in Computer Science
- D. in Electrical Engineering

in Cybersecurity (planned Fall 2021)

duate Certificate in Secure and Dependable Computing Systems duate Certificate Power Systems Protection and Relaying duate Certificate Critical Infrastructure Resilience

in Computer Science or Technology Management or M. Eng. in Computer Engineering or Electrical Engineering

n Cybersecurity

ergraduate Certificate in Cybersecurity

n Computer Science or Computer Engineering n Electrical Engineering or Industrial Technology or in Computer Science or in Electrical Engineering





PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

TAB	DESCRIPTION	ACTION
1	2022 LEGISLATIVE IDEAS	Action Item
2	2021-2022 OMNIBUS RULEMAKING – TEMPORARY RULES, DOCKETS 08-0000-2100 AND 55-0000-2100	Action Item
3	IDAPA 08.02.03 – ACCOUNTABILITY SYSTEM – PARTICIPATION WAIVER	Action Item
4	ACCOUNTABILITY OVERSIGHT COMMITTEE FY 21 ANNUAL REPORT	Information Item
5	SCHOOL READINESS GUIDELINES	Information Item
6	K-20 EDUCATION STRATEGIC PLAN AMENDMENT	Action Item
7	K-20 IDAHO INDIAN EDUCATION STRATEGIC PLAN	Action Item
8	INSTITUTION AND AGENCY STRATEGIC PLANS	Action Item
9	ARP ACT SEA ESSER STATE PLAN	Action Item

SUBJECT

Legislative Ideas – 2022 Legislative Session

REFERENCE

June 2016	The Board approved twenty-eight (28) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2017	The Board approved eighteen (18) legislative ideas to be submitted through the Executive Agency Legislation process.
June 2018	The Board approved three (3) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2019	Board approved thirteen (13) legislative ideas to be submitted through the Executive Agency Legislative process.
June 2020	Board approved nine (9) legislative ideas to be submitted through the Executive Agency Legislative process.

BACKGROUND/ DISCUSSION

The State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact. If approved by the Board, the actual legislative language will be brought back to the Board at a later date for final approval prior to submittal to the legislature for consideration during the 2022 legislative session. Legislative ideas submitted to DFM are forwarded to the Governor for consideration then to the Legislative Services Office for processing and submittal to the legislature.

In accordance with the Board's Master Planning Calendar, legislative ideas from the institutions and agencies must be submitted for the Board's consideration by the June Board meeting deadlines. No legislative ideas were received from the institutions or agencies this year. The following legislative ideas are a result of recommendations from the Governor's Our Kid's Idaho's Future Task Force recommendations adopted by the Board, work with the Governor's Office, and Board staff work with feedback from education stakeholders.

Legislative Ideas – Task Force Related

- 1. **Full-time Kindergarten Funding -** Amend Chapter 10, Title 33 support unit calculation for kindergarten students such that kindergarten students who attend full-time would be calculated similarly to other grades funded based on a half day or full day of attendance.
- 2. Shift to FTE enrollment to Calculate Support Units Amend Chapter 10, Title 33, moving the support unit calculation from one based on FTE student enrollment rather than daily student attendance.
- 3. Public School Funding Move Line Item Funding to Discretionary/Operational Funding – Amendments would retain line-item funding for college and career advisors, Advanced Opportunities, and literacy intervention line-items, with the aim of making important updates to improve

their effectiveness and accountability; and collapse some statutory line-items to provide more financial flexibility for local school districts and charter schools.

 Educator Loan Forgiveness Program – Create a loan forgiveness program incentivizing educators to work in high-need or rural school districts or charter schools.

Other Legislative Ideas

- Career Technical School Added Cost Funding Eligibility Amend Section 33-1002G, Idaho Code, to allow cooperative service agencies formed by school districts to be eligible to form career technical schools under certain conditions.
- 6. Charter School Authorization Provide technical and administrative amendments adding definitions and providing clarification to existing provisions.
- 7. Virtual Charter School Funding Create a funding formula specific to virtual schools where funding is based on virtual school instructional and administrative costs rather than the cost for brick and mortal schools.

IMPACT

Staff will submit Board-approved legislative ideas through the executive agency legislative process and will bring back legislative language to the Board once approved by the Governor's Office. Legislative ideas not approved will not be submitted through the executive agency legislative process and will not be sponsored by the Board for introduction to the legislature.

ATTACHMENTS

Attachment 1 – Legislative Ideas – Statement of Purpose and Fiscal Impact

STAFF COMMENTS AND RECOMMENDATIONS

Legislative ideas are required to be submitted to DFM in July each year with final legislation required to be submitted in early to mid-August of each year. During the process of working through legislative ideas, additional ideas of merit sometimes surface before the DFM submittal deadline. The Board has traditionally authorized the executive director to submit these ideas. Actual legislative language for all submitted legislative ideas will be brought back to the Board prior to the DFM August deadline for final Board approval.

Each legislative idea submitted to the Governor's Office must include a Statement of Purpose and a Fiscal Note. The Statement of Purpose and Fiscal Note become part of the proposed legislation and summarize the purpose and impact of the legislation. Pursuant to the requirements for submitting legislation through the Executive Agency Legislative system: "A Fiscal Note is a statement estimating the amount of revenue or expenditure from all funds that will occur if the bill passes. It must be written exactly as it will appear on the attachment to the actual bill. A Fiscal Note must be precise and include impacts for all funds. Use of such terms as "minimal" or "undetermined" are inadequate and will be returned to the agency for editing. If the Fiscal Note states there is no projected fiscal impact, then the Fiscal Note must contain a statement of the reasons why per Idaho Joint [Senate and House] Rule 18."

Idaho Joint Rule 18 is a rule of the State Legislature requiring "Fiscal Notes. — (b) The fiscal note applies only to a bill as introduced and does not necessarily reflect any amendment to the bill that may be adopted. The fiscal note shall reasonably contain the proponent's full fiscal year projected increase or decrease in existing or future appropriations, and/or the increase or decrease in revenues by the state or unit(s) of local government. The bill's proponent bears the responsibility to provide a reasonably accurate fiscal note. If the fiscal note states there is no projected fiscal impact, then the fiscal note must contain a statement of the reasons that no fiscal impact is projected. All fiscal notes shall be reviewed for compliance with this rule by the committee to which the bill is assigned, excepting that any compliance review is subject to Joint Rule 18(e). A member of the committee may challenge the sufficiency of a fiscal note at any time prior to the committee's final action on the bill."

The Legislative Ideas provided in Attachment 1 are listed by number, allowing the Board to approve all of the Legislative Ideas as a whole or choose, by number, which Legislative Ideas they would like to move forward to the next step in the process. Proposed Board action would authorize the executive director to submit additional legislative ideas that may be identified between the Board meeting and the deadline for submitting legislative ideas. One example of this would be funding for school district and charter school health insurance. Board staff have been in discussion with the Governor's Office staff regarding potential legislation regarding health insurance funding. Providing funding specific to health care insurance is tied to the 2019 Task Force recommendations for recruiting and retaining educators, however, at this time the idea is not developed enough to determine the fiscal impact. If this legislative idea can be fully developed it could be submitted as a legislative idea and then brought back to the Board for final approval in August. All legislative ideas approved by the Governor's Office to move forward will be brought back to the Board in the form of legislation for final Board approval.

BOARD ACTION

I move to approve the Legislative Ideas _____ in substantial conformance to the form provided in Attachment 1 and to authorize the Executive Director to submit these and additional proposals that may be identified between the June Board meeting and July submittal deadline as necessary through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

2022 LEGISLATIVE IDEAS

ATTACHMENT 1

1. Full-time Kindergarten Funding (based on Task Force recommendation)

Statement of Purpose

Funding for public schools in Idaho is largely driven by the number of students in average daily attendance and the number of support units calculated by grade bands for those students. For kindergarten students the formula is such that a school would not receive more than the equivalent of a half days funding for the student, even if the student attended full time. The proposed legislation would adjust the calculations for support units so that students in kindergarten could be funded for a full day if they attended a full day and a half day if they only attended a half day, similar to how the other grade band support units are calculated.

Fiscal Impact

The fiscal impact would be dependent on the number of a students who chose to send their students to a full-time kindergarten program. If an estimated 80% students attending kindergarten during the 2020-2021 school year attended full-time the added support units, using FY21 support unit value estimates, would have a fiscal impact of approximately \$42M.

2. Shift to FTE Enrollment to Calculate Support Units (based on Task Force recommendation)

Statement of Purpose

The current calculation for determining support units in public school funding is driven by the number of students determined based on a local education agencies' students in average daily attendance. Average daily attendance is calculated based on the number of students reported in full or half-day attendance each day the school is in session. This legislation would change the support unit calculation to one based on FTE enrollment rather than one based on daily attendance. The current FTE enrollment calculation also requires students attend the course they are enrolled in; however, it is based on excluding students who have not attended for 11 or more days rather than only including students for each day they attend.

Fiscal Impact

Funding based on daily attendance results in funding approximately 95% of the students that attend school during an academic term, moving to a calculation based on FTE enrollment would increase the number of support units calculated as it would capture 100% of the students that were enrolled and attended. In FY2021 this resulted in an increase of approximately \$11M over what was originally appropriated for the fiscal year.

3. Public School Funding – Move Line Item Funding to Discretionary/Operational Funding (based on Task Force recommendation)

Statement of Purpose

The Our Students, Idaho's Future Task Force Convened by the Governor recommended the state collapse some of the current public school funding line items and only maintain those that are state priorities. The purpose of this legislation would be to amend section 33-1002, Idaho Code, by retaining line-item funding for college and career advisors, advanced opportunities, literacy intervention and those administrative functions such as salary based apportionment, border contracts and severance payments, the Idaho digital learning academy, charter school facilities, etc. Statutory requirements for the line items that are removed would be maintained and the funding would be calculated the same as it currently is, however, the amount for these funds would be distributed as part of the discretionary funding, providing local education agencies with more flexibility in how they used the funds as long as the statutory requirements were still met. Existing non-statutory line items could be dealt with in the same manner, however, this would be at the discretion of the legislature.

Fiscal Impact

The fiscal impact would be neutral, since the funding amounts would remain the same, only the distribution would be adjusted.

4. Educator Loan Forgiveness Program (based on Task Force recommendation)

Statement of Purpose

The purpose of this legislation would be to establish a loan forgiveness program for educators who work in high-need or rural school district or charter school. Unlike other programs that provide the same amount over a fixed number of years, this program would provide a gradually increased amount for each year the educator stays in the high need school district or charter school. The legislation would be based off of similar legislation introduced during the 2020 Legislative Session and supported by the Board.

Fiscal Impact

The fiscal impact would be based on the annual appropriation for the program. As an example, if an eligible teacher received \$1,500 for the first year, \$2,500 for the second year, \$3,500 for the third year and \$4,500 for the fourth year, each educator that completed the program would receive \$12,000 over four years toward loan repayments. Given the variable amounts each year during the first four years the fiscal impact would increase and then level out in year five.

Year 1:	first cohort of 500 teachers year 1 X \$1,500 = \$750,000.
	Total = \$750,000 (500 teachers)
Year 2:	second cohort of 250 teachers year 1 X \$1,500 = \$375,000; and
	first cohort of 500 teachers year 2 X \$2,500 = \$1,250,000.

- Total = \$1,250,375 (750 teachers)
- Year 3: third cohort of 250 teachers year 1 X \$1,500 = \$375,000; and second cohort of 250 teachers year 2 X \$2,500 = \$625,000; and

ATTACHMENT 1

ATTACHMENT 1

first cohort of 500 teachers year 3 X \$3,500 = \$1,750,000. Total = \$2,750,000 (1000 teachers)

- Year 4: fourth cohort of 250 teachers year 1X \$1,500 = \$375,000; and third cohort of 250 teachers year 2X \$2,500 = \$625,000; and second cohort of 250 teachers year 3X\$3,500 = \$875,000; and first cohort of 500 teachers year 4X \$4,500 = \$2,250,000. Total = \$4,125,000 (1,250 teachers)
- Year 5 fourth cohort of 250 teachers year 1X \$1,500 = \$375,000; and third cohort of 250 teachers year 2 X \$2,500 = \$625,000; and second cohort of 250 teachers year 3 X\$3,500 = \$875,000; and first cohort of 250 teachers year 4 X \$4,500 = \$1,125,000. Total = \$3,000,000 (1,000 teachers)

5. Career Technical School Added Cost Funding Eligibility

Statement of Purpose

Currently, Section 33-1002G, Idaho Code, only authorizes school districts and public charter schools to establish career technical schools that gualify for funding appropriated for the specific purpose of supporting the added cost of career technical schools. Additionally, Section 33-317, Idaho Code, allows two or more school districts to join together for education purposes to form a cooperative service agency to purchase materials and/or provide services for use individually or in combination. These cooperative service agencies are also authorized to construct and maintain facilities funded through the member districts, including the use of levy funds. Currently, a career technical education program operated out of one of these facilities must technically be the program of a single school district, with the other school districts sending students to the program for it to qualify for the career technical school added cost funding provided through Section 33-1002G, Idaho Code. The proposed amendment would allow for cooperative service agencies to "own" the program when certain conditions are met, such as, having a separate facility that is not part of any of the member school districts and employing the teaching and administrative staff managing the program. These career technical schools would also be responsible for reporting the course and student data currently reported by the sending school districts, be responsible for evaluating the staff under the same provisions as school district staff, and be responsible for reporting student outcomes.

Fiscal Impact

There would be no additional fiscal impact to the state general fund. Currently, career technical school added cost funding is based on an annual appropriation. That annual appropriation is then divided by the eligible career technical schools on a student enrollment basis pursuant to IDAPA 55.01.03.

6. Charter School Authorization

Statement of Purpose

The purpose of this legislation would be to make administrative amendments to Chapter 52, Title 33 regarding provisions around the authorization of charter schools and a charter

ATTACHMENT 1

school Board of Directors responsibilities. The proposed amendments would be to clarify the eligibility requirements for replication vs new petitions; provisions regarding expanding capacity when it requires additional facilities; coming into compliance with current state procurement provisions; and the definition of "operated by" as used in Section 33-5203, Idaho Code. Additional amendments would require training be provided to charter school Board of Directors regarding roles and responsibilities, and expanding revocation options for charter schools who fail to meet the pre-opening conditions of their authorization or violates state law and chooses not to correct the issue.

Fiscal Impact

These amendments would not result in any additional fiscal impact to the state. Currently funding is available on a reimbursement basis for Board training.

7. Virtual Charter School Funding

Statement of Purpose

The purpose of this legislation would be to create a separate funding formula for virtual schools. In states where all schools are funded the same regardless of methodology there are opportunities for predatory corporations to contract with charter school governing boards who do not fully understand the expense of the services or vague provisions in the contracting. Adjusting the funding formula would remove the opportunity for these governing boards to be taken advantage of, particularly where there may also be questions around how the state procurement provisions for public schools also apply.

Fiscal Impact

The fiscal impact would be neutral. More detailed information would be brought back to the State Board once the Idaho Public Charter School Commission has an opportunity for complete their review.

SUBJECT

2021-2022 Omnibus Rules – Temporary – Dockets 08-0000-2100 and 55-0000-2100

REFERENCE

May 2019	Board approved temporary and proposed rules
	extending all rules codified June 30, 2019.
February 2020	Board approved temporary omnibus fee rule.
August 26, 2020	Board approved Proposed omnibus fee rule,
	Docket 08-0000-2000F.
November 2, 2020	Board approved pending omnibus fee rule.
March, 2021	Board approved temporary omnibus fee rule.

BACKGROUND/DISCUSSION

Each year Idaho's codified Administrative Code is scheduled to expire on June 30th. As part of the legislature's annual duties during the legislative session, historically they have passed legislation to extend the codified rules, including those not rejected during the legislative session, until June 30th of the following year. Like the 2019 and 2020 legislative sessions, during the 2021 Legislative Session, this bill did not pass, so all codified rules expire on June 30, 2021. To mitigate the potential confusion this could cause and ensuing potential liability to the state for not implementing many provisions required by statute or the state constitution, the Governor is authorizing the approval of temporary rules through an omnibus process that would reinstate the rules on a temporary basis effective July 1, 2021.

Each section of Administrative Code is divided by an IDAPA number, then title and chapter. As an example, IDAPA 08.02.01 is IDAPA 08, Title 02, Chapter 01. Administrative rules promulgated by the Board of Education encompass two sections of IDAPA including 14 chapters. Two chapters are found in IDAPA 55 pertaining to Career Technical Education. Twelve chapters are found in IDAPA 08 and pertain to all other public education.

The rules the Board will be approving through this process include the follow IDAPA Chapters:

- 08.01.02, Rules Governing the Postsecondary Credit Scholarship Program
- 08.01.10, Idaho College work Study Program
- 08.01.11, Registration of Postsecondary Education Institutions and Proprietary Schools
- 08.01.13, Rules Governing the Opportunity Scholarship Program
- 08.02.01, Rules Governing Administration
- 08.02.02, Rules Governing Uniformity
- 08.02.03, Rules Governing Thoroughness
- 08.02.04, Rules Governing Public Charter Schools
- 08.02.05, Rules Governing Pay for Success Contracting
- 08.03.01, Rules of the Public Charter School Commission

- 08.04.01, Rules of the Idaho Digital Learning Academy
- 55.01.03, Rules of Career Technical Schools
- 55.01.04, Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants

IMPACT

Approval of the temporary omnibus rules will allow those rules codified at the end of the 2021 Legislative Session to stay in effect while new proposed and pending rules are promulgated.

ATTACHMENTS

Attachment 1 – Temporary Rule Docket 08-0000-2100 Attachment 2 – Temporary Rule Docket 55-0000-2100 Attachment 3 – Letter from the Division of Financial Management

STAFF COMMENTS AND RECOMMENDATIONS

Temporary rules go into place upon approval by the Board or on a date set by the Board through Board action at the time of approval. The effective date for these rules is July 1, 2021.

Staff recommends approval.

BOARD ACTION

I move to approve the temporary omnibus rules dockets 08-0000-2100 and 55-0000-2100, as provided in attachment 1 and attachment 2, effective July 1, 2021.

Pursuant to Section 67-5226, Idaho Code, the Governor has found that temporary adoption of this rule 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.

Moved by Seconded by Carried Yes No _	Seconded by Carried Yes No
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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

ATTACHMENT 1

IDAPA 08 – STATE BOARD OF EDUCATION

DOCKET NO. 08-0000-2100

NOTICE OF OMNIBUS RULEMAKING - ADOPTION OF TEMPORARY RULE

EFFECTIVE DATE: The effective date of the temporary rule(s) being adopted through this omnibus rulemaking as listed in the descriptive summary of this notice is July 1, 2021.

AUTHORITY: In compliance with Sections 67-5226, Idaho Code, notice is hereby given this agency has adopted a temporary rule. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-101, 33-105, 33-107, 33-115, 33-116, 33-118, 33-118A, 33-119, 33-120, 33-125B, 33-130, 33-133, 33-134, 33-136, 33-203, 33-307, 33-310, 33-320, 33-523, 33-804A, 33-1002, 33-1002C, 33-1002F, 33-1004, 33-1006, 33-1007A, 33-1201, 33-1201A, 33-1202, 33-1204, 33-1205, 33-1210, 33-1212, 33-1212A, 33-1280, 33-1304, 33-1602, 33-1612, 33-1614, 33-1616, 33-1631, 33-2002, 33-2003, 33-2009, 33-2402, 33-2403, 33-4402, 33-4403, 33-4601A, 33-4605, 33-5203, 33-5205, 33-5207, 33-5208, 33-5210, 33-5504, 33-5505, and 33-5507, Idaho Code.

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting the temporary rules:

This temporary rulemaking adopts the following chapter(s) under IDAPA 08:

- 08.01.02, Rules Governing the Postsecondary Credit Scholarship Program
- 08.01.10, Idaho College work Study Program
- 08.01.11, Registration of Postsecondary Education Institutions and Proprietary Schools
- 08.01.13, Rules Governing the Opportunity Scholarship Program
- 08.02.01, Rules Governing Administration, adds required Sections 000-006
- 08.02.02, Rules Governing Uniformity
- 08.02.03, Rules Governing Thoroughness
- 08.02.04, Rules Governing Public Charter Schools
- 08.02.05, Rules Governing Pay for Success Contracting
- 08.03.01, Rules of the Public Charter School Commission
- 08.04.01, Rules of the Idaho Digital Learning Academy

TEMPORARY RULE JUSTIFICATION: Pursuant to Sections 67-5226(1)(a), (b), and (c), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

These temporary rules are necessary to protect the public health, safety, and welfare of the citizens of Idaho and confer a benefit on its citizens. These temporary 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.

FEE SUMMARY: This rulemaking does not impose a fee or charge.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the temporary rule, contact Tracie Bent, Chief Planning and Policy Officer, at (208) 332-1582 or tracie.bent@osbe.idaho.gov.

DATED this 4th day June, 2021.

Tracie Bent, Chief Planning and Policy Officer	650 W. State Street	P.O. Box 83720
Office of the State Board of Education	Boise, Idaho 83720-0037	Ph: 208-332-1582/Fax: 208-334-2632

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

ATTACHMENT 2

IDAPA 55 – STATE BOARD OF CAREER TECHNCIAL EDUCATION

DOCKET NO. 55-0000-2100

NOTICE OF OMNIBUS RULEMAKING - ADOPTION OF TEMPORARY RULE

EFFECTIVE DATE: The effective date of the temporary rule(s) being adopted through this omnibus rulemaking as listed in the descriptive summary of this notice is July 1, 2021.

AUTHORITY: In compliance with Sections 67-5226, Idaho Code, notice is hereby given this agency has adopted a temporary rule. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-101, 33-105, 33-107, 33-1002G, 33-1629, 33-2202, 33-2207, and 33-2211, Idaho Code

DESCRIPTIVE SUMMARY: The following is the required finding and concise statement of its supporting reasons for adopting the temporary rules:

This temporary rulemaking adopts the following chapter(s) under IDAPA 55:

- 55.01.03, Rules of Career Technical Schools
- 55.01.04, Rules governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants

TEMPORARY RULE JUSTIFICATION: Pursuant to Sections 67-5226(1)(a), (b), and (c), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

These temporary rules are necessary to protect the public health, safety, and welfare of the citizens of Idaho and confer a benefit on its citizens. These temporary 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.

FEE SUMMARY: This rulemaking does not impose a fee or charge.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the temporary rule, contact Tracie Bent, Chief Planning and Policy Officer, at (208) 332-1582 or tracie.bent@osbe.idaho.gov.

DATED this 4th day June, 2021.

Tracie Bent, Chief Planning and Policy Officer650 W. State StreetP.O. Box 83720Office of the State Board of EducationBoise, Idaho 83720-0037Ph: 208-332-1582/Fax: 208-334-2632

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021 ATTACHMENT 3

BRAD LITTLE Governor

ALEX J. ADAMS Administrator



State of Idaho DIVISION OF FINANCIAL MANAGEMENT

SION OF FINANCIAL MANAGEN

Executive Office of the Governor

February 4, 2021

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TO: Executive Branch Agency/Department Heads Rules Review Officers

FROM: Alex J. Adams

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SUBJECT: Preparing Administrative Fee Rules for Post-Sine Die

In order to ensure the continuity of administrative rules following the adjournment of the 2021 Legislative session, this memo outlines the process that agencies will need to complete prior to <u>March 4, 2021</u>. While each agency must take these steps now, these temporary fee rules are conditional and will only become effective at *sine die* if the pending fee rules are not otherwise approved or rejected by the Legislature and/or not extended pursuant to the Idaho Administrative Procedure Act, including sections 67-5291 and 67-5292, Idaho Code.

- 1. Agencies must submit a completed Notice of Adoption of Temporary Rule form to DFM by March 4th.
 - A template Notice is enclosed for fee rules only.
 - Rules should be adopted as submitted to the 2021 Legislature.
 - a. The Fee Rules expire upon Sine Die if not approved by the legislature via concurrent resolution of both the Senate and House Floor.
 - b. The Non-Fee Rules that became final rules after the 2020 legislative session, expire on June 30th, 2021, if the legislature does not extend them pursuant to the Idaho Administrative Procedure Act, section 67-5292, Idaho Code. Guidance will be forthcoming to re-adopt non-fee rule chapters if they are allowed to expire. Non-fee rules will be addressed by DFM after *sine die*.
 - No ARRF will be required.
 - Please submit completed Notices to <u>adminrule@dfm.idaho.gov</u>.
- 2. If rulemaking authority is vested in a board or commission not agency staff the board or commission must convene to properly authorize the Notice. This is required by law. Please work closely with your attorney to ensure the Notice is properly authorized.
 - The meeting must be scheduled in a timeframe to submit a completed Notice of Temporary Fee Rulemaking to DFM prior to the March 4 deadline.
 - The motion should be made as follows:

"Pursuant to Section 67-5226, Idaho Code, the Governor has found that temporary adoption of this rule 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.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021 ATTACHMENT 3

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 this/these temporary fee rule(s) to be effective upon *sine die* of the 2021 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 Act, including sections 67-5291 and 67-5292, Idaho Code."

- **3.** DFM will publish the fee notices of temporary rulemaking at or shortly after *sine die* with the rules having an effective date as of *sine die*.
- 4. For these temporary fee rules only, agencies do not have to accept written comments pursuant to 67-5222(a) as its requirement and deadline applies to "publication of the notice of *proposed* rulemaking in the bulletin" (emphasis added). Robust opportunity for public input on the fee rules occurred during 2020 rulemaking. The 2020 temporary fee rules were acted upon in open public meetings/hearings that allowed public comment throughout the rulemaking process.
- 5. Each agency must keep all records of this rulemaking process for at least two (2) years pursuant to Idaho Code § 67-5225. Please ensure the record is thorough and complete.

SUBJECT

IDAPA 08.02.03.112 – Accountability – Partial Waiver – Participation Rate

REFERENCE

March 23, 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the college entrance exam, senior project graduation requirements for students graduating in 2020 and administration of the ISAT for the 2020-2021 school year.
October 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the senior project graduation requirement for students graduating in 2021.
December 2020	Board approved partial waiver of IDAPA 08.02.03.105, waiving the requirement the college entrance exam requirement for students graduating in 2021.
April 2021	Board postponed action on approval of waiver request

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105 and 33-1612, Idaho Code

Idaho Administrative Code, IDAPA 08.02.01 - Administration and 08.02.03.112, Accountability

BACKGROUND/DISCUSSION

Section 33-110, Idaho Code, designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements. States were allowed to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. The Board approved Idaho's Consolidated State Plan at the August 2017 Board meeting. Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) – Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) – Public Notice and Outreach and Input, and ESSA § 8540 Governor's Consultation) require much broader stakeholder engagement than was previously required under the Elementary and Secondary Education Act in the development of state plans.

Pursuant to IDAPA 08.02.03.112, the state will use the same accountability system for state and federal accountability. Any changes to the state accountability framework or the state comprehensive assessment program identified in IDAPA 08.02.03 must be promulgated through the negotiated rulemaking process prior to those amendments being made in the ESEA Consolidated State Plan or be waived by the Board prior to the Board as the SEA requesting a waiver of any federal accountability requirements.

In addition to requiring the same accountability system be used for state and federal accountability, IDAPA 08.02.03.112. sets the requirement for student participation. Schools who do not meet the minimum participation requirements are automatically identified as having not meet the adequate yearly progress requirements. Due to the pandemic, the State Department of Education is proposing the Board request from the U.S. Department of Education a waiver of the 95% participation rate that that the Board set in the State Consolidated Plan (for federal accountability). The Board may not request a waiver that does not comply with state law, including those provisions set by Administrative Code (rule).

IDAPA 08.02.03.112.04. provides that the State Board of Education is responsible for determining methodologies for reporting progress and determining performance on the accountability measures. Methodologies for determining progress, setting growth and achievement targets, or identifying schools based on the performance measures can be changed through Board action without having to amend or waive any provisions in IDAPA 08.02.03. As the SEA, any amendments or requests for waivers to the ESEA Idaho Consolidated State Plan must be approved by the Board. Any amendments or waivers that conflict with the accountability provisions in IDAPA 08.02.03 would also require a waiver or amendment to those provisions. IDAPA 08.02.03, sets out the metrics used for school and district accountability and designates the State Board of Education as the body responsible for setting annual measurable progress goals and outcomes for schools not meeting those goals. Due to this flexibility, any amendments to the school identification process only require approval of a waiver or amendment to the provisions established in Idaho's Consolidated State Plan.

IMPACT

Waiver of the 95% Participation requirement in IDAPA 08.02.03.112 will allow the Board to consider a request to waive the same provision in the Consolidated State Plan.

STAFF COMMENTS AND RECOMMENDATIONS

IDAPA 08.02.01.007 authorizes the Board to waive any education rule not required by state or federal law. This authorization grants the Board the authority to provide school districts and charter schools with added flexibility to respond to the COVID-19 pandemic. Due to the pandemic, the Board waived the requirement for the spring 2020 administration of the Idaho Standards Achievement Test.

Idaho's assessment and accountability requirements are established in Idaho Administrative Code IDAPA 08.02.03.111 and 112. IDAPA 08.02.03.111 establishes Idaho's comprehensive assessment system and identifies which assessments must be administered in each grade. IDAPA 08.02.03.112 establishes Idaho's accountability framework. The framework consists of

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

standardized assessments as well as other measures that provide a broader picture of our school district and charter schools performance than can be provided through a standardized assessment that only looks at a single point in time. The accountability framework identifies the measures that will be used for accountability, identifies subgroup populations, establishes other provisions defining participation and how graduation rates will be calculated. Additionally, it authorizes the Board to establish annual measurable progress requirements. The Board has established requirements for annual measurable progress and measures used for identifying low performing schools for additional assistance through Idaho's ESSA Consolidated State Plan to meet the federal accountability requirements. Once the US Department of Education approves Idaho's request to waive the provisions established by the Board in Idaho's Consolidated State Plan for meeting the federal accountability requirements, school districts and charter schools will no longer be held to them.

BOARD ACTION

I move to waive IDAPA 08.02.03.112.05.e, participation rate, for the spring 2021 administration of the Idaho Standards Achievement Test for state and federal accountability purposes.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

SUBJECT

Accountability Oversight Committee FY 21 Annual Recommendations Report

REF	ERE	NCE

October 2015	Accountability Oversight Committee presented recommendations to the Board regarding changes to be made to the state's accountability system, in preparation for submission of a new ESEA waiver.
August 2016	Accountability Oversight Committee presented recommendations to the Board regarding a new accountability framework, aligned to the Every Student Succeeds Act. The recommended framework included a recommendation to include chronic absenteeism on the state data dashboard.
August 2017	Board approved Idaho's ESSA Plan, including a new state and federal accountability system that utilizes multiple measures to identify schools for recognition and support.
December 2018	Board received the fiscal year 2019 report from the Accountability Oversight Committee, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school accountability system.
February 2019	Board approved amendments to the ESSA Plan, based on recommendations from the Assessment and Accountability team at the SDE and the Accountability Oversight Committee.
June 2020	Board received the fiscal year 2020 report from the Accountability Oversight Committee with recommendations regarding assessment and accountability, as related to analysis of the data in the SDE's 2018-2019 Student Achievement Report.
February 2021	Board adopted recommendations from the Accountability Oversight Committee related to the state's high school accountability assessment, thus initiating the negotiated rulemaking process for IDAPA 08.02.03 – Section 111, Assessment in the Public Schools.
April 2021	Board adopted recommendations from the Accountability Oversight Committee related to the K-8 school quality measure used for school identification, thus initiating the negotiated rulemaking process for IDAPA 08.02.03 – Section 112, Accountability.

APPLICABLE STATUTE, RULE, OR POLICY

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

Section 33-110, Idaho Code

IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability; IDAPA 08.02.02 – Section 114, Failure to Meet Annual Measurable Progress

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee of the Board. Board policy I.Q. assigns two responsibilities to the committee:

- a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
- b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

As a result of the global pandemic, assessment data was not available for the annual Student Achievement Report. Thus, the AOC's Annual Recommendations Report for fiscal year 2021 is a planning report outlining the committee's recommendations regarding the data that should be analyzed in future years.

The AOC's FY 21 Annual Recommendations Report is provided as Attachment 1. The report includes two appendices: Appendix A is an outline of the planned FY 22 AOC Annual Recommendations Report, and Appendix B presents the committee's recommendations related to the data previously analyzed for the fiscal year 2020 report and the data they recommend be included in the reports for fiscal years 2022 and 2023.

The following reflect the summarized version of the recommendations included in the AOC's FY 21 Annual Recommendations Report:

- Adjust the Accountability Oversight Committee's future reports to integrate the State Board of Education's Strategic Plan Goals, where appropriate;
- Adjust the data analyzed by the Accountability Oversight Committee, by including some data in an in-depth subject area analysis every 2 years (rather than annually), and adding a section for special focus data; and
- Support the State Department of Education in gathering and confirming accuracy of data for the FY 22 Special Focus Data analysis on the effects of the COVID 19 pandemic.

The AOC plans to review and analyze data from the Student Achievement Report in December 2021 or January 2022 and will provide the AOC FY 22 Annual Recommendations Report to the Board at its April 2022 meeting.

IMPACT

The recommendations outlined in the Accountability Oversight Committee's FY 21 Annual Recommendations Report do not have an immediate impact on any sections of Idaho Code, IDAPA, or Board policy.

ATTACHMENTS

Attachment 1 – Accountability Oversight Committee FY 21 Annual Recommendations Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The recommendations included in the AOC's current report are intended to guide the AOC and Board and SDE staff in the development of future annual reports. The AOC has communicated its intention to add special focus data and more indepth analyses without substantially increasing the length of future reports. This aligns to Appendix B of the FY 20 report, which outlined data the AOC was interested in including in the future. Staff support the recommended changes.

BOARD ACTION

This item is for informational purposes only.

Accountability Oversight Committee FY 21 Annual Recommendations Report

Per Board policy, the Accountability Oversight Committee (AOC) is tasked with providing the Board with recommendations regarding the effectiveness of or need for changes to the statewide student achievement system. The AOC's recommendations are based on a process of annually analyzing student achievement data, as provided to the committee by the State Department of Education. The AOC reviews the data and then engages in a process of conducting background research (including literature searches), consulting with experts when appropriate, and extensively discussing the information to formulate recommendations for the Board's consideration.

The most recent AOC report was completed based on the committee's analysis of 2018-2019 student achievement data; the report was reviewed by the Board at their June 2020 meeting. Due to lack of available 2019-2020 assessment data, the Accountability Oversight Committee is currently unable to conduct an in-depth analysis of student achievement data. As a result, the AOC's fiscal year 2021 report is focused on recommendations for its future reports.

Recommendation: Adjust the Accountability Oversight Committee's future reports to integrate the State Board of Education's Strategic Plan Goals.

Additional Information:

- The Board Strategic Plan Goals would be included in the AOC report as related to any data included in the Student Achievement Report or analyzed separately by the AOC.
- A proposed Table of Contents for the FY 22 AOC Recommendations Report is provided as Appendix A.

Background and Reasoning:

- The FY 20 AOC Report included the established ESSA Plan goals and an analysis regarding the state's progress towards them.
- It is the goal of the AOC to ensure that the annual recommendations report provides actionable information to the Board. The AOC recognizes that the Board has been thoughtful in establishing strategic plan goals, and wants to ensure that the AOC report is connected and relevant to the Board's other work.

Recommendation: Adjust the data analyzed by the Accountability Oversight Committee, by including some data in an in-depth subject area analysis every 2 years and adding a section for special focus data.

Additional Information:

• Overview data for all subject areas included in the 2018-2019 Student Achievement Report will continue to be provided annually.

- An outline indicating the data included in the 2018-2019 Student Achievement Report and the data recommended to be included in FY 22 (2020-2021 data) and FY 23 (2021-2022 data) is provided as Appendix B.
- Each year, the AOC will connect with the current Board President to determine if there should be a special data focus, and if so, if the Board has a particular area of interest.

Background and Reasoning:

- In its FY 20 report, the AOC identified an extensive list of additional analyses that could be done in future years. However, including all of these areas of data would result in both reports (Student Achievement Report and AOC Recommendations Report) being expanded to the point of being unwieldy.
- In planning for the FY 22 report, the AOC identified the need to include substantial analysis related to the impact of the Covid 19 pandemic on student achievement. In discussing the plan to add a special data focus for FY 22, the AOC recognized the potential for other special analyses in the future.
- This recommendation was developed in partnership with State Department of Education staff, with consideration given to the workload of the accountability and assessment staff who collect and analyze the data for the AOC.

Recommendation: Support the State Department of Education in gathering and confirming accuracy of data for the FY 22 Special Focus Data analysis on the effects of the Covid 19 pandemic.

Background and Reasoning:

- As shown in Appendix B, the data the AOC would like to review for the Special Focus in FY 22 includes reviewing student achievement relative to the mode of instructional delivery (in-person, hybrid, remote, etc.). While the SDE has gathered some of this data, its accuracy will need to be checked, which may require additional resources (staff time, etc.). There may be other areas of the special focus data that require similar efforts that are not a part of the SDE's normal assessment and accountability work.
- It may be possible to use administrative funds from one or more of the federal stimulus packages to support this work.
- The SDE and AOC may gather additional data as provided through our assessment vendor (Cambium) and/or the Smarter Balanced Assessment Consortium, dependent on the data analyses available and the timing of the completion of the FY 22 AOC report.

Supporting Documentation

Appendix A:Proposed FY 22 AOC Recommendations Report OutlineAppendix B:Student Achievement Report Outline – FY 20, FY 22, FY 23

AOC FY 21 Recommendations Report APPENDIX A

Proposed FY 22 AOC Recommendations Report Outline

- A. Background
- B. Executive Summary
- C. Data Analysis and Recommendations
 - 1. Special Focus: Covid 19 Pandemic Effects
 - Data Analysis and Interpretation
 - Conclusions
 - Recommendations
 - 2. Idaho Standards Achievement Assessment (ISAT)
 - ISAT Mathematics Data Analysis and Interpretation
 - ISAT English Language Arts Data Analysis and Interpretation
 - Conclusions
 - Recommendations
 - 3. Idaho Reading Indicator (IRI)
 - IRI Data Analysis and Interpretation
 - IRI Full-Day Kindergarten Data Analysis and Interpretation
 - Conclusions
 - Recommendations
 - 4. English Language Proficiency Assessment
 - English Language Proficiency Assessment Data Analysis and Interpretation
 - Conclusions
 - Recommendations
 - 5. College Entrance Exams (PSAT and SAT)
 - PSAT and SAT Data Analysis and Interpretation
 - Conclusions
 - Recommendations
 - 6. Graduation Rates
 - Graduation Rates Data Analysis and Interpretation
 - Conclusions
 - Recommendations
 - 7. Engagement Surveys
 - Engagement Surveys Data Analysis and Interpretation
 - Conclusions
 - Recommendations

AOC FY 21 Recommendations Report APPENDIX B

Student Achievement Report Outline – FY 20, FY 22, FY 23

The following tables demonstrate the similarities and differences between the FY20 report (2018-2019 data) and the proposed plans for FY22 and FY23.

ISAT Mathematics				
Data	FY 20 Report	Every Year	Every Other Yr	Notes
All students (all grades), % scoring in each performance category, 2015-present	x	х		
By grade, most recent 3 yrs	х	х		
By race/ethnicity, subgroup, gender	x		X – FY 23	Possibly FY 22 as a part of the Special Project analysis
Scale score growth analysis	x		possibly	This was a special project by Cambium and could be considered for future
Longitudinal scale score by cohort	x		possibly	This was a special project by Cambium and could be considered for future
Average scale scores, 2015-present			X – FY 23	Possibly FY 22 as a part of the Special Project analysis
Movement between achievement levels (% of students who scored in certain performance categories who changed their performance category 1 yr later)			X – FY 23	
Claim by race/ethnicity, subgroups, gender			X – FY 23	Possibly FY 22 as a part of the Special Project analysis
Performance of students in 1 student group vs. those in 2+ groups			X – FY 23	
ISAT English Language Arts / Literacy				
Data	FY 20 Report	Every Year	Every Other Yr	Notes
All students (all grades), % scoring in each performance category, 2015-present	x	х		
By grade, most recent 3 yrs	Х	Х		
By race/ethnicity, subgroup, gender	Х		X – FY 22	
Average scale scores, 2015-present Scale score growth analysis	x		possibly	This was a special project by Cambium and could be considered for future
Longitudinal scale score by cohort			possibly	Similar analysis of math was done by Cambium
Writing performance, including condition codes			X – FY 22	
Movement between achievement levels (% students who scored in certain perf categories who moved categories 1 yr later)			X – FY 22	

AOC FY 21 Recommendations Report APPENDIX B

Claim by race/ethnicity, subgroups, gender			X – FY 22	
Performance of students in 1 student group			X – FY 22	
vs. those in 2+ groups				
Idaho Reading Indicator (IRI)			-	
Data	FY 20 Report	Every Year	Every Other Yr	Notes
All students, all grades, fall and spring, % scoring in each performance category, most recent 3 yrs (as available)	х	х		We previously only had 1 yr of data available (2018-19). The FY22 report will have 2 yrs of data available (2018-19 and 2020-21).
By grade, fall and spring, most recent 3 yrs (as available)	х	х		
By race/ethnicity, subgroup, gender	Х		X – FY 22	
Movement between achievement levels (% students who scored in certain perf categories who moved categories 1 yr later)			X – FY 22	
Full-time and part-time kindergarten comparisons	x		X – FY 22	 Enrollment (full-time vs. part- time for the state, by locale (rural vs. non-rural) and region % at grade level (full-time vs. part-time, statewide) Mean composite scale score change fall to spring (full-time vs. part-time, statewide)
Grade 1 performance, based on whether student enrolled in public K			X – FY 22	
Full-time vs. part-time kindergarten program analysis, most recent 3 yrs			X – FY 22	
English Language Proficiency Assessment	for Englis	h Learner	S	
Data	FY 20 Report	Every Year	Every Other Yr	Notes
All students, all grades, % scoring in each performance category, most recent 3 yrs	x	х		
By grade, most recent 3 yrs			X – FY 22	
By EL designation			X – FY 22	
Cohort analysis			X – FY 22	
# of languages reflected and most common (5 or 10)			X – FY 22	
College Entrance Exams (PSAT & SAT)				
Data	FY 20 Report	Every Year	Every Other Yr	Notes
PSAT - % Meeting College Ready Benchmarks, most recent 3 yrs	x	х		
PSAT - % Meeting College Ready Benchmarks, by race/ethnicity, subgroup, and gender			X – FY 23	
SAT - % Meeting College Ready Benchmarks, most recent 3 yrs	х	х		

AOC FY 21 Recommendations Report APPENDIX B

SAT - % Meeting College Ready Benchmarks,			V FV 22	
by race/ethnicity, subgroup, and gender			X – FY 23	
PSAT to SAT scale score change analysis			X – FY 23	
Graduation Rates (4 year and 5 year coho	ort graduat	ion rates)	
Data	FY 20 Report	Every Year	Every Other Yr	Notes
4 year rate, statewide, 2015 - present	Х	Х		
4 year rate, by race/ethnicity, subgroup, and gender	х		X – FY 23	
4 year rate, by school type (traditional, alternative, charter, virtual)			X – FY 23	
Correlation between attendance / chronic absenteeism and 5 year graduation rate			X – FY 23	
5 year rate, statewide, 2017 - present	Х	Х		
5 year rate, by race/ethnicity, subgroup, and gender	х		X – FY 23	
5 year rate, by school type (traditional, alternative, charter, virtual)			X – FY 23	
Correlation between attendance / chronic absenteeism and 5 year graduation rate			X – FY 23	
Engagement Surveys				
Data	FY 20 Report	Every Year	Every Other Yr	Notes
All students, all grades, 2018 - present	Х	Х		
Students by grade, most recent 3 yrs	Х	Х		
Students by domain and grade			X – FY 22	
Parent and staff engagement: statewide, all results, most recent 3 yrs	х	х		
Parent and staff engagement by school type			X – FY 22	

The following table represents the Accountability Oversight Committee's initial discussions regarding the data that may be analyzed to review the impact of the Covid 19 pandemic on the state's districts, schools, and students. The AOC will work closely with the SDE to ensure that the data that is gathered and analyzed aligns as closely as possible to the information that will be provided to the federal government, which will be outlined in Idaho's ARP ESSER Plan. Additionally, it is possible the AOC will consider additional data available through external sources, such as our assessment administration vendor (Cambium) or the Smarter Balanced Consortium. Finally, the data included in the final report may be adjusted based on the data available and the ability of staff to ensure its accuracy given constraints related to staff time and resources.

Special Focus
FY 22: Impact of Covid 19 pandemic closures and adjustments
Data
Opportunity to Learn Survey Results
Longitudinal representation of cohort performance on ISAT ELA and Math, and IRI
Comparison by socioeconomic

AOC FY 21 Recommendations Report APPENDIX B

Comparison by rural – urban

Virtual schools (either within other graphs or separately) vs. traditional districts online schools

Comparison by instructional delivery method - online vs. hybrid vs. in-person

Comparison of online delivery by asynchronous vs. synchronous deliver (if this level of detail is available)

Comparison of ISAT scores by administration type (in-person vs. remote proctor)

Graduation rate comparison by school type and delivery method

Comparison by attendance

Enrollment impacts

Possible Future Special Focus Data

- 4 day vs. 5 day school week
- CTE and Advanced Opportunities

SUBJECT

Draft School Readiness Guidelines

REFERENCE

February 2019	Board received an update on the Idaho Association for the Education of Young Children's initiative on school readiness, and added a new Goal 2 to the K-20
	Education Strategic Plan focusing on Educational Readiness.
February 2020	Board adopted the K-12 Our Kids, Idaho's Future Task Force work and recommendations, including recommendations for focusing accountability on K-3

kindergarten. December 2020 Board discussed kindergarten readiness during its work session.

literacy and uniform student access to all day

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-201, §33-208, §33-1614 Idaho Administrative Code, IDAPA 08.02.03.101 – Kindergarten Curriculum

BACKGROUND/DISCUSSION

Pursuant to Section 33-201, Idaho Code, "School age" is defined as all residents of the state between the ages of five and twenty-one. Kindergarten attendance is not compulsory in Idaho. Section 33-202, Idaho Code, provides that students between the age of seven and sixteen to be instructed in the subjects commonly and usually taught in the public school until the age of 7. For most students, this means they are not required to attend school or be instructed in the subjects commonly and usually taught in the public school until second grade.

In 2019, the Board amended Goal 2 of Idaho's K-20 Education Strategic Plan to focus on Educational Readiness. The goal encompasses earlier ongoing efforts by the Board to emphasize work around early learning literacy and recommendations adopted by the Board from the 2012/2013 Governor's K-12 Task Force and the 2019 recommendation from Governor Little's Our Kids, Idaho's Future Task Force.

In February 2021, the Planning, Policy and Governmental Affairs Committee Chair established the Idaho School Readiness Guidelines Work Group (School Readiness Work Group). The work group was tasked with drafting guidelines designed to clarify the skills children will demonstrate when they are ready to begin their kindergarten year of school.

The School Readiness Work Group is chaired by Board member Linda Clark and includes eleven (11) other individuals from across Idaho, including representatives of the State Department of Education and Idaho Public Television, higher

education, kindergarten teachers, early childhood educators, and agency representatives. The School Readiness Work Group's membership is provided as Attachment 2. The work group has met six (6) times as a full group and completed additional work in subgroups. Prior to developing the draft guidelines document, the work group reviewed the Idaho Early Learning eGuidelines and school readiness documents developed by other states.

The School Readiness Work Group has developed the Draft School Readiness Guidelines document for consideration by the Board, provided as Attachment 1. The document is designed to be accessible to parents and caregivers, and includes both the skills a child will typically be capable of demonstrating when they are school ready and activities that parents and caregivers can facilitate to encourage skill development. The School Readiness Work Group recommends the document be distributed for the purpose of gathering stakeholder feedback before the Board adopts a final document.

IMPACT

This agenda item will provide the Board with an opportunity to discuss expectations to ensure every student is ready to learn when they enter kindergarten. The consideration and potential adoption of the Idaho School Readiness Guidelines do not have an impact on any sections of Idaho Code, IDAPA, or Board policy.

ATTACHMENTS

Attachment 1 – Draft Idaho School Readiness Guidelines Attachment 2 – Idaho School Readiness Guidelines Work Group Membership

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Currently in Idaho, no state funds are available for preschool education outside of those students that qualify for special education services, and kindergarten is only funded at a half day rate. Additionally, pursuant to Section 33-512, Idaho Code, local boards of trustees have a duty to "exclude from school, children not of school age."

The Idaho School Readiness Guidelines were developed to enhance the Board's efforts to support strategies to prepare children for school, as aligned to Board Strategic Plan Goal 2, Objective B. If adopted, the Board, State Department of Education, and partners will work together to distribute the guidelines. The guidelines are intended to be a useful resource for educators, parents, and caregivers, and staff believes the current draft is moving in alignment with these goals. Staff supports the Idaho School Readiness Work Group's recommendation to distribute the draft guidelines to gather feedback before Board adoption.

BOARD ACTION

This item is for informational purposes only.

READY FOR SCHOOL



You'll know your child is ready for kindergarten when (s)he...

X Language and Communication Skills \triangle Physical Development and Safety **Social and Emotional Development** Holds scissors correctly and cuts on a straight Tries new things, shares, and takes turns. Engages in conversations with adults and line and a curved line. children. Engages in an independent activity (that does) Holds a pencil or crayon in a tripod grasp and Listens to others and takes turns speaking. not involve screen time) for at least 5 - 10 mins. uses it to write or draw. Speaks clearly to be understood and uses 5 to 6 Separates from a parent or guardian without Kicks a ball, hops on 1 foot, and climbs a ladder. word sentences. substantial anxiety. Eats, washes hands, blows nose, uses the toilet, Follows two and three step verbal directions. Asks for help to get needs met. fastens pants, and zips a jacket independently. Recalls personal experiences and describes Follows schedules and routines and adjusts to □ Follows basic safety rules and understands the them to others. changes. consequences of not following rules. Children learning English as a second language Reasonably manages his/her emotions when Knows his/her first and last name and the name use a combination of their native language, his/her behavior is corrected. of his/her parent or guardian. English, and nonverbal communication to play and work with others. Names his/her body parts. **X** Early Literacy **Mathematical Thinking** 🛧 Scientific Thinking Recognizes numerals 0 to 10. Makes observations and asks questions about Recognizes their written name. the world and how it works. Counts objects by touching one object at a time, Names several uppercase and lowercase letters. and understands the last number stated is the Shows curiosity and tests ideas using trial and Says and hears rhymes (e.g. hat and cat). total count. error. Enjoys books and stories, and can hold a book Recognizes and creates groups of 2, 3, 4, or 5 Describes cause and effect, parts of a whole, and turn pages correctly. objects. and/or change over time based on things (s)he Answers simple questions about the people, sees in the world. Uses comparative words (more/less, bigger/ places, or events in a book. smaller, etc.) Identifies a simple problem and tries to find solutions. Sorts items by attributes (e.g. color). Records observations by drawing and describing Recognizes and creates simple patterns. something (s)he has noticed about the world.

Easy activities you can do today to help your child prepare for school:

• Read to your child every day. 🔆

- Visit your local library or book store to participate in story time or pick books to read together. 🔆
- Help your child recognize his/her name in print. *
- Encourage your child to draw, build, and play with play dough. Have your child describe or tell you a story about her/his drawing or creation. **★**▲★
- Play games that require listening, following directions, and taking turns (Simon Says, Follow the Leader, Candy Land, Memory, etc.). *
- Implement schedules and routines with your child. Help your child learn to transition easily between activities (cues like a bell or music help). *
- Speak clearly to your child (without "baby talk"). Talk with him/her about what you are doing or what (s)he sees, hears, etc. $* \nabla$
- Sing songs or recite nursery rhymes with your child. *
- Encourage your child to talk about his/her feelings by modeling and discussing your feelings. *****
- Provide opportunities for your child to play and explore with other children in in new settings. ▲♥
- Encourage outdoor play and exploration; allow your child to jump, climb, and dig. 🔺
- Discuss and practice personal safety rules with children (holding hands in crowds, wearing a bike helmet, etc.). ▲♥
- Encourage your child to dress himself / herself.

🔺 PHYSICAL DEV & SAFETY

💙 SOCIAL & EMOTIONAL DEV

LANGUAGE, COMMUNICATION & LITERACY

MATHEMATICAL THINKING SCIENTIFIC THINKING



More detailed guidelines, including specific age breakdowns are available in the Idaho Early Learning eGuidelines. For additional information about literacy skills development, please see the Idaho Comprehensive Literacy Plan.

- Show / point to written numbers (in books, games, and daily life) and have your child identify the name.
- Play games that involve numbers, patterns, and counting (Candy Land, Chutes and Ladders, etc.). **★**♥♦
- Count toys while playing.
- Provide a variety of objects or toys for your child to collect, group, and compare (by color, size, shape, type, etc.).
- Give your child two objects, such as a pencil and spatula and ask questions about them (Examples: Which is longer/shorter? Which is heavier/lighter?). �*
- To help your child learn to make and test predictions, when reading a book, ask your child, "What might happen next?". **
- When outside, ask your child questions, like: What do you see / hear? What do you think made that happen? How has that ____ changed? **★**
- Encourage your child to draw something they have seen. Help them label specific parts of the item. ★
- Facilitate simple experiments with your child, predict what will happen, and discuss the results (Example: drop oil and food coloring into water). ★
- Read books focused on a variety of topics, including feelings, numbers, science, and learning through trial and error (Happy Hippo Angry Duck, The Very Hungry Caterpillar, The Most Magnificent Thing, etc.). ***♥**♦★

Idaho School Readiness Guidelines Work Group

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Ludee Vermaas Executive Director Get Ready to Learn, Kuna!

Kari Wardle Teacher Ambassador Idaho Public Television

SUBJECT

2022-2027 K-20 Education Strategic Plan

REFERENCE

- December 2015 Board received update on progress toward 60% educational attainment goal and areas for consideration as policy levers for increasing degree production and approved the updated K-20 Education Strategic Plan including adjustment to level of credential benchmarks.
- December 2016 Board reviewed and discussed amendments to the Board's FY18-FY22 K-20 Education Strategic plan and approved amendments to the Board's FY18-FY22 Higher Education Research Strategic Plan.
- August 2017Board discussed in detail goal one and possible
amendments to the K-20 Education strategic plan and
requested the Planning, Policy and Governmental
Affairs Committee continue the work and bring back
proposed amendments to the Board for consideration.December 2017Board discussed and requested additional changes to
the Board's new strategic plan.
- February 2018 Board approved new K-20 Education Strategic Plan (FY20-FY24) significantly rewriting the Goals, Objectives, and Performance Measures.
- October 2018 Board reviewed the K-20 Educational System performance measures and directed staff to remove a number of performance measures and bring forward annual degree production targets for consideration in the updated K-20 Education Strategic Plan for the December 2018 Board meeting.
- December 2018 Board reviewed the draft K-20 Education Strategic Plan and discussed setting institution level credential production goals by level of credential.
- February 2019 Board approved updated K-20 Education Strategic Plan and reviewed data on Idaho's workforce education gap and potential credential production targets. Directed staff to do additional work with the Department of Labor, Department of Commerce, Workforce Development Council, and Governor's Office on identifying workforce need and production targets.
- June 2019 Board approved updated FY20-FY24 Institution, Agency, and Special/Health program strategic plans.
- October 2019 Board reviewed K-20 Education System performance during the Work Session and Literacy Growth Targets during the Planning, Policy and Governmental Affairs

	portions of the agenda
February 2020	Board approved amendments to the FY21 K-20 Education Strategic Plan.
May 2020	The Board discussed amendments to the Board's K-
June 2020	20 Strategic plan as part of a facilitated Board retreat. Board approved the institutions' and agencies' strategic plans and delegated approval of the health and special program plans to the Executive Director.
August 2020	Board approved a new mission and vision statement for the K-20 Education Strategic plan.
October 2020	Board reviewed K-20 Education System performance measures.
December 2020	Board discussed possible amendments to the FY 22 K- 20 Education Strategic Plan.
February 2021	Board approved the FY 22-27 K-20 Education Strategic Plan.
May 2021	Board discussed possible amendments to the current strategic plan at its May Retreat.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

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

Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho, provides general oversight and governance for public K-20 education, and has a direct governance role as the Board of Regents for the University of Idaho and the board of trustees for the other public four-year college and universities. The K-20 Education strategic plan must encompass and serve all of these aspects of Idaho's public education system.

The Board's strategic plan is a forward-looking roadmap used to guide future actions, define the vision and mission of Idaho's K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in public education throughout the state. The strategic plan establishes the Board's goals and objectives that are consistent with the Board's governing ideals and communicates those goals and objectives to the agencies and institutions under the Board, to the public and other stakeholder groups. At the October regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives.

The proposed amendments to the Board's K-20 Education Strategic Plan will add an additional performance measure focused on unfinished learning, with performance measures for kindergarten through grade 4 literacy proficiency, grade 5 through 9 mathematics, and high school credit recovery.

IMPACT

Approval of proposed amendments will update the FY 22 K-20 Strategic Plan approved by the Board at the February 2021 Board meeting, adding a new objective focused on closing the achievement gap caused by unfinished learning during the pandemic.

ATTACHMENTS

Attachment 1 – Proposed Amendments FY 2022–2027 K-20 Education Strategic Plan

STAFF COMMENTS AND RECOMMENDATIONS

During the May 2021 Board Retreat, the Board discussed the effects of unfinished learning on students due to the pandemic, and focusing on reducing the achievement gaps and increasing growth toward proficiency. The general consensus of the Board's conversation focused on growth toward proficiency; literacy proficiency in students kindergarten through grade 4; mathematics proficiency in student grade 5 through 9; and high school credit recovery, with additional work toward those student populations with the largest gaps.

Staff recommends approval of the strategic plan as amended in Attachment 1.

BOARD ACTION

I move to approve the FY 2022-2027 K-20 Education Strategic plan as amended in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____



GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

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 work force opportunities by assuring they are ready to learn at the next educational level.

GOAL 3: EDUCATIONAL

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

GOAL 4: WORKFORCE

READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness. PPGA <u>Objective A: Data Access and Transparency</u> - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
 <u>Objective B: Alignment and Coordination</u> – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

Objective A: Rigorous Education – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
 Objective B: School Readiness – Explore opportunities to enhance school readiness
 Objective C: Unfinished Learning - Reduce achievment gaps caused or increased by the education interuption due to the COVID-19 pandemic.

• **Objective A: Higher Level of Educational Attainment** – Increase completion of certificates and degrees through Idaho's educational system.

• <u>Objective B: Timely Degree Completion –</u> 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).

• <u>Objective C: Access</u> - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

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

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



FY2022-2027 Idaho K-20 Public Education - Strategic Plan

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION STATEMENT

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

GUIDING VALUES

- Access
- Innovation
- Preparedness
- Resilience

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT (systemness) – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

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

Performance Measures:

I. Development of a single K-20 data dashboard and timeline for implementation. Benchmark: Completed by FY2022

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

Performance Measures:

- I. Percent of Idaho community college transfers who graduate from fouryear institutions. Benchmark: 25% or more
- II. Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.

Benchmark: 2 year – less than 55% 4 year – less than 20%³

GOAL 2: EDUCATIONAL READINESS (student-centered) – 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 by assuring they are ready to learn for the next educational level.

<u>Objective A: Rigorous Education</u> – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

Performance Measures:

- I. Performance of students scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3). Benchmark: TBD (Benchmark will be set after Spring 2021 IRI results received)95%
- II. Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3). Benchmark: TBD (Benchmark will be set after Spring 2021 IRI results received)Annual increase of 3%.
- III. Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school). Benchmark:

Idaho Standards Achievement Test	by 2022/ESSA Plan Goal
Math	
5th Grade	58.59%
8th Grade	57.59%
High School	53.30%
ELA	
5th Grade	68.04%
8th Grade	67.64%
High School	73.60%

ATTACHMENT 1

Science	_
5th Grade	FY21 Baseline
High School	FY21 Baseline

- IV. High School Cohort Graduation rate. Benchmark: 95%³ or more
- V. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks. Benchmark: SAT – 60%¹ or more ACT – 60%¹ or more
- VI. Percent of high school graduates who participated in one or more advanced opportunities. Benchmark: 80%¹ or more
- VII. Percent of dual credit students who graduate high school with an Associates Degree.
 Benchmark: 3%² or more
- VIII. Percent of high school graduates who enroll in a postsecondary institution: Within 12 months of high school graduation.
 Benchmark: 60%³ or more Within 36 months of high school graduation.
 Benchmark: 80%⁴ or more

Objective B: School Readiness – Explore opportunities to enhance school readiness.

Performance Measures:

I. Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten. Benchmark: <u>TBD-95%</u>

Objective C: Unfinished Learning - Reduce achievement gaps caused or increased by the education interruption due to the COVID-19 pandemic.

Performance Measures:

- I. Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-4).
- II. Growth towards proficiency on the Idaho Standards Achievement Test for mathematics (broken out by grade level, 5-9).
- III. Reduction in the percent of high school students needing to make up credits in order to graduate on time.

GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – 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.

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

Performance Measures:

I. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study. Benchmark: 60%⁵ or more

II. Total number of certificates/degrees conferred, by institution per year:

- a) Certificates
- b) Associate degrees
- c) Baccalaureate degrees

Total number of certificates/degrees produced, by	Benchmark
institution annually	
Certificates of at least one year	TBD
College of Eastern Idaho	TBD
College of Southern Idaho	TBD
College of Western Idaho	TBD
North Idaho College	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD
Associate degrees	TBD
College of Eastern Idaho	TBD
College of Southern Idaho	TBD
College of Western Idaho	TBD
North Idaho College	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD
Baccalaureate degrees	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD

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

Benchmark: (2 year Institutions) 75%³ or more (4 year Institutions) 85%³ or more

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

Benchmark: 50%³ or more (2yr/4yr)

<u>Objective B: Timely Degree Completion</u> – 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).

Performance Measures:

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. Benchmark: 50% or more
- II. Percent of new degree-seeking freshmen completing a gateway math course within two years. Benchmark: 60% or more
- III. Median number of credits earned at completion of Associate's or Baccalaureate degree program.
 Benchmark: Transfer Students: 69/138² or less
 Benchmark: non-transfer students: 69/138² or less

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

Performance Measures:

- I. Annual number of state-funded scholarships awarded and total dollar amount. Benchmark: 3,000⁶ or more, \$16M⁷ or more
- II. Proportion of postsecondary graduates with student loan debt. Benchmark: 50% or less⁸
- III. Percent of students who complete the Free Application for Federal Student Aid (FAFSA). Benchmark: 60% or more
- IV. Percent cost of attendance (to the student)
 Benchmark: 96%⁴ or less of average cost of peer institutions

- V. Average net cost to attend public institution. Benchmark: 4-year institutions - 90% or less of peers⁴ (using IPEDS calculation)
- VI. Expense per student FTE Benchmark: \$20,000⁴ or less
- VII. Number of degrees produced Benchmark: 15,000³ or more

GOAL 4: WORKFORCE READINESS (opportunity) – Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

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

Performance Measures:

- I. Percentage of students participating in internships. Benchmark: 10%⁴ or more
- II. Percentage of undergraduate students participating in undergraduate research.
 Benchmark: Varies by institution⁴
- III. Percent of non STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields). Benchmark:
- IV. Increase in postsecondary programs tied to workforce needs per year. Benchmark: 10⁹ or more

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

Performance Measures:

- I. Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs. Benchmark: 8¹⁰ graduates at any one time
- II. Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho. Benchmark: 60%¹¹ or more
- III. Percentage of Family Medicine Residency graduates practicing in Idaho. Benchmark: 60%¹¹ or more

ATTACHMENT 1

- IV. Percentage of Psychiatry Residency Program graduates practicing in Idaho. Benchmark: 50%¹¹ or more
- V. Medical related postsecondary programs (other than nursing). Benchmark: 100⁹ or more

KEY EXTERNAL FACTORS

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

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

EVALUATION PROCESS

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

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

¹ Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).

² Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).

³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on projected change needed to move the needle on the states 60% educational attainment goal.

⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

⁶ Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

⁷ Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.

⁸ Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.

⁹ New measure.

¹⁰ Benchmark is set based on projected and currently available state resources.

¹¹ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is set at a rate greater than similar programs in other states.

SUBJECT

Idaho Indian Education Strategic Plan

REFERENCE

February 2014	The Board received an update on committee progress and activities.
October 2014	The Board received an update on committee progress and activities.
June 2015	The Board approved the first Indian Education strategic plan.
August 2020	The Board received an update on committee progress and activities.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.P. Idaho Indian Education Committee

BACKGROUND/DISCUSSION

The Idaho Indian Education Committee (Committee) was formally established through Board Policy I.P to serve 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 American Indian tribes of Idaho, the Board, the Department, and Idaho's public postsecondary institutions. The mission of the Committee is to make recommendations to create conditions for, and support the efforts of, raising the bar and eliminating the gap of academic achievement. Four of the seven key responsibilities of the Committee, identified in Board Policy I.P, relate to making recommendations on American Indian achievement and overall, culturally responsive pedagogy and practices.

At the August 2020 Board meeting, Committee members provided an overview of five school districts with the highest American Indian student population and highlighted gaps of academic achievement for American Indian students compared to their educational peers, including college-going rates, and advanced opportunities.

The Committee convened a series of work sessions to update the goals of the strategic plan that address and advance the Board's mission of an educated citizenry. The discourse of the revised benchmarks and performance measures focus on identifying and remedying systemic and institutional obstacles that create educational barriers for this demographic group. In addition, the intent of the revisions are to help guide the Committee's work for identifying priority areas. Amendments include updates to the mission and vision statements, which furthers collaborations among Idaho's public school and education systems for supporting a well-educated citizenry for tribal communities and the entire state. The plan retains and updates its two main goals to promote

academic excellence for American Indian students and increase culturally relevant pedagogy in teacher preparation programs to include updated correlating objectives.

IMPACT

Approval of the plan will allow the Committee to move forward with developing specific strategies for the coming year that will advance the Committee's and the Board's missions.

ATTACHMENTS

Attachment 1- Idaho Indian Education Strategic Plan

STAFF COMMENTS AND RECOMMENDATIONS

The Indian Education Committee is responsible, in part, for making recommendations to the Board and Department for educational policy as it relates to American Indian student access, retention, graduation, and achievement.

The strategic plan was reviewed and recommended for approval by the Idaho Indian Education Committee on March 5, 2021. Board staff recommends approval of the strategic plan as submitted.

BOARD ACTION

I move to approve the 2022-2027 Idaho Indian Education Strategic Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Indian Education STRATEGIC PLAN 2016-20212021-2026

VISION

The Idaho State Board of Education and the State Department of Education envisions all American Indian students in Idaho thrive, reach their full potential, and have access to educational services and opportunities equity in education as cooperative partnerships that produce strong educational environments responsive to the needs of American Indian students and Tribal communities through public school systems that are effective and accountable.

MISSION

Creating and leveraging educational opportunities for Idaho's American Indian students through access, educational programs, and support services provided by the educational institutions and tribes of Idaho to promote academic and career attainment. The Idaho State Board of Education's mission is to work effectively and collaboratively with all educational stakeholders to support academic and career attainment for Idaho's American Indian student population.

CONSTRUCTING FOUNDATIONS OF SUCCESS

The Idaho Indian Education Committee has developed a strategic plan focusing on opportunity gaps and the recommendation of best practices. The Board, through building partnerships, increasing indigenous pedagogical practices, and adopting data-driven, evidence-based policies, will work to increase educational attainment of all American Indian students in Idaho.

GOAL 1: AMERICAN INDIAN ACADEMIC EXCELLENCE

Ensure Idaho's American Indian students are afforded educational opportunities on an equitable basis; provide resources that promote and support an increase in the educational attainment among American Indian students All American Indian K-20 students have equitable access to information and opportunities regarding postsecondary education, training, and preparation for career opportunities.

Objective A: Increase access of educational opportunity among Idaho's American Indian students Increase resources for Local Education Agencies (LEAs) to address culturally responsive school environments inclusive of family engagement, and social-emotional wellness that strengthens identity.

Performance Measure(s):

- Increased number of American Indian students who applied for the Opportunity Scholarship.
 Benchmark: 5% per year.
- Increased number of American Indian students who receive the Opportunity Scholarship.
 Benchmark: 20 students.

3. Increase the number of American Indian students who complete the FAFSA by the priority deadline.

Benchmark: to 100%

- 4. Increased number of American Indian students who participated in Advanced Opportunities.
- Dual Credit
- Benchmark: by 125 students
- Benchmark: by 10%
- AP Exam (three or higher)
- Benchmark: by 10%
- 1. Increase of resources available to LEAs listed within the inventory. Benchmark: 5% increase.

Objective B: Increase the level of educational attainment among Idaho's American Indian students. Ensure (1) programs and services, and (2) policies at public postsecondary institutions are responsive to American Indian student learners in promoting access, recruitment, retention, and graduation.

Performance Measure(s):

- Increased number of American Indian students enrolled in postsecondary institutions after graduation.
 Benchmark: by 400
- 2. Increased number of American Indian students scoring proficient or higher on IRI. **Benchmark:** by 10%
- 3. Increased number of American Indian students scoring proficient or higher on SAT.
 Benchmark: by 10%
- 4. Increased number of American Indian students that articulate to postsecondary education.

Articulation

Benchmark: 60%

5. Decreased time to completion among American Indian students.

Time to completion

Benchmark: 5 years

PPGA

- 6. Increased graduation rates among American Indian students.
- Graduation rates
- Benchmark: by 26%

7. Increased number of American Indian students earning a postsecondary degree.

- Associate Benchmark: 48
- -Baccalaureate
- Benchmark: 75
- Master's
- Benchmark: 16

- Benchmark: 5
- 1.Percent of American Indian students attending at a public postsecondary institution
disaggregated by type of affiliation.Benchmark:Annual increase in the percentage of the American Indian graduates.
- Percent of American Indian students graduating from a public postsecondary institution disaggregated by type of affiliation.
 Benchmark: Annual increase in percentage of American Indians graduating from an Idaho postsecondary institution within the 150% graduation IPEDs measure.
- Percent of retention from freshman to sophomore year for American Indian students at a public postsecondary institution disaggregated by affiliation.
 Benchmark: Annual increase in percentage of freshman to sophomore retention of American Indians at an Idaho postsecondary institution.

Objective C: Increase the quality of instruction for Idaho's American Indian students

Performance Measure(s):

- 1. Increased number of highly qualified teachers in targeted schools. Benchmark: 100%
- 2. Include a culturally relevant pedagogy in the teacher preparation standards. Benchmark: a minimum of three credit hours in Idaho tribal culture and history.
- 3. Require credits for Idaho tribal history for certification. Benchmark: a minimum of three credit hours in Idaho tribal culture and history.

4. Increased number of certified American Indian educators in the state. PPGA TA

Teachers

Benchmark: Under development. Not currently collected at the state level.

Administrators

Benchmark: Under development. Not currently collected at the state level.

Counselors

Benchmark: Under development. Not currently collected at the state level.

GOAL 2: CULTURALLY RELEVANT PEDAGOGY

Ensure Idaho K-20 <u>public</u> educational institutions <u>will provide support</u> all <u>educators with</u> indigenous scholarship to recognize the distinct, unique knowledge and heritage of <u>the</u> <u>federally recognized tribes of</u> Idaho's <u>American Indians</u>.

Objective A: Increase integration of cultural relevancy into the professional practice of educators through educator preparation programs and state and local education pre-service and in-service programs.

Performance Measure(s):

 Increased number of <u>college courses and</u> education professional development credits in culturally responsive <u>pedagogy and</u> teaching.
 Benchmark: Under development. Not currently collected at the state level.

Objective B: Increase the knowledge of federal policies and access to professional development opportunities across grades K-12, focusing on Idaho's Indian-the five Ttribes of Idaho.

Performance Measure(s):

- Include Idaho's tribal culture, history, and government in the K-12 content standards and to participate and review on an ongoing basis.
 Benchmark: <u>Achieved in 2016.</u>
- 2.1. Include tribal federal policies and Idaho tribal government in colleges of education teacher, counselor, and administrator certification programs.
 Benchmark: a minimum of three credit hours.
- <u>2. Number of Memoranda of Agreements between the public postsecondary institutions</u> and Tribes of Idaho.
 <u>Benchmark:</u> 100% of public postsecondary institutions.
- Number of American Indian students accepted and attending educator preparation programs at an Idaho public postsecondary institution.
 Benchmark: Annual increase in the number of students who graduate from an educator preparation or student personnel program from an Idaho public postsecondary institution.

Objective C: Increase the accuracy of knowledge and educational content about the culture, history, sovereignty and governance of the Tribes of Idaho.

Performance Measure(s):

 Number of Memorandums of Agreement between public secondary schools and individual tribes of Idaho.
 Benchmark: 100% of all public secondary schools.

Evaluation Process:

Objectives will be reviewed annually. The IIEC will review data for alignment with objectives towards reaching benchmarks. As necessary, the IIEC will identify barriers to success, strategies for continuous improvement, and any additional resources necessary to make measurable progress. The IIEC will make recommendation appropriate to supporting the goals and objectives.

Definitions

ATTACHMENT 1

1. Culturally Responsive Pedagogy:

Culturally responsive pedagogy is a theoretical framework focused on developing intellectual, social, emotional, and political learning by using cultural referents (backgrounds, experiences, and perspectives) to impart knowledge, skills, and student achievement (Ladson-Billings, 1992).

1. Cultural Relevancy:

Cultural relevancy is defined as the ability to effectively reach and engage communities and their youth in a manner consistent with the cultural context and values of that community while effectively addressing disparities of diversity, equity, and inclusion within an organization's entire structure (lawinsider.com).

2. Tribes of Idaho:

The five federally recognized tribes that maintain traditional and customary homelands in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and Shoshone-Paiute Tribes.

SUBJECT

Institution, Agency, and Special/Health Programs Strategic Plans

REFERENCE

December 2017	The Board approved new system-wide performance measures for the institutions focused on outcomes
February 2018	from the CCA Game Changers. The Board approved the State K-20 Education Strategic Plan.
April 2018	The Board reviewed the institution, agency and special/health programs strategic plans.
June 2018	The Board approved the annual updates to the institution, agency, and special/health program strategic plans.
December 2018	The Board reviewed and directed staff to make updates to the State K-20 Education Strategic Plan.
February 2019	The Board approved the State K-20 Education Strategic Plan.
April 2019	The Board reviewed the institution, agency and special/health programs strategic plans.
June 2019	The Board approved the institution, agency and special/health programs strategic plans.
October 2019	The Board was presented with the institution and agencies performance measure reports and progress toward meeting their strategic plan goals.
June 2020	The Board approved the institution, agency and special/health programs strategic plans.
October 2020	The Board was presented with the institution and agencies performance measure reports and progress toward meeting their strategic plan goals.
April 2020	The Board reviewed the institution, agency and special/health programs strategic plans.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. The plans must encompass at a minimum the current year and four years going forward. The Board planning calendar schedules these plans to come forward annually at the April and June Board meetings. Due to changes in the annual Board meeting schedule, the strategic plans were not presented at the April Board meeting. The

plans are submitted by the Board office to the Division of Financial Management (DFM) by DFM's July 1 deadline each year.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. The Board's requirements are in alignment with DFM's guidelines and the requirements set out in sections 67-1901 through 67-1903, Idaho Code. Each strategic plan must include:

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

In addition to the required compenents and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format. The Planning, Policy and Governmental Affairs committee established the current template for strategic plan submittal and the Board adopted it at the April 2017 Board meeting.

In addition to the goals, objectives and performance measures chosen by each institution and agency, the Board has historically required a set number of uniform "system-wide" postsecondary performance measures. At the December 2017 Regular Board meeting the Board discussed and approved the current system-wide performance measures. These system-wide performance measures are targeted toward measuring outcomes that are impacted by the implementation of the Complete College America Game Changers. The system-wide performance measures are required, by the Board, to be reported consistently across institutions. While each institution is required to include the system-wide performance measures in their strategic plans, each institution sets their own benchmarks.

The system-wide performance measures are:

Timely Degree Completion

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

Remediation Reform

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

Math Pathways

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

Guided Pathways

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

In addition to including the system-wide performance measures, the Board has consistently requested the benchmarks contained within the strategic plans be aspirational benchmarks, not merely a continuation of the "status quo."

All of the strategic plans are required to be in alignment with the Board's systemwide strategic plans; these include the Board's overarching K-20 education strategic plan (approved at the February Board meeting), the Science, Technology, Engineering and Math (STEM) Education Strategic Plan, the Higher Education Research Strategic Plan, and the Idaho Indian Education Strategic Plan.

Executive Order 2017-02 requires updates on the adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security Critical Security Controls (CIS Controls) to be included in each institution's and agency's strategic plans.

IMPACT

Once approved the strategic plans will be submitted to the Division to Financial Management.

ATTACHMENTS

- Attachment 01 K-20 Strategic Plan Attachment 02 – System-wide Performance Measures Institutions Attachment 03 – University of Idaho Attachment 04 – Boise State University Attachment 05 – Idaho State University Attachment 06 – Lewis-Clark State College **Community Colleges** Attachment 07 – College of Eastern Idaho Attachment 08 – College of Southern Idaho Attachment 09 – College of Western Idaho Attachment 10 – North Idaho College Agencies Attachment 11 – Idaho Division of Career Technical Education Attachment 12 – State Department of Education/Public Schools Attachment 13 – Idaho Division of Vocational Rehabilitation
- Attachment 14 Idaho Public Television

STAFF COMMENTS AND RECOMMENDATIONS

As part of the Board's constitutional and statutory responsibility for oversight and governance of public education in Idaho, the Board approves all of the public education related strategic plans. This includes the approval of each of the required strategic plans for the special programs and health programs that are funded through the various education budgets. In total, the Board has historically considered and approved 24 updated strategic plans annually, inclusive of the K-20 Education Strategic Plan approved in February. Approved plans must meet the

strategic planning requirements in Idaho Code, Board Policy, and any Executive Orders that impact strategic planning. Review and approval of the strategic plans gives the Board the opportunity at the broader policy level to affect the long-term direction of public education in the state, evaluate the strategic direction of the institutions and agencies, direct the institutions and agencies to correct course as needed to assure alignment with the K-20 educational system goals, and measure the progress the institutions and agencies are making in meeting their goals and objectives as well as the Board's goals and objectives.

To help balance the strategic plan discussion, staff proposes the Board consider and take action on the institution and agency strategic plans and delegate the approval of the special and health programs strategic plans to the Board's Executive Director.

BOARD ACTION

I move to approve the FY2022 – FY2027 strategic plans as submitted in Attachments 3 through 14, and delegate the approval of the special and health program strategic plans to the Board's Executive Director.

Moved by _____ Seconded by _____ Carried Yes _____ No ____



GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

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 work force opportunities by assuring they are ready to learn at the next educational level.

GOAL 3: EDUCATIONAL

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

GOAL 4: WORKFORCE

READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness. **PPGA** <u>Objective A: Data Access and Transparency</u> - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
 <u>Objective B: Alignment and Coordination</u> – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

Objective A: Rigorous Education – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
 Objective B: School Readiness – Explore opportunities to enhance school readiness

• **Objective A: Higher Level of Educational Attainment** – Increase completion of certificates and degrees through Idaho's educational system.

• <u>Objective B: Timely Degree Completion –</u> 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).

• <u>Objective C: Access</u> - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

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

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



FY2022-2027 Idaho K-20 Public Education - Strategic Plan (Approved February 2021)

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

VISION STATEMENT

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

GUIDING VALUES

- Access
- Innovation
- Preparedness
- Resilience

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT (systemness) – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

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

Performance Measures:

I. Development of a single K-20 data dashboard and timeline for implementation. Benchmark: Completed by FY2022

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

Performance Measures:

- I. Percent of Idaho community college transfers who graduate from fouryear institutions. Benchmark: 25% or more
- II. Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.

Benchmark: 2 year – less than 55% 4 year – less than 20%³

GOAL 2: EDUCATIONAL READINESS (student-centered) – 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 by assuring they are ready to learn for the next educational level.

<u>Objective A: Rigorous Education</u> – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

- I. Performance of students scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3). Benchmark: TBD (Benchmark will be set after Spring 2021 IRI results received)
- II. Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3). Benchmark: TBD (Benchmark will be set after Spring 2021 IRI results received)
- III. Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).

•	,	
Benc	hmark:	
		_

Idaho Standards Achievement Test	by 2022/ESSA Plan Goal
Math	
5th Grade	58.59%
8th Grade	57.59%
High School	53.30%
ELA	
5th Grade	68.04%
8th Grade	67.64%
High School	73.60%
Science	_
5th Grade	FY21 Baseline
High School	FY21 Baseline

- IV. High School Cohort Graduation rate. Benchmark: 95%³ or more
- V. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks. Benchmark: SAT – 60%¹ or more ACT – 60%¹ or more
- VI. Percent of high school graduates who participated in one or more advanced opportunities. Benchmark: 80%¹ or more
- VII. Percent of dual credit students who graduate high school with an Associates Degree. Benchmark: 3%² or more
- VIII. Percent of high school graduates who enroll in a postsecondary institution: Within 12 months of high school graduation.
 Benchmark: 60%³ or more Within 36 months of high school graduation.
 Benchmark: 80%⁴ or more

Objective B: School Readiness – Explore opportunities to enhance school readiness.

Performance Measures:

I. Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten. Benchmark: TBD

GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – 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.

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

- I. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study. Benchmark: 60%⁵ or more
- II. Total number of certificates/degrees conferred, by institution per year:
 - a) Certificates
 - b) Associate degrees
 - c) Baccalaureate degrees

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

ATTACHMENT 1

Total number of certificates/degrees produced, by	Benchmark
institution annually	
Certificates of at least one year	TBD
College of Eastern Idaho	TBD
College of Southern Idaho	TBD
College of Western Idaho	TBD
North Idaho College	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD
Associate degrees	TBD
College of Eastern Idaho	TBD
College of Southern Idaho	TBD
College of Western Idaho	TBD
North Idaho College	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD
Baccalaureate degrees	TBD
Boise State University	TBD
Idaho State University	TBD
Lewis-Clark State College	TBD
University of Idaho	TBD

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

(Distinguish between new freshmen and transfers) **Benchmark:** (2 year Institutions) 75%³ or more (4 year Institutions) 85%³ or more

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

Benchmark: 50%³ or more (2yr/4yr)

<u>Objective B: Timely Degree Completion</u> – 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).

Performance Measures:

- I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. Benchmark: 50% or more
- II. Percent of new degree-seeking freshmen completing a gateway math course within two years. Benchmark: 60% or more
- III. Median number of credits earned at completion of Associate's or Baccalaureate degree program.
 Benchmark: Transfer Students: 69/138² or less
 Benchmark: non-transfer students: 69/138² or less

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

Performance Measures:

- I. Annual number of state-funded scholarships awarded and total dollar amount. Benchmark: 3,000⁶ or more, \$16M⁷ or more
- II. Proportion of postsecondary graduates with student loan debt. Benchmark: 50% or less⁸
- III. Percent of students who complete the Free Application for Federal Student Aid (FAFSA). Benchmark: 60% or more
- IV. Percent cost of attendance (to the student)
 Benchmark: 96%⁴ or less of average cost of peer institutions
- V. Average net cost to attend public institution. Benchmark: 4-year institutions - 90% or less of peers⁴ (using IPEDS calculation)
- VI. Expense per student FTE Benchmark: \$20,000⁴ or less
- VII. Number of degrees produced Benchmark: 15,000³ or more

GOAL 4: WORKFORCE READINESS (opportunity) – Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

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

Performance Measures:

- I. Percentage of students participating in internships. Benchmark: 10%⁴ or more
- II. Percentage of undergraduate students participating in undergraduate research.
 Benchmark: Varies by institution⁴
- III. Percent of non STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields). Benchmark:
- IV. Increase in postsecondary programs tied to workforce needs per year. Benchmark: 10⁹ or more

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

Performance Measures:

- I. Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs. Benchmark: 8¹⁰ graduates at any one time
- II. Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho. Benchmark: 60%¹¹ or more
- III. Percentage of Family Medicine Residency graduates practicing in Idaho. Benchmark: 60%¹¹ or more
- IV. Percentage of Psychiatry Residency Program graduates practicing in Idaho. Benchmark: 50%¹¹ or more
- V. Medical related postsecondary programs (other than nursing). Benchmark: 100⁹ or more

KEY EXTERNAL FACTORS

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively provide a

framework for continuous improvement within the postsecondary institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

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

EVALUATION PROCESS

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

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

¹ Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).

² Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).

³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on projected change needed to move the needle on the states 60% educational attainment goal.

⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

⁶ Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

⁷ Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.

⁸ Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.

⁹ New measure.

¹⁰ Benchmark is set based on projected and currently available state resources.

¹¹ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is set at a rate greater than similar programs in other states.

Postsecondary Institution System-wide Performance Measures October 2018

Timely Degree Completion

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

Remediation Reform

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

Math Pathways

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

Guided Pathways

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



University of Idaho Strategic Plan and Process

2022 - 2026

Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016 Reviewed and submitted March 2021 for 2022 - 2026

MISSION STATEMENT

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

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

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

VISION STATEMENT

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

GOAL 1: Innovate Scholarly and creative work with impact

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

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

Performance Measures:

I. Research Expenditures (\$ thousand)

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
102,000	109,000	111,590	113,107	115 ²

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

Performance Measures:

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
236	231	251	242	325 ²

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
102	92	83	103	80 ²

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
598 (UG) &	765 (UG) &	660 (UG) &	657 (UG) &	622 (UG) &
597(GR)	500(GR)	467 (GR)	418 (GR)	621 (GR)
1,195 Total	1,265 Total	1,127 Total	1,075 Total	1,268 Total ²

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

FY	17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
	65%	61%	58%	60%	71% ²

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

Performance Measures

I. Invention Disclosures

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
21	24	26	35	30 ²

GOAL 2: Engage

Outreach that inspires innovation and culture

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

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

I. Go-On Impact³

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
35%	40.6%	41.4%	41.4%	45% ⁴

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

Performance Measures:

I. Percentage Faculty Collaboration with Communities (HERI)

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
57	57	57	57	65 ⁴

II. Economic Impact (\$ Billion)

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
1.1	1.1	1.1	1.1	1.3 ⁴

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

Performance Measures:

I. Number of Direct UI Extension Contacts

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
360,258	405,739	425,128	440,793	370,000 ⁴

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
52%	52%	52%	53%	60% ⁴

III. Alumni Participation Rate⁵

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
10%	10.3%	9.4%	8.0%	11% ⁴

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

FY17 (2016-2017)	FY18 (2017- 2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
10,170 / 2,251	12,004 /2,755	11,606 /2,450	11,504 / 2,371	6,700/1,250 ⁴

GOAL 3: Transform

Educational experiences that improve lives

Increase our educational impact.

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

Performance Measures:

I. Enrollment

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
11,780	12,072	11,841	11,926	13,000 ²

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

Performance Measures:

I. Retention – New Students (System wide metric)

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
77.4%	81.6%	80.8%	77.3%	84% ⁶

II. Retention – Transfer Students (System wide metric)

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
83.4%	82.4%	81.3%	82.6%	79% ⁴

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
2,668	2,487	2,561	2,646	3,000 ²
1,651	1,570	1,639	1,675	1,850 ²
584/122	543/143	538/134	592/132	800/150 ⁴
20%	Retired by SBOE	Retired by SBOE	Retired by SBOE	20% ⁴
30%	Retired by SBOE	Retired by SBOE	Retired by SBOE	31% ⁴

IV. NSSE High Impact Practices

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
67%	73%	73%	77%	75% ⁴

V. Remediation a) Number, b) % of annual first time freshman from Idaho who need remediation in English/Reading

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
148/1,164	203/1,082	203/970	220/1,005	142/ 12% ⁴
13%	19%	21%	22%	

VI. Number of UG degrees/certificates produced annually (Source: IPEDS Completions 1st & 2nd Major) Statewide Performance Measure

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
Bachelors: 1,852	Bachelors: 1,798	Bachelors: 1,848	Bachelors: 1,881	2,000 ⁴

VII. Percentage of UG degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment Statewide Performance Measure

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
Math 50.2%	Math 50.1%	Math 51.9%	Math 50.0%	Math 56%⁴
ENGL 77.6%	ENGL 79.4%	ENGL 74.9%	ENGL 73.4%	ENGL 77% ⁴

VIII. Percentage of first time UG degree seeking students completing a gateway math course within two years of enrollment.* Statewide Performance Measure

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
57.6%	56.6%	59.0%	59.1%	74% ⁴

* Course meeting the Math general education requirement.

IX. Percentage of students completing 30 or more credits per academic year. Statewide Performance Measure

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
7,400	7,284	7,022	6,641	40% ⁴
3,174	3,089	3,068	2,787	
42.9%	42.4%	43.7%	42%	

X. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time. Statewide Performance Measure

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
35.4%	37.1%	38.2%	40.7%	34% ⁴
Cohort 2013-14	Cohort 2014-15	Cohort 2015-16	Cohort 2016-17	

TAB 3 Page 6

XI. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 150% of time (Source: IPEDS). Statewide Performance Measure

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
54.9%	59.3%	56.1%	59.5%	58% ⁴
Cohort 2011-12	Cohort 2012-13	Cohort 2013-14	Cohort 2014-15	

XII. Number of UG programs offering structured schedules.* Statewide Performance Measure

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
160/160	Retired by SBOE	Retired by SBOE	Retired by SBOE	155/155 ⁴

*The definition of this metric was unclear, but all programs have an approved plan of study.

XIII. Number of UG unduplicated degree/certificate graduates. Statewide Performance Measure

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
Bachelors: 1,651	Bachelors: 1,570	Bachelors: 1,639	Bachelors: 1,675	2000 ⁴

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

Performance Measures:

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
87.5%/75%	75%/75%	62.5%/50%	62.5%/62.5%	90%/90% ⁴

GOAL 4: Cultivate A valued and diverse community

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

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

Performance Measures:

I. Multicultural Student Enrollment (heads)

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
2,678	2,799	2,764	2,613	3,305 ⁸

II. International Student Enrollment (heads)

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
664	717	755	662	1,100 ⁴

III. Percentage Multicultural a) Faculty and b) Staff

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
19% / 13%	22.1% / 12.5%	20.6% / 12.1%	21.3% / 13.2%	22% / 15% ⁴

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

Performance Measures:

I. Chronicle Survey Score: Job Satisfaction

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
Survey average in	Survey average in	Survey average in	Survey average in	Survey average
the 3 rd group of	the 3 rd group of 5	the 2 nd group of 5	the 2 nd group of 5	in the 4 th group
of 5				of 5 ⁹

II. Full-time Staff Turnover Rate

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
15.70%	17.0%	15.8%	23.5%	15% ¹⁰

Objective C: Improve efficiency, transparency and communication.

Performance Measures:

I. Cost per credit hour (System wide metric)

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
\$355	\$383	\$412	\$423	\$377 ¹¹

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

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
1.10	0.97	0.96	0.97	1.37 ⁴

Key External Factors

Factors beyond our control that affect achievement of goals

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

Evaluation Process

A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

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

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

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

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

⁴ Internally set standard to assure program quality.

 ⁵ Given data availability and importance for national rankings, percent of alumni giving is used for this measure.
 ⁶ Based on a review of our SBOE peer institutions

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

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

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

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

¹¹ Established by SBOE.

ATTACHMENT 3 Appendix 1

Metric and Data Definitions

Guiding principle for metric selection and use.

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

Metrics for Goal 1 (Innovate):

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

Metrics for Goal 2 (Engage):

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

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

Metrics for Goal 3 (Transform):

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

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

Metrics for Goal 4 (Cultivate):

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



BOISE STATE UNIVERSITY

FY2022 THROUGH FY2026

MISSION STATEMENT VISION STRATEGIC PLAN MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN KEY EXTERNAL FACTORS

Blueprint for Success 2022 - 2026

ATTACHMENT 4 Boise State University Strategic Plan: Update to OSBE March 2021

Boise State University Strategic Plan

Mission

Boise State University provides an innovative, transformative, and equitable educational environment that prepares students for success and advances Idaho and the world.

Vision

To be a premier student-success driven research university innovating for statewide and global impact.

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: Improve Educational Access and Student Success

Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.

Objective A: Create and enact a comprehensive, strategic enrollment and student success plan, including components related to supporting the whole student, recruitment, retention, graduation, and addressing equity gaps.

						Benchmark	
Unduplicated number of graduates	FY	FY	FY	FY	FY		
(distinct by award level) ¹	2017	2018	2019	2020	2021	FY 2022	FY 2026
>Undergraduate Certificate	200	248	360	411		425	600
>Associate	114	118	131	109		150	150
>Baccalaureate	3,141	3,196	3,289	3,525		3,702	4,481
>(SBOE target for bacc graduates ²)	(2,986)	(3,130)	(3,273)	(3,500)	Available	N/A	N/A
>Graduate Certificate	212	241	219	184	Sept.	250	350
>Master's	776	917	862	954	2021	1,000	1,250
>Education Specialist	15	16	19	24		25	30
>Doctoral	36	32	45	53		58	75
Total Distinct Graduates	4,173	4,393	4,455	4,760		5,600	6,900

¹ SBOE required metric: timely degree completion. Distinct graduates by award level per year (summer, fall, and spring terms). Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.

² Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3. SBOE specified targets only through 2020.

Boise State University Strategic Plan: Update to OSBE March 2021

						Benchmark		(
First year retention rate ³	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	Fall 2020 cohort	F2021 cohort	F2023 cohort	F2025 cohort
>Percent of first-time, full-time freshmen	79.8%	79.5%	79.5%	77.8%		80.0%	82.0%	84.0%
retained								
-Resident, Pell-Eligible only	72.6%	70.8%	72.0%	70.6%		73.0%	75.0%	77.0%
-Resident, Not Pell-Eligible only	76.6%	75.4%	76.4%	75.1%	Available	77.0%	79.0%	81.0%
-Non-Resident, Pell-Eligible only	75.6%	77.3%	76.7%	75.6%	Oct. 2021	78.0%	80.0%	82.0%
-Non-Resident, Not Pell-Eligible only	87.8%	88.2%	86.5%	83.7%		88.0%	90.0%	91.0%
>Percent full-time transfers retained or								
graduated	73.8%	76.6%	74.7%	78.4%		79.0%	81.0%	83.0%

						Benchmark	
4-year graduation rate ⁴	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2022 cohort
> % of first-time, full-time freshmen who	25.6%	28.7%	30.6%	38.1%		40.0%	45.0%
graduated							
-Resident, Pell-Eligible only	12.2%	15.3%	18.2%	20.6%	A	25.0%	33.0%
-Resident, Not Pell-Eligible only	22.9%	24.5%	25.0%	30.7%	Available Sept. 2021	32.0%	38.0%
-Non-Resident, Pell-Eligible only	31.4%	34.0%	35.5%	38.4%	Sept. 2021	40.0%	48.0%
-Non-Resident, Not Pell-Eligible only	42.9%	46.2%	47.8%	55.9%		56.0%	60.0%
>% of full-time transfers who graduated	47.5%	49.9%	50.5%	54.2%		55.0%	58.0%

						Bench	mark
6-year graduation rate ⁵	Fall 2011 cohort	Fall 2012 cohort	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2020 cohort
> % of first-time, full-time freshmen who	43.4%	45.8%	50.3%	54.1%		56.0%	60.0%
graduated							
-Resident, Pell-Eligible only	30.4%	34.3%	38.0%	42.3%	Ausilahla	44.0%	50.0%
-Resident, Not Pell-Eligible only	43.5%	41.5%	47.9%	50.7%	Available Sept. 2021	52.0%	57.5%
-Non-Resident, Pell-Eligible only	44.4%	54.7%	52.5%	56.5%	Sept. 2021	58.0%	63.0%
-Non-Resident, Not Pell-Eligible only	60.7%	64.1%	67.1%	71.6%		73.0%	78.0%
>% of full-time transfers who graduated	58.3%	57.4%	58.5%	56.9%		59.0%	62.0%

 ³ SBOE required metric: Retention measured as the percent of a cohort returning to enroll the subsequent year. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated. Northwest Commission on Colleges and Universities (NWCCU) 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.
 ⁴ SBOE required metric: guided pathways. % of first-time, full-time freshman graduating within 100% of time. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

⁵ SBOE required metric: timely degree completion. % of first-time, full-time freshman graduating within 150% of time. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

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						Bench	mark
						Fall	Fall
Gateway math success of new degree-	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	2020	2024
seeking freshmen ⁶	cohort	cohort	cohort	cohort	cohort	cohort	cohort
>% completed within two years	77.1%	79.8%	82.1%	83.4%	Available	85.0%	88.0%
					Sept. 2021		
						Bench	mark
	FY	FY	FY	FY	FY		
Progress indicated by credits per year ⁷	2017	2018	2019	2020	2021	FY 2022	FY 2026
>% of undergraduate degree seeking	23.9%	23.9%	26.5%	28.7%	Available	30.0%	32.0%
students with 30 or more credits per year					July 2021		
						Bench	nmark
Success in credit-bearing course (gateway)	FY	FY	FY	FY	FY		
after remedial course ⁸	2017	2018	2019	2020	2021	FY 2022	FY 2026
>English	85.2%	88.5 %	88.5%	87.1%	Available	90.0%	95.0%
>Mathematics	58.4%	57.4%	55.8%	56.7%	July 2021	58.0%	60.0%
						Bench	mark
	FY	FY		FY	FY	FY	FY
Degrees and Certificates Awarded ⁹	2017	2018	FY 2019	2020	2021	2022	2026
-	-				2021	-	
>Undergraduate Certificate	226	248	360	411		425	600
>Associate	116	119	133	111		150	150
>Baccalaureate	3,317	3,373	3,472	3,680	Available	3,924	4,750
>Graduate Certificate	220	248	221	189	Sept. 2021	250	350
>Master's	776	917	861	954		1,000	1,250
>Education Specialist	15	16	19	24		25	30
>Doctoral	36	32	45	53		58	75

completed the subsequent credit-bearing course during FY20. Note: the methodology for this measure has been clarified and refined by OSBE and all years of data reported reflect the updated methodology.

⁶ SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking students (full- plus part-time) who complete a gateway course or higher within two years (e.g., students who entered in fall 2017 and completed a gateway math or higher by the end of summer 2019 are reported for FY19).

⁷ SBOE required metric: timely degree completion. Percent of undergraduate, degree-seeking students completing 30 or more credits across one year (defined as summer, fall, and spring terms). Based on end-of-term data. Degree-seeking status is determined as of fall semester unless the student was not enrolled in fall, in which case summer is used; spring term is used for those students enrolled only for the spring term. Excludes students who earned degrees during the reported year and who did not reach the 30-credit threshold. Includes students meeting the criteria regardless of full- or part-time status or the number of terms enrolled in that year. Students enrolled part-time or for a partial year, especially for only one term, would not be expected to complete 30 credits; thus, the denominator may be inflated resulting in a lower percentage reported.
⁸ SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed with a C- or above a subsequent credit-bearing gateway course (Math 123 or above, English 101P or above) within one year of taking the remedial course (e.g., students who took remedial course in fall 2018 and completed a subsequent course by the end of fall 2019). Math remediation defined as Math 025 and 108 and English remediation defined as English 101P. The data shown for FY20 reflects students who took remedial during FY19 and

⁹ SBOE required metric: degree completion. Reflects the number of awards by level (first plus second major as reported to IPEDS). This is greater than the number of graduating students because some graduating students received multiple awards.

Boise State University Strategic Plan:

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	FY	FY	FY	FY	FY	Benchmark	
True Blue Scholarship	2017	2018	2019	2020	2021	FY 2022	FY 2026
Dollars awarded through need-based True Blue Promise Scholarship	\$266,124	\$393,714	\$529,985	\$637,185	\$699,091	\$1.2 M	\$2.4M

NSSE ¹⁰ Indicators: For Freshmen Only	FY	FY	FY	FY	FY	Benc	hmark
(% of peer group rating)	2017	2018	2019	2020	2021	FY 2022	FY 2026
Academic Challenge >Higher-order learning >Reflective & integrative learning Learning with Peers	NSSE survey every three	99% ¹¹ ⇔ 103%⇔ 107% 介	NSSE survey every three	NSSE survey every three	NSSE Survey postpone d until	100% 105%	105% ¹² 105%
>Collaborative learning >Discussions with diverse others	years	101% ↔	years	years	Spring 22	107% 103%	107% 105%

Objective B: Integrate career education and experiential learning opportunities into the curriculum and the student experience to improve career readiness and post-graduation outcomes.

Students participating in courses with	FY	FY	FY	FY	FY	Benchmark	
service-learning component	2017	2018	2019	2020	2021	FY 2022	FY 2026
Number of baccalaureate graduates who participated in a course with a Service- Learning component	1,446	1,446	1,482	1,557	Available July 2021	1,600	1,800
% of baccalaureate students participating in service-learning course	46%	45%	46%	44%	Available July 2021	47%	50%

	FY	FY	FY	FY	FY	Benchmark	
Students participating in internships	2017	2018	2019	2020	2021	FY 2022	FY 2026
>Number of students with internship credit	902	911	871	876	Available July 2021	1,000	1,200

NSSE % of senior participating in						Benchmark	
internships (and similar experiences), and	FY	FY	FY	FY	FY		
in research	2017	2018	2019	2020	2021	FY 2022	FY 2026
>% of students participating in internships	NSSE	52 20/A	NSSE	NSSE	NSSE	54.0%	56.0%
and other applied experiences	survey	52.2%兌	survey	survey	Survey	28.0%	30.0%
	every	•	every	every	postponed	20.070	30.070
>% of students participating in research	three	26.6%û	three	three	until		
w/faculty members	years	2010/0	years	years	Spring 22		

¹⁰ "NSSE" refers to the National Survey of Student Engagement (<u>http://nsse.indiana.edu/</u>), which is used by Boise State University every three years to gather information from freshmen and seniors on a variety of aspects of their educational experiences. Because NSSE is administered by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions.

^{11 ⇔} Indicates that Boise State is statistically the same as peers; 1 & V indicate statistically higher and lower than peers, respectively.

¹² A percentage of 105% indicates that Boise State would score 5% better than peers.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

ATTACHMENT 4

Boise State University Strategic Plan:

					Update	to OSBE Ma	rch 2021
	FY	FY	FY	FY	FY	Bench	nmark
Post-graduation outcomes ¹³	2017	2018	2019	2020	2021	FY 2022	FY 2026
Percent of graduates with a primary activity after graduation of working full- or part- time for a business/organization or themselves, furthering their education, or serving the military or service organization >Undergraduate degree completers >Graduate degree completers	Not available	76% 82%	76% 85%	84% 90%	Available Feb. 2022	85% 92%	88% 94%
Percent of graduates whose full-time work is related to the degree received >Undergraduate degree completers >Graduate degree completers	Not available	81% 94%	83% 95%	78% 94%	Available Feb. 2022	80% 95%	84% 97%
Percent of graduates whose full-time work is related to their career goals >Undergraduate degree completers >Graduate degree completers	Not available	85% 95%	84% 97%	83% 95%	Available Feb. 2022	85% 96%	87% 98%

Objective C: Expand educational access for all Idahoans through improved outreach, communication, financial aid, philanthropy, online resources and education

						Bench	mark
	FY	FY	FY	FY	FY		
Dual enrollment ¹⁴	2017	2018	2019	2020	2021	FY 2022	FY 2026
>Number of credits produced	21,519	23,664	29,184	33,100	Available July	34,000	37,500
>Number of students served	4,857	5,408	6,570	7,062	2021	7,500	9,000

	FY	FY	FY	FY	FY	Bench	nmark
Enrolled Idaho Students (Fall enrollment)	2017	2018	2019	2020	2021	FY 2022	FY 2026
Number of enrolled degree-seeking resident undergraduates	11,345	11,096	10,830	10,689	10,309	11,000	12,000
Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment)	4,103	4,461	5,498	5,982	3,773	6,000	7,500
Total number of enrolled students (degree- seeking and non-degree seeking)	15,448	15,557	16,328	16,671	14,082 ¹⁵	17,500	19,500
Number of new First-time degree-seeking students who are Idaho residents	1,504	1,539	1,596	1,630	1,441	1,700	2,000
Number of new Transfer degree-seeking students who are Idaho residents	1,002	998	933	901	894	1,000	1,100

¹³ Post-graduation outcomes are from our annual Graduating Student Survey (GSS) plus the Follow-up Survey of non-respondents six months after graduation. The overall response rate across the two surveys was 48% (+/-1.5% margin of error) in FY18; 36% (+/-2% margin of error) in FY19; and 27% (+/- 2.3% margin of error) in FY20. Note that only the Follow-up Survey was conducted with the 2019-20 graduates due to disruptions of the global pandemic in spring 2020.

¹⁴ Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students enrolled and the numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.

¹⁵ Decline in resident student enrollment in FY 2021 is mostly in non-degree seeking undergraduate student numbers (including the dual enrollment) and largely due to the impacts of the global pandemic.

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Number of graduates with high impact on	FY	FY	FY	FY	FY	Bench	nmark
Idaho's college completion rate	2017	2018	2019	2020	2021	FY 2022	FY 2026
Baccalaureate graduates from underrepresented groups							
<pre>>from rural areas¹⁶ >from ethnic minorities¹⁷</pre>	483 339	500 359	532 444	463 467	Available Sept. 2021	550 500	750 700
Baccalaureate graduates who are Idaho residents	2,268	2,263	2,200	2,208	Available Sept. 2021	2,500	3,000
Baccalaureate graduates of non-traditional age (30 and up)	867	847	845	847	Available Sept. 2021	1,000	1,250
Baccalaureate graduates who began as transfers from Idaho community college ¹⁸	390	406	446	442	Available Sept. 2021	500	1,000

	FY	FY	FY	FY	FY	Bench	hmark
True Blue Scholarship	2017	2018	2019	2020	2021	FY 2022	FY 2026
Dollars awarded through need-based True Blue Promise Scholarship	\$266,124	\$393,714	\$529,985	\$637,185	\$699,091	\$1.2M	\$2.4M

Objective D: Cultivate a commitment to high quality, new and innovative learning experiences in all courses, curricula and co-curricula.

Sponsored Projects funding and awards for	FY	FY	FY	FY	FY	Bench	nmark
Instruction and Training	2017	2018	2019	2020	2021	FY 2022	FY 2026
>Total Funding	\$5.7M	\$6.2M	\$3.2M	\$6.1M	Available	\$7M	\$10M
># of Awards	29	26	18	30	February 2022	35	50

Enrollment in programs delivered online	FY	FY	FY	FY		F١	1	Ben	chmark
(Fall enrollment) ¹⁹	2017	2018	2019	202	D	202	21	FY 2022	2 FY 2026
>Undergraduate	520	817	1,574	2,31	5			3,000	5,000
>Graduate	924	1,087	1,198	1,41	8	Available Oct. 2021		1,750	2,500
>Total	1,444	1,904	2,772	3,73	3			4,750	7,500
NSSE Indicators: For Freshmen Only	FY	FY	FY	FY	F	Υ		Benchn	nark
(% of peer group rating)	2017	2018	2019	2020	20)21	FY	2021	FY 2025
Academic Challenge >Higher-order learning >Reflective & integrative learning Learning with Peers	NSSE survey every	99% ⇔ 103% ⇔ 107% û 101% ⇔	NSSE survey every	NSSE survey every	Sui postµ ui	SSE rvey poned ntil ng 22		10% 15%	105% 105%

¹⁶ Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau. Data for all reported years reflect the new definition and goals.

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<sup>19</sup> Indicates the number of officially enrolled students in a major or certificate that is delivered online.
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¹⁷ Distinct number of graduates who are American Indian/Alaska Native or Hispanic/Latino.

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

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Boise State University Strategic Plan:

			Upda	te to OSBE I	March 2021
three	three	three		107%	107%
years	years	years		103%	105%

						Benc	hmark
NSSE Indicators: For Seniors Only	FY	FY	FY	FY	FY		
(% of peer group rating)	2017	2018	2019	2020	2021	FY 2022	FY 2026
Learning with Peers							
>Collaborative learning	NSSE	103% 😂	NSSE	NSSE	NSSE	105%	105%
>Discussions with diverse others	survey	98% ⇔	survey	survey	Survey	100%	102%
Experiences with faculty	every three		every three	every three	postponed until		
>Student-faculty interaction	years	101% ⇔	years	years	Spring 22	103%	105%
>Effective teaching practices		99% ⇔	-			100%	102%

Goal 2: Innovation for Institutional Impact

Expand and implement leading-edge innovations to provide access to integrated high-quality teaching, service, research and creative activities.

Objective A: Create an enduring culture of innovation.

Performance Measures:

>Collaborative learning

>Discussions with diverse others

Vertically Integrated Projects ²⁰ (VIPs)	FY	FY	FY	FY	FY	Benc	hmark
	2017	2018	2019	2020	2021	FY 2022	FY 2026
>Number of students enrolled in VIP credit	81	51	183	221	Available	250	350
>Number of VIP teams	8	10	17	21	July 2021	25	35

Percent of research grant awards that are	FY	FY	FY	FY	FY	Benc	hmark
Interdisciplinary vs. single discipline ²¹	2017	2018	2019	2020	2021	FY 2022	FY 2026
>% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary)	15.1%	29.4%	17.6%	24.7%	Available July 2021	25.0%	30.0%

Objective B: Build scalable university structures and align philanthropic and strategic investments that support innovation.

						Benc	hmark
	FY	ΓV	ΓV	ΓV	ΓV	ΓV	FV
Advancement funding	2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2026
>Total gift income (outright gifts and	\$37.6M	\$33.9M	\$25.3M	\$15.5M	Available	\$20M	\$40M
previous pledge payments)	φ σ 7.0141	Ç55.5141	φ23.3IVI	910.01VI	January	φ20101	φτοινί
>Total Endowment Value	\$105.4M	\$114.8M	\$122.1M	\$121.2M	2022	\$130M	\$150M

²⁰ The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

²¹ Excludes no-cost extensions. Includes new grants only within "research-basic" or "research-applied" types. Represents per-grant, not per-person grant dollars. A new protocol for calculating these measures was implemented in fall 2019 and all data provided reflect this method.

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Objective C: Establish individual and collective opportunity and accountability for innovation. **Performance Measures:**

						Benchmark	
Inventions, Patents and Licenses (from the	FY	FY	FY	FY	FY		
Office of Technology Transfer)	2017	2018	2019	2020	2021	FY 2022	FY 2026
> Inventions Disclosure	14	14	20	22		25	30
 > Patents Issued > Licenses / Options / Letters of Intent 	3	3	2	5	N/A	5	8
> Element options / Letters of intent	28	24	25	19		30	40

Goal 3: Advance Research and Creative Activity

Advance the research and creative mission of the university community by fostering transformational practices, and supporting faculty, staff, and student excellence in these pursuits.

Objective A: Provide the physical space, policies, information systems, technology, budgetary and human resources to sustain and grow research and creative activities.

						Bench	Benchmark	
Total Research & Development Expenditures	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2026	
Expenditures as reported to the National Science Foundation	\$34.9 M	\$41.4M	\$39.8M	Available Apr 2021	Available Apr 2022	\$47M	\$52M	

	FY	FY	FY	FY	FY	Benchmark	
% of Successful Award Proposals	2017	2018	2019	2020	2021	FY 2022	FY 2026
># of Total Submitted Proposals	598	606	560	506	Available	600	800
>% Proposals Awarded	60.4%	60.7%	67.5%	81.2%	February 2022	70.0%	80.0%

						Benchmark	
Publications of Boise State authors and citations of those publications over 5-year period	CY 2012-16	CY 2013-17	CY 2014-18	CY 2015-19	CY 2016-20	For CY 2017-21	For CY 2021-25
>Number of peer-reviewed publications by	1,709	1,957	2,237	2,479	2,704	2,800	3,500
Boise State faculty, staff, students ²² >Citations of peer-reviewed publications authored Boise State faculty, staff students ²³	12,684	8,147	10,167	14,711	17,550	20,000	25,000

²² Number of publications over five-year span with Boise State listed as the institution for one or more authors, collected from Web of Science. It is important to note that this source captures publications of a limited portion of our faculty, leaving out certain types of publications especially by faculty in Arts and Humanities.

²³ Total citations, during the listed five-year span, of peer-reviewed publications published in that same five-year span; limited to those publications with Boise State listed as the institution for at least one author; from Web of Science. Excludes self-citations. It is important to note that this source captures citations from a limited portion of our faculty, leaving out certain types of publications especially by faculty in Arts and Humanities.

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Sponsored Projects funding: # of Awards	FY	FY	FY	FY	FY	Bench	mark
by Purpose	2017	2018	2019	2020	2021	FY 2022	FY 2026
>Research	230	239	235	255	Available February 2022	275	375
>Instruction/Training	29	26	18	30		35	50
>Other Sponsored Activities	102	103	125	126		135	175
>Total	361	368	378	411		445	600

Sponsored Projects funding: Dollars	FY	FY	FY	FY	FY	Bench	nmark
awarded by purpose	2017	2018	2019	2020	2021	FY 2022	FY 2026
>Research	\$30.0M	\$36.8M	\$31.6M	\$38.5M	• • • • •	\$43M	\$55M
>Instruction/Training	\$5.7M	\$6.2M	\$3.2M	\$6.1M	Available	\$7M	\$10M
>Other Sponsored Activities	\$14.3M	\$12.9M	\$18.7M	\$13.7M	February 2022	\$15M	\$20M
>Total	\$50.1M	\$56.0M	\$53.5M	\$58.2M	2022	\$65M	\$85M

Objective B: Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success.

						Benchmark	
NSSE % of senior participating in research	FY	FY	FY	FY	FY		
	2017	2018	2019	2020	2021	FY 2022	FY 2026
>% of students participating in research w/faculty members	NSSE		NSSE	NSSE	NSSE		
	survey	26.6%企	survey	survey	Survey	28.0%	30.0%
	every		every	every	postponed		30.070
	three	26.6% 🛛	three	three	until		
	years		years	years	Spring 22		

						Benc	hmark
	FY	FY	FY	FY	FY		
Number of doctoral graduates	2017	2018	2019	2020	2021	FY 2022	FY 2026
Graduates with PhD, DNP, EdD	36	32	45	53	Available Sept. 2021	58	75
Percent of research grant awards and						Bench	mark
awarded grant \$\$ that are Interdisciplinary	FY	FY	FY	FY	FY		
vs. single discipline ²⁴	2017	2018	2019	2020	2021	FY 2022	FY 2026
>Percent of research grant awards that have							
PIs and Co-PIs in two or more different	15.1%	29.4%	17.6%	24.7%		25.0%	30.0%
academic departments (i.e., are							
interdisciplinary)					Available		
>\$\$ per grant award for interdisciplinary					Sept. 2021		
grants	\$268,402	\$455,849	\$323,410	\$293,228		\$350,000	\$400,000
>\$\$ per grant award for single-discipline							
grants	\$141,742	\$139,629	\$126,726	\$227,654		\$250,000	\$300,000

²⁴ Excludes no-cost extensions. Includes new grants only within "research-basic" or "research-applied" types. Represents per-grant, not per-person grant dollars. A new protocol for calculating these measures was implemented in fall 2019 and all data provided reflect this method.

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	FY	FY	FY	FY	FY	Bencl	hmark
Carnegie Foundation Ranking ²⁵	2017	2018	2019	2020	2021	FY 2022	FY 2026
>Basic Classification	R3	R3	R2	R2	R2	R2	R2
	(Research:						
	Moderate)	Moderate)	High)	High)	High)	High)	High)

Objective C: Invest in a Grand Challenges initiative to propel a transdisciplinary model for research and creative activity.

Performance Measures:

Percent of research grant awards and						Bench	nmark
awarded grant \$\$ that are Interdisciplinary	FY	FY	FY	FY	FY		
vs. single discipline	2017	2018	2019	2020	2021	FY 2022	FY 2026
>Percent of research grant awards that have							
PIs and Co-PIs in two or more different	15.1%	29.4%	17.6%	24.7%		25.0%	30.0%
academic departments (i.e., are							
interdisciplinary)					Available		
>\$\$ per grant award for interdisciplinary					Sept. 2021		
grants	\$268,402	\$455,849	\$323,410	\$293,228		\$350,000	\$400,000
>\$\$ per grant award for single-discipline							
grants	\$141,742	\$139,629	\$126,726	\$227,654		\$250,000	\$300,000

Goal 4: Foster Thriving Community

Promote and advance a fair, equitable, and accessible environment to enable all members of the campus community to make a living, make a life and make a difference.

Objective A: Advance a learning and working environment dedicated to the flourishing, sense of belonging, and freedom of expression among all students, faculty, staff, alumni, and friends of the university.

Performance Measures:

						Benc	hmark
Human Resources Listening Tour and	FY	FY	FY	FY	FY		
Climate Survey ²⁶	2017	2018	2019	2020	2021	FY 2022	FY 2026
 Response to statement: "I can bring my whole authentic self to work" (% agree) Response to statement: "My unique attributes, traits, characteristics, skills, experience and background are valued at work" (% agree) 	Not ap	plicable	73% 75%	Survey conducted every 3 years	Not available	80% 82%	85% 85%
> Response to statement: "I would refer someone to work at Boise State" (% agree)			82%			85%	90%

 ²⁵ Definitions of the classifications show are as follows: R2: Doctoral Universities – Higher research activity; R3: Doctoral Universities – Moderate research activity (as of 2018, Carnegie no longer has the R3 category, implementing a new Doctoral/Professional Universities category instead).
 ²⁶ Boise State Human Resources conducted a campus-wide Listening Tour Survey in 2019. A 7-point Likert-type scale was used to indicate

agreement (strongly agree to strongly disagree). The percent agreement is based on those selecting strongly agree, agree, and somewhat agree.

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						Bench	nmark
NSSE Indicators: For Seniors Only	FY	FY	FY	FY	FY	FY	FY
(% of peer group rating)	2017	2018	2019	2020	2021	2022	2026
Experiences with faculty	NSSE	101% ⇔	NSSE	NSSE	NSSE	103%	105%
>Student-faculty interaction Campus Environment	survey every		survey every	survey every	Survey postponed	103%	105%
>Quality of interactions	three vears	101% ⇔ 90% ₽	three vears	three years	until Spring 22	103 <i>%</i> 95%	103%
>Supportive environment	years	23/0 🗸	years	years	Spring 22		

NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Bench FY 2022	imark FY 2026
>Quality of interaction with academic			2015				
advisors	11005	99.8% ⇔	11005	1005	11005	102%	105%
>Quality of interaction with student services staff (career services, student activities,	NSSE survey every	100.2% 🗇	NSSE survey every	NSSE survey every	NSSE Survey postponed	102%	105%
housing, etc.) >Quality of interaction with other administrative staff and offices (registrar,	three years	103.4%	three years	three years	until Spring 22	105%	105%
financial aid, etc.)							

Objective B: Create a comprehensive, whole-employee experience that aligns university resources and is designed to enhance employee well-being and career growth at the university.

Performance Measures:

						Benchmark	
	FY	FY	FY	FY	FY		
Faculty and Staff Turnover	2017	2018	2019	2020	2021	FY 2022	FY 2026
>Classified	20.5%	20.2%	20.9%	19.7%	Available	17.5%	15%
>Professional	13.9%	14.7%	17.1%	15.3%	January	13.0%	10%
>Faculty	8.6%	6.5%	6.5%	5.4%	2022	6.5%	6.5%

Objective C: Create a transparent, centralized business operations model that responsibly uses university resources, supports collaboration, and promotes consistency across individual campus units.

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Performance Measures:

						Benc	hmark
Expense per EWA-weighted Student Credit Hour (SCH)	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2026
<pre>\$ per Resident Undergraduate SCH²⁷ >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted</pre>	\$313.64 \$322.15	\$313.35 \$329.90	\$309.21 \$331.21	\$327.61 \$352.89	Available Jan. 2022	Very low increase (0.5 - 1%) increase in inflation adjusted \$\$	Very low increase (0.5 - 1%) increase in inflation adjusted \$\$
<pre>\$ per Resident Undergraduate & Graduate SCH >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted</pre>	\$281.69 \$289.34	\$279.53 \$294.29	\$275.25 \$294.83	\$287.91 \$310.12	Available Jan. 2022	Very low increase (0.5 - 1%) increase in inflation adjusted \$\$	Very low increase (0.5 - 1%) increase in inflation adjusted \$\$
<pre>\$ per Total Undergraduate SCH²⁸ >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted</pre>	\$266.47 \$273.70	\$263.08 \$276.98	\$255.42 \$273.59	\$256.42 \$276.21	Available Jan. 2022	Very low increase (0.5 - 1%) increase in inflation adjusted \$\$	Very low increase (0.5 - 1%) increase in inflation adjusted \$\$
<pre>\$ per Total Undergraduate & Graduate SCH >In 2015 \$\$ (i.e., inflation-adjusted) >Unadjusted</pre>	\$247.63 \$254.35	\$244.00 \$256.89	\$237.14 \$254.01	\$238.14 \$256.52	Available Jan. 2022	Very low increase (0.5 - 1%) increase in inflation adjusted \$\$	Very low increase (0.5 - 1%) increase in inflation adjusted \$\$

Cost of Education ²⁹ (resident						Bench	mark
undergraduate with 15 credit load per	FY	FY	FY	FY	FY		
semester; tuition and fees)	2017	2018	2019	2020	2021	FY 2022	FY 2026
>Boise State	\$7,080	\$7,326	\$7,694	\$8,068	\$8,060	Remain less than the WICHE state average	
>WICHE average	\$7,980	\$8,407	\$8,630	\$8,934	\$9,154		
>Boise State as % of WICHE	88.7%	87.1%	89.2%	90.3%	88.0%	WICHE SLA	le average

²⁷ Expense information is from the Cost of College study, produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and graduate" uses undergraduate and graduate expenses, and includes EWA weighted credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition. Inflation adjustment is made using the GDP Deflator with 2015 as the base year. A correction was made to the 2019 inflation-adjusted figures.

²⁸ Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules. Inflation adjustment is made using the GDP Deflator with 2015 as the base year. A correction was made to the 2019 inflation-adjusted figures.

²⁹ WICHE average from Table 1a of annual Tuition and Fees report. We use the unweighted average without California. A typical report can be found at <u>http://www.wiche.edu/pub/tf</u>.

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						Bench	ımark
Graduates per FTE	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2026
Baccalaureate graduates per undergraduate	21.7	21.8	21.6	22.1	2021	22.3	23.0
FTE ³⁰ Baccalaureate graduates per junior/senior FTE ³¹	41.1	41.2	41.2	42.5	Available Sept.	43.0	44.5
Graduate degree graduates per graduate	43.1	46.8	42.7	45.3	2020	46.0	48.0

Objective D: Foster a sustainable campus that is both environmentally and socially responsible as well as economically feasible.

Performance Measures:

STARS (The Sustainability Tracking,	FY	FY	FY	FY	FY	Benchmark		
Assessment & Rating System)	2017	2018	2019	2020	2021	FY 2022	FY 2026	
"STARS is intended to engage and recognize the full spectrum of higher education institutionsIt encompasses long-term sustainability goals for already high- achieving intuitions, as well as entry points of recognition for institutions taking first steps toward sustainability." ³³	No	ot applical	ble	Program Participant	Program Participant	Reporter Award Recognition	Gold Award recognition	

Goal 5: Trailblaze Programs and Partnerships

Enhance and foster path breaking interdisciplinary programs and activities that transcend traditional fields of study.

Objective A: Leverage existing partnerships and programs and develop new opportunities with Idaho employers and private partnerships to address workforce, research, educational, and service needs.

³⁰ Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking students in calculating FTE.

³¹ Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.

³² Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking students in calculating FTE.

³³ Additional information on the STARS program may be found at <u>https://stars.aashe.org/about-stars/</u>

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Boise State University Strategic Plan: Update to OSBE March 2021

Performance Measures:

Carnegie Foundation Community						Bench	nmark
Engagement Classification recognizing							
community partnerships and curricular	FY	FY	FY	FY	FY		
engagement	2017	2018	2019	2020	2021	FY 2022	FY 2026
"Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. " ³⁴	Elec Community		recipients c awarding of		inaugural ation. The	Renev Comm Engago Classificati	nunity ement

Objective B: Expand partnerships across Idaho to ensure rural communities have access to high-quality educational programming that fits their needs.

Performance Measures:

Number of graduates with high impact on	FY	FY	FY	FY	FY	Bench	imark
Idaho's college completion rate	2017	2018	2019	2020	2021	FY 2022	FY 2026
Baccalaureate graduates from underrepresented groups ³⁵ >from rural counties	483	500	532	463	Available Sept. 2021	550	750
Baccalaureate graduates who began as transfers from Idaho community college ³⁶	390	406	446	442	Available Sept. 2021	500	1,000

Objective C: Create interdisciplinary structures to facilitate meaningful connections and experiences for students, faculty, and staff.

Performance Measures:

Vertically Integrated Projects (VIPs)	FY	FY	FY	FY	FY	Benchmark	
	2017	2018	2019	2020	2021	FY 2022	FY 2026
>Number of students enrolled in VIP credit	81	51	183	221	Available	250	350
>Number of VIP teams	8	10	17	21	July 2021	25	35

³⁴ Additional information on the Carnegie Foundation Community Engagement Classification may be found at http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618#CECdesc.

³⁵ Distinct number of graduates who began college as residents from a rural area in Idaho. The definition for this measure was updated in 2020 to align with Boise State's new efforts to serve rural communities in Idaho. Rural is defined as all places outside of "Urban Areas and their Places" as specified by the U.S. Census Bureau.

³⁶ Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started.

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ATTACHMENT 4 Boise State University Strategic Plan: Update to OSBE March 2021

Key External Factors

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

Global Pandemic. Boise State University, as all Idaho universities, had to plan and prepare for and operate under a global pandemic. This historic occasion created very large new expenses, and lost revenues in cancelled events and refunds (e.g. housing and dining). It also coincided with the expiration of the university's strategic plan, *Focus on Effectiveness 2012-2020*, and has provided an opportunity for Boise State to nimbly and successfully navigate challenges presented and reassess its position and trajectory as it plans for the next phase of its evolution as an asset to the state of Idaho

Budget cuts to higher education. Budget cuts and holdbacks to higher education in FY20 and FY21 will continue to negatively influence our ability to implement our new strategic plan. More significantly, lack of consistent funding for the Enrollment Workload Adjustment while the university experienced substantial enrollment growth has resulted in a 20% per-student EWA-weighted funding deficit relative to the average of the other three public four-year institutions.

Administrative oversight. Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased administrative and project costs due to multiple layers of oversight and review. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability.

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

Positive New External Factor: Increasing collaborations among universities and colleges, and with industry / community partners. Presidents of all universities and colleges have been committed to working together and expanding both collaborative academic and research programming across institutions. In addition, expanded efforts to collaborate with industry and community partners will increase applied research opportunities and allow for the development of programming with expected high community impact.



Idaho State University Strategic Plan: 2022-2026

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Idaho State University Strategic Plan: 2022-2026

Idaho State University Strategic Plan 2022-2026

Mission

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

Vision

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

Goal 1: Grow Enrollment

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

Performance Measures:

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

FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	2022
2,282	2,327	2,319	Not Avail	2,702

Benchmark: Increase by 20% by FY18-22 the number of new full-time degree-seeking undergraduate and the number of full and part-time graduate degree-seeking students from FY 17 (2,249) enrollment numbers. *new full-time certificate and undergraduate and new full and part-time graduate degree-seeking students

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

	, ,	0 0		<u> </u>
FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	2022
1,658	1,671	1,589	Not Avail	1,853

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Idaho State University Strategic Plan: 2022-2026

Benchmark: Increase new full-time undergraduate degree-seeking students by 18% from FY 17 (1,611) enrollment numbers.

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

FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	2022
624	656	730	Not Avail	750

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

Goal 2: Strengthen Retention

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

Performance Measures:

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

FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	2022
63%	64%	64%	Not Avail.	74%

Benchmark Definition: A 5% increase in fall-to-fall full-time, first-time bachelor degreeseeking student retention rate beginning from AY 16 (69%) retention numbers (SBOE benchmark -- 80%).

SBOE Aligned Measures (Identified in blue):

1. Timely Degree Completion

1.1 Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

FY 2018	FY 2019	FY 2020	FY 2021	FY2025
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
25%	25%	26%	Not Avail.	50%

Benchmark Definition: Benchmark set by the SBOE.

1.2 Percent of first-time, full-time, freshmen graduating within 150% of time

FY 2018	FY 2019	FY 2020	FY 2021	FY2025
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
32%	34%	33%	Not Avail.	40%

Benchmark Definition: The SBOE set a benchmark of 50%, but this is an unrealistic goal for ISU. ISU identified the stretch goal as 40%.

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Idaho State University Strategic Plan: 2022-2026

1.3a Total number of certificates of at least one academic year

FY 2018	FY 2019	FY 2020	FY 2021	FY2025
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
276	272	228	Not Avail.	315

Benchmark Definition: ISU identified its benchmark at 315, a 10% increase over FY2018.

1.3b Total number of associate degrees

FY 2018	FY 2019	FY 2020	FY 2021	FY2025
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
472	428	420	Not Avail.	519

Benchmark Definition: ISU identified its benchmark at 519, a 10% increase over FY2018.

1.3c Total number of baccalaureate degrees

FY 2018	FY 2019	FY 2020	FY 2021	FY2025
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
1,166	1,233	1,155	Not Avail.	1,224

Benchmark Definition: ISU identified its benchmark at 1,116, a 5% increase over FY2018.

1.4a Total number unduplicated graduates (certificates of at least one academic year)

FY 2018	FY 2019	FY 2020	FY 2021	FY2025
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
255	263	220	Not Avail.	292

Benchmark Definition: ISU identified its benchmark at 292, a 10% increase over FY2018.

1.4b Total number unduplicated graduates (associate degrees)

FY 2018	FY 2019	FY 2020	FY 2021	FY2025
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
472	427	411	Not Avail.	519

Benchmark Definition: ISU identified its benchmark at 519, a 10% increase over FY2018.

1.4c Total number unduplicated graduates (baccalaureate degrees)

FY 2018	FY 2019	FY 2020	FY 2021	FY2025
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
1,131	1,174	1,104	Not Avail.	1,187

Benchmark Definition: ISU identified its benchmark at 1,187, a 5% increase over FY2018.

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

Subject	FY 2018	FY 2019	FY 2020	FY 2021	FY2025
	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
Math	27%	30%	28%	Not Avail.	45%
English	92%	94%	92%	Not Avail.	98%

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

FY 2018	FY 2019	FY 2020	FY 2021	FY2025
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
42%	42%	37%	Not Avail.	46%

Benchmark Definition: ISU identified its benchmark at 46%, a 4% increase over FY 2018.

4. Guided Pathways -- Percent of first-time, full-time freshmen graduating within 100% of time

FY 2018	FY 2019	FY 2020	FY 2021	FY2025
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
16%	20%	19%	Not Avail.	20%

Benchmark Definition: ISU identified its benchmark at 20%, a 4% increase over FY 2018.

Goal 3: Promote ISU's Identity

<u>Objective</u>: Over the next five years, promote ISU's unique identity by 12% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.

Performance Measures:

3.1 Using a community survey, measure the increase by 12% in awareness of ISU's educational offerings and the opportunities it provides AYs 18-22.

FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	2022
Not Avail.	33%	Not measured	Not measured	45%
		in 2020*	in 2021**	

Benchmark: Increase the familiarity of ISU's mission and community contributions by 12% using 2018 survey data. *The next time the survey will be given will be FY21. **Due to significant budget constraints, ISU did not have the funding to pay the contract to collect this data.

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

FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	2022
1.171b	779.2m	1,920b	Not Avail.	5,750b

Benchmark: The annual number of ISU owned and earned media metrics based on FY 16 data (<u>10,236 billion (b)</u>) (followers, engagements, circulation views, and news media coverage) was a spike because of national and international interest and stories. The 2022 benchmark of 5,750b was created by averaging FY17 and 18 figures to establish a baseline and based on a new marketing campaign that seeks to achieve a 20% increase.

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Goal 4: Strengthen Communication, Transparency, and Inclusion

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

Performance Measures:

ISU achieves 60% of each of its strategic objectives at the end of the AY 2021 assessment 4.1 period.

FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	2022
Not Measured	40%	77%	Not Avail.	80%

Benchmark Definition: The completion of ISU's strategic goals using the objectives' AY 2021 data as a benchmark.

4.2 Internal, formal communication events between the ISU's President and the University Community AYs 19-21.

FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	2022
Not Measured	25	47	Not Avail.	30

Benchmark: The number of internal communication events hosted by ISU leadership during an AY using AY19 data as a baseline divided by 25%. The first-year communication is expected to be higher than in subsequent years. COVID-19 saw a large increase in Presidential internal communications in the four-month period.

Measure the perceived effectiveness of the communication events (4.2) on improving 4.3 communication and inclusion within the University AYs 19-21

FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	2022
Not Avail.	44%	Not Measured in FY20*	62%	70%

Benchmark: Using data collected from the initial employee experience survey given in September 2018 (Q4: How would you rate overall internal communication at ISU?) to measure the perceived effectiveness (as rated by 4 or 5 stars (755 of 1691)) of the communication events (4.2) on improving communication and inclusion within the University AYs 19-21. *The next time the survey will be given will be Fall FY21.

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Idaho State University Strategic Plan: 2022-2026

Goal 5: Enhance Community Partnerships

<u>Objective</u>: By 2022, ISU will establish 100 new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.

Performance Measures:

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

FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	2022
1,222 (baseline)	1,449	1,564	Not Avail.	1,600

Benchmark: The number of new activities that ISU employees and students participate in that produce an increase in new relationships over a five-year period FYs 18-22. The number is a cumulative total beginning with the baseline.

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

FY 2018	FY 2019	FY 2020	FY 2021	Benchmark
(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	2022
237 (baseline)	*249	Not Measured in FY20*	Not Avail.	256

Benchmark: Based on input from ISU's Deans and the Vice President of the Kasiska Division of Health Sciences; provide 19 new communities with services within its service regions and statewide program responsibilities from AYs 18-22. *FY 2019 is estimated based on the baseline. Not measured in FY20 due to COVID-19 pandemic.

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

FY 2019	FY 2020	FY 2021	Benchmark
(2018-2019)	(2019-2020)	(2020-2021)	2022
327	337	Not Avail.	1,131
	(2018-2019)	(2018-2019) (2019-2020)	(2018-2019) (2019-2020) (2020-2021)

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

Idaho State University Strategic Plan: 2022-2026

Key External Factors

COVID-19

From March 2020 to the present, COVID-19 has directly affected operations, enrollment, and student learning throughout the University. Idaho State University has taken every conceivable precaution to reduce the exposure of its students, faculty, staff and the community to COVID-19. Following the CDC guidelines, ISU transitioned to distance learning classrooms in a two-week period, resumed hyflex classes in the fall, and still achieved its mission.

Funding

Many of Idaho State University's strategic goals and objectives assume ongoing and sometimes substantive, additional levels of State legislative appropriations. As a result of the COVID-19 pandemic, ISU's budget was significantly reduced in FY20 and 21 and as a result ISU will be unable to sufficiently fund action plans to move the needle on some strategic objectives and goals.

Legislation/Rules

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

The required reallocation of staff resources and time and effort to comply with directives related to the creation of the Complete College America/Idaho; the 60% Goal; and the additional financial and institutional research reporting requirements.

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU), our regional accreditation body, in 2020 fully revised its standards and associated 7-year review cycle. ISU will undergo its Year 7 accreditation evaluation in FY22. Similarly, our professional programs' specialized accrediting bodies periodically make changes to their accreditation standards and requirements, which we must address.

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

Federal Government

The federal government provides a great deal of educational and extramural research funding for ISU and the SBOE. Funding is often tied to specific federal programs and objectives, therefore it can greatly influence both education policy, and extramurally funded research

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agendas at the state and the institutional levels. The recent decrease in funding for Pell Grants has had a negative impact on need-based financial aid for our students.

Local/Regional/National/Global Economic Outlook

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of the funding students have available for higher education, in general, the perceived and actual economic outlooks experienced by students continues to affect both recruitment into our colleges and universities as well as degree progress and completion rates. A significant proportion of our students must work and therefore are less able to complete their education in a timely manner.

Achieving State Board of Education Goals

Achieving State Board of Education goals is a priority for ISU. Still, the University's leadership believes one of the Board's goals remains beyond ISU's reach within this five-year planning cycle. While the long-term objective for ISU is to achieve an 80% fall-to-fall retention rate of first-time, full-time bachelor degree-seeking students, this rate is a significant stretch in this five-year period. The expansion of competitive graduate programs at the Meridian Health Sciences Center, ISU-Twin Falls Center, and Idaho Falls Polytechnic Center can help produce positive impacts; ISU's current retention rate dropped in 2020 to 63%. ISU's five-year goal remains 74%, even though it may be challenging to achieve. The University continues to focus on attaining the SBOE's goal throughout this and the next planning cycle. The reasons why a 74% retention rate is more realistic for the five-year plan are the following:

- Assessments of first-generation, low-income ISU students indicate that for those
 who choose to leave the University, the number-one reason is inadequate
 funding. Students report that paying bills often becomes a priority over attending
 class or studying. This systemic lack of resources in our region is not easily rectified
 but is something that we continually work toward developing solutions. Many firstyear students at ISU, particularly those from rural, economically unstable
 communities, lack the required math, laboratory science, and writing skills to meet
 the rigors of college coursework, placing them at an immediate disadvantage. This
 academic disadvantage leads to lower retention. ISU focuses on these areas of
 concern and is working to create opportunities to address them like, expanding the
 College of Technology programs, scholarship programs, and a new, more effective
 placement testing method.
 - New student retention efforts at ISU are being implemented; for example, a new academic advising program will take time to impact the overall retention rate.
 - Momentum Pathways, and its subordinate programs, is a SBOE directed set of programs that is currently underway. Many of the initiatives within Pathways are being implemented, but the SBOE's emphasis is focusing on implementation timelines. Additional required programs include increasing the go-on rate for high school students, increasing return-to-college and completion for adults, and closing gaps for under-represented graduates.

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- ISU has high enrollment rates of first-generation, low-income students. These students have inadequate resources and limited support for navigating the complicated processes within a university. These students are therefore transient in nature, moving in and out of college, and are less likely to be retained from one year to the next.
 - The Bengal Bridge initiative continues to expand each summer, so this program will also take time to impact the overall retention rate.

Evaluation Process

Idaho State University has established a mature process for evaluating and revising goals and objectives. ISU's academic and non-academic units track and evaluate the strategic plan's performance measures, and Institutional Research compiles the results The Accreditation, Assessment, and Academic Program Review (AAAPR) Committee, a team of faculty and staff constituents meet quarterly to evaluate three factors affecting each objective's progress.

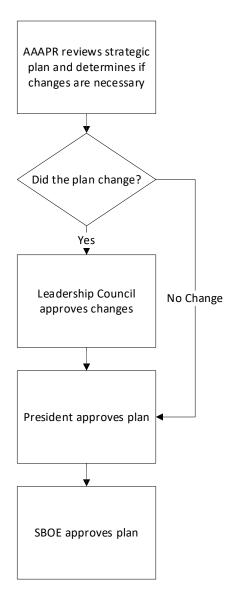
- 1. If the objective is falling short or exceeding expectations, the AAAPR re-examines the established benchmark to ensure it is realistic and achievable
- 2. Evaluate the objective's resourcing levels and its prioritization
- 3. Determine if the indicator(s) is adequately measuring the objective's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

Upon completion of its analysis, the AAAPR will forward its recommendations for consideration to the Leadership Council. The Leadership Council will review the AAAPR's report and can either request additional information from the AAAPR or make its recommendations to the President's Administrative Council for changes to the plan. Upon approval, the Institution will submit the updated plan to the State Board of Education for approval. The implementation of the changes will occur upon final approval.

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Evaluation Process



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	Appendix 1							
		State Board of	Education Goal	s				
	Goal 1: EDUCATION SYSTEM ALIGNMENT	Goal 2: EDUCATION READINESS	Goal 3: EDUCATIONAL ATTAINMENT	Goal 4: WORKFORCE READINESS				
Idaho State University								
GOAL 1: Grow Enrollment								
Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.			\checkmark	\checkmark				
GOAL 2: Strengthen Retention								
Objective: Improve undergraduate student retention rates by 5% by 2022.	\checkmark	~	\checkmark					
GOAL 3: Promote ISU's Identity								
Objective: Over the next five years, promote ISU's unique identity by 12% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.	~	~	~	\checkmark				
GOAL 4: Strengthen Communication, Transparency and Inclusion								
Objective: Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.	\checkmark	~	\checkmark					
GOAL 5: Enhance Community Partnerships								
Objective: By 2022, ISU will establish 100) new partnerships within its service regions and statewide program responsibilities to support the resolution of community- oriented, real-world concerns.			\checkmark	\checkmark				

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Connecting Learning to Life

STRATEGIC PLAN FY 2022-2026



April, 2021

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

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Implementation of the Center for Internet Security (CIS) Controls Error! Bookmark not defined.
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MISSION STATEMENT

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

Core Theme One: Opportunity

Expand access to higher education and lifelong learning.

Core Theme Two: Success

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

Core Theme Three: Partnerships

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

VISION STATEMENT

Idaho's college of choice for an educational experience that changes lives and inspires a commitment to lifelong learning and civic engagement.

Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming

Objective A: Optimize course and program delivery options¹

Performance Measure 1: Number of online and evening/weekend programs.

Definition: The number of degrees or certificates offered online or during evening or weekend hours.

Benchmark: Based upon current planning processes, LC State anticipates adding online degrees/certificates and evening & weekend programs of study within the next academic year (FY 21).

Course Delivery Methods	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)
Online ²	New Measure		36	40	42		
Benchmark	No Prior Benchmarks			37	42	42	42
Achievement				MET	MET		
Evening/ Weekend	New Measure		0	7 ³	7		
Benchmark	No Prior Benchmarks			2	6	7	7
Achievement				MET	MET		

¹ Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.

² List of online programs available here: <u>http://catalog.lcsc.edu/programs/#filter=.filter_42</u>

³ The following programs/credentials are offered during evenings &/or weekends: Web Design & Development (cert., AAS, BAS), Business Administration (BA/BS), & Interdisciplinary Studies (BA/BS). A portion of these programs is available through weekend and evening delivery and number of the courses are offered online.

Performance Measure 2: Proportion of courses in which course content is delivered online

Definition: The proportion of courses in which course content (e.g., syllabi & student grades) is delivered using an online learning management system (LMS).⁴

Benchmark: One hundred percent (100%) of courses have content available to students through the LMS.

Web Enhanced Courses	FY17	FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)
% Sections	New Measure		Inventory current courses content on LMS	69% ⁵	79%		
Benchmark		No Prior B	enchmarks	100%	100%	100%	
Achievement					NOT MET		

⁴ Metrics reported for each fiscal year are reported one year behind, such that the metric reported for FY21 is measuring delivery of course content from AY 2019-20.

⁵ Seventy one percent (71%) of sections were reviewed. Metric shows the proportion of sections reviewed with course content posted on LMS.

Objective B: Ensure high quality program outcomes⁶

Performance Measure 1: Licensing & certification

Definition: The proportion of LC State test takers who pass, or their average test scores, on professional licensure or certification exams.

Benchmark: Meet or exceed national or statewide averages.

Li	censing/Cert	. Exams	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2022-23)	
	NCLEX	LC State	93%	99%	94%	95%	91% ⁸	Exceed National Average	
	Registered Nurse ⁷	Benchmark: Nat'l Ave.	85%	85%	86%	87%	Not yet		
		Achievement	MET	MET	MET	MET	available		
	NCLEX	LC State	78%	100%	91%	100%		Exceed National Average	
Ş	NCLEX Practical Nurse ⁷	Benchmark: Nat'l Ave. Error! B ookmark not defined.	87%	87%	85%	Not yet	Not yet available		
gree		Achievement	NOT MET	MET	MET	available	avallable		
		LC State	100%	95%	89%	76%		Exceed National	
ona	ARRT Radiology	Benchmark: Nat'l Ave.	89%	89%	89%	88%	Not Yet Available		
Professional	5,	Achievement	MET	MET	MET	NOT MET		Average	
Prof	PRAXIS	LC State ⁹	168	168	170	175		Meet	
	Teacher	Benchmark: State Ave.	172	170	168	170	Not Yet Available	State Average	
	Education	Achievement	NOT MET	NOT MET	MET	MET		Scores	
	ASWB	LC State	87%	78%	57%	Not Yet Available		Freedor	
	ASWB Social Work	Benchmark: Nat'l Ave.	78%	69%	67%			Exceed National	
	WORK	Achievement	MET	MET	NOT MET			Average	

⁶ Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

⁷ Test results for first time test takers reported for April through March.

⁸ Partial Year reported (April-Sept. 2020).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

Lic	Licensing/Certification Exams		FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2022-23)
		LC State	100%	% ¹¹	%11	% ¹²		Exceed National Average
	Pharmacy Technician	Benchmark: Nať I Ave.	58%	58%	57%		Not Yet Available	
ing ¹⁰	Training ¹⁰	Achievement	MET	NOT MET	MET			
rain	raini	LC State	Cohorts	89%	Cohorts	% ¹²		Exceed
	Paramedic ¹³	Benchmark: Nat'l Ave.	complete every other	73%	complete every other		Not Yet Available	National
kfor		Achievement	year	MET	year			Average
Wor	Electrical Apprenticeship Idaho Journeyman	LC State	90%	100%	100%	91%		Exceed
		Benchmark: State Ave.	79%	77%	75%	77%	Not Yet Available	Statewide
		Achievement	MET	MET	MET	MET		Average

Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative¹⁴

Connecting Learning to Life has been reenergized as a presidential priority focusing on bringing to life, across and throughout curricula and/or co-curricular engagement, LC's grounding mantra, "connecting learning to life"; and by doing so, make experiential and applied learning a signature hallmark of an LC

⁹ Excludes tests 5003, 5004, and 5005, which are required for elementary certification, but which test background subject area content that is not taught in the Division of Teacher Education programs or majors connected to certification.

¹⁰ Workforce Training at LC State also offers Certified Nursing Assistant (CNA) training requiring exit exam certification. However, a change in statewide contract with vendor does not stipulate that the vendor report the test results back to the institutions. CNA will be brought back as part of this performance measure if/when those records become available.

¹¹ To protect student privacy, statistics not reported when composed of less than five individual students aggregated.

¹² No students tested in 2019-20.

¹³ Written exam results only.

¹⁴ Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

State education. 'Connecting' experiences fall under *applied learning*¹⁵ or *experiential learning*¹⁶. Many students will complete applied or experiential learning within their chosen majors. Others may reach outside their major for hands-on, co-curricular experiences.

Performance Measure 1: Curricular programing of applied and experiential learning opportunities

Definition: Courses, programs of study, majors, minors and certificates that serve as avenues of applied or experiential learning opportunities.

Benchmark: All programs of study offer graduates opportunities for applied &/or experiential learning. Long-term goals include the development of signature certificates and new, interdisciplinary degree options through which "academic" and career-technical courses may be woven together.

Curricular Applied & Experiential Learning	FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)
Apprenticeships Directed Study Field Experiences 'Hands-on' courses Internships, Practica & Clinicals Performance Arts Service Learning Undergraduate	New Measure	Develop inventory of applied & experiential learning: Identify Courses & Programs of Study/Majors, Minors, Certificates. No gaps were identified: All programs of study included curricular applied and	Developed Signature Certificates that knit together academic and Career & Tech. Edu (CTE) coursework	Marketed availability of Signature Certificates	Continue to market the availability of <i>Signature</i> <i>Certificates</i> Develop an additional <i>Signature</i> <i>Certificate</i>	100% of LC State graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.
Research		experiential learning.				

¹⁵ Applied learning = hand's on application of theory.

¹⁶ Experiential learning = the process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

Performance Measure 2: Co-Curricular programing of applied and experiential learning opportunities

Definition: Co-curriculum programming engaging students in applied &/or experiential learning outside of their chosen program's curriculum. Examples displayed in the table below.

Co- Curricular Applied & Experiential Learning	FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)
Intramural athletics Intercollegiate athletics Club Sports Leadership in clubs or organizations Peer mentorship Reserve Officer Training Corps (ROTC)/Military Education Residence life leadership Student government LC Work Scholars Work study/experience including tutoring Study abroad	New Measure	Develop inventory of co-curricular applied & experiential learning Reprioritize/ reorg. resources & staff to support co- curricular programming: Center of Student Leadership Student Employment & Career Center	Expanded peer mentor program. In fall 2019, 22 peer mentors assisted new entering students. This program will continue. Elements of co-curricular transcript & tracking software were launched with minor delay. Continue to expand functionality of software.	Co-curricular transcript, integrated with the <u>Do</u> <u>More App</u> , is functional. Will expand student clubs, organizations and in- person leadership development opportunities Career Readiness micro- credential will be unveiled in Spring 2021 semester.	Anticipate returning to a live career fair. Exploring the possibility of including programming for regional high school students.	100% of LC State graduates participate in applied &/or experiential learning via curricular <u>or</u> co-curricular experiences.

Benchmark: 100% of LC State graduates participate in applied &/or experiential learning.

Goal 2: Optimize Student Enrollment, Retention and Completion

Objective A: Increase the college's degree-seeking student enrollment¹⁷

Performance Measure 1: Direct from high school enrollment

Definition: The FTE of degree-seeking, entering college students (measured at fall census) who graduated from high school the previous spring term.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁸. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to direct high school enrollment is articulated in the table below.

Direct from High School Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)
FTE	436	479	422	420	407		Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks			429	436	442	449
Achievement				NOT MET	NOT MET		

Performance Measure 2: Adult enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are above the age of 24.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁸. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to adult enrollment is articulated in the table below.

¹⁷ Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.

¹⁸ More information on LC State's financial modeling of institutional viability and expansion can be found here: <u>https://www.lcsc.edu/budget/budget-office-resources</u>

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Adult Learner (>24) Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)
FTE	773	709	631	608	618		Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks			641	651	661	671
Achievement				NOT MET	NOT MET		

Performance Measure 3: Online Headcount

Definition: The headcount of degree-seeking students (measured at fall census) who are taking courses online (both entirely online and partly online schedule of courses).¹⁹

Benchmarks derived from financial modeling of institutional viability and expansion¹⁸. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to online headcount is articulated in the table below²⁰.

Online Headcount	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)
нс	1,663	1,557	1,483	1,368	1,650 ²¹		Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks			1,507	1,531	1,555	1,578
Achievement				NOT MET	MET		

¹⁹ Same definition as that used on the IPEDS Fall Enrollment Survey.

²⁰ This Benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

²¹ Preliminary figure associated with the April 2021 IPEDS Fall Enrollment Survey deadline.

Performance Measures 4: Direct transfer enrollment

Definition: The FTE of degree-seeking, entering transfer students (measured at fall census) who attended another college the previous spring or summer terms.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁸. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to direct transfer enrollment is articulated in the table below.

Direct Transfer Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21)	FY 23 (Fall '22)
FTE	211	173	149	171	168		Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks			151	174	177	179
Achievement				MET	NOT MET		

Performance Measure 5: Nonresident enrollment

Definition: The FTE of degree-seeking students (measured at fall census) who are not residents of Idaho.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁸. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to nonresident enrollment is articulated in the table below.

Nonresident Enrollment	FY17 (Fall '16)	FY18 (Fall '17)	FY 19 (Fall '18)	FY 20 (Fall '19)	FY 21 (Fall '20)	FY 22 (Fall '21	FY 23 (Fall '22)
Asotin Co. Resident FTE ²²	183	164	150	149	136		Available Fall '22 Census
Benchmark	New Measure – No Prior Benchmarks			152	155	157	160
Achievement				NOT MET	NOT MET		
Nonresident FTE	395	359	329	319	326		
Benchmark:	New Measure – No Prior Benchmarks			334	339	344	350
Achievement				NOT MET	NOT MET		

²² Asotin County residents pay a unique tuition & fee rate. More information about tuition & fees as they pertain to residency status available here: <u>https://www.lcsc.edu/student-accounts/tuition-and-fees/tuition-and-feesschedule-2020-2021</u>

Objective B: Increase credential output²³

Performance Measure 1: Certificates and degrees²⁴

Definition: The count of degrees/certificates awarded at each degree-level.²⁵

Certificates & Degrees	FY17FY18(2016-17)(2017-18)		FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2022-23)
Certificates	18 21		15	26		
Benchmark: Maintain	New Benchmark Methodology		21	21	28	30
Achievement			NOT MET	MET		
Associates	414 425		347	365		
Benchmark: +1% annually	New Benchmark Methodology		430	436	442	455
Achievement			NOT MET	NOT MET		
Baccalaureates	528	587	626	505		
Benchmark: +1% annually	New Benchmark Methodology		594	646	666	705
Achievement			MET	NOT MET		

²³ Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

²⁴ State Board of Education postsecondary system wide measure.

²⁵ Consistent with IPEDS Completions Survey definitions.

²⁶ Goal 2, Objective A, Performance Measure I: "Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study".

²⁷ Analysis presented to the Board on Dec. 19th, 2018, and included in Board materials containing found here: <u>https://boardofed.idaho.gov/meetings/board/archive/2018/1219-</u> 2018/02WORKSESSION.pdf?cache=1552074006132

²⁸ Exact amount of growth required to remain in alignment with statewide goals is 1.14%, annually.

Performance Measures 2: Graduates²⁹

Definition: The unduplicated count of graduates by degree-level.³⁰

Graduates	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2022-23)
Certificates	14 20		15	25		
Benchmark: Maintain	New Benchmark Methodology		20	20	30	30
Achievement			NOT MET	MET		
Associates	300	410	325	357		
Benchmark: +1% annually	New Benchmark Methodology		415	420	424	433
Achievement			NOT MET	NOT MET		
Baccalaureates	528	573	616	491		
Benchmark: +1% annually	New Benchmark Methodology		580	622	628	641
Achievement			MET	NOT MET		

²⁹ State Board of Education postsecondary system wide measure.

³⁰ Graduates of multiple degree-levels are counted in the category of their highest degree/certificate awarded.

Performance Measures 3: Graduation Rate - 150% normative time to degree attainment³¹

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree³².

First-Time Full-Time Cohorts	Attainment w/in 150% Time	FY17 (2011 Cohort)	FY18 (2012 Cohort)	FY 19 (2013 Cohort)	FY 20 (2014 Cohort)	FY 21 (2015 Cohort)	FY 23 (2017 Cohort)
	Bacc.	23%	33%	32%	31%		
Entered as Bacc Seeking	Benchmark: +1% annually	New Benchmark Methodology	24%	25%	33%	34%	36%
	Achievement	No Prior Benchmark	MET	MET	NOT MET		
All First-	Bacc., Assoc, & Certificates	28%	40%	38%	36%		
Time, Full- Time Students	Benchmark: +1% annually	New Benchmark Methodology	29%	30%	39%	40%	42%
	Achievement	No Prior Benchmark	MET	MET	NOT MET		

³¹ State Board of Education postsecondary system wide measure.

³² One hundred and fifty percent (150%) normative time to degree is six years for baccalaureate degrees, three years for associate degrees, and one and a half years for a one year certificate. Calculations used IPEDS definitions.

Performance Measure 4: Graduation Rate - 100% normative time to degree attainment³³

Definition: The proportion of first-time, full-time entering baccalaureate-seeking students who achieved a baccalaureate, associate, or certificate within 100% normative time to degree.

First-Time Full- Time Cohort	Attainment w/in 100% Time	FY17 (2013 Cohort)	FY18 (2014 Cohort)	FY 19 (2015 Cohort)	FY 20 (2016 Cohort)	FY 21 (2017 Cohort)	FY 23 (2019 Cohort)
Entered as	Bacc. ³⁴	16%	15%	21%	18%		
Entered as BaccSeeking	Cert. & Assoc.	1%	1%	1%	3%		
Benchmark: +1% annually		New Benchmark Methodology	22%	23%	24%	25%	27%
Achievement			NOT MET	NOT MET	NOT MET		

³³ State Board of Education postsecondary system wide measure.

³⁴ Consistent with IPEDS Graduation Rates Survey definitions.

Performances Measure 5: Retention rates

Definitions:

The retention or proportion of **first-time**, **full-time**, **baccalaureate-seeking students** who start college in summer or fall terms and re-enroll by the following fall term of the subsequent academic year.

The retention of the **entire degree-seeking student body**. The proportion of the total degree-seeking headcount of the prior academic year (summer, fall, spring) who graduated or returned to attend LC State by the following fall of the subsequent academic year.

Benchmarks derived from financial modeling of institutional viability and expansion¹⁸. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to degree-seeking student retention is articulated in the table below.

Retention	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
First-Time, Full-Time, Baccalaureate- Seeking, Students	57%	63%	60%	61% ²¹		
Benchmark: +2% annually ³⁵	New Measurement		61%	63%	65%	67%
Achievement			NOT MET	NOT MET		
All Degree- Seeking Students	73%	75%	75%	76%		
Benchmark: +2% annually	New Mea	surement	77%	79%	81%	83%
Achievement			NOT MET	NOT MET		

Performance Measure 6: 30 to Finish³⁶

Definition: Percent of undergraduate, degree-seeking students, who started their attendance in the fall (or prior summer) term, completing 30 or more credits per academic year, excluding those who graduated midyear and those students who started their enrollment during spring semester.

³⁵ Long-term benchmarks for FY 25 reflect 10% above the baseline, which is the historical four year average of firsttime, full-time, degree-seeking retention (59%).

³⁶ State Board of Education postsecondary system wide measure.

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Benchmarks derived from financial modeling of institutional viability and expansion¹⁸. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to degree-seeking student credit load is articulated in the table below.

30+ credits per AY	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
%	25%	38%	31%	33%		
Benchmark ³⁷	New Benchmarking Method		30%	32%	34%	36%
Achievement			MET	MET		

Performance Measure 7: Remediation³⁸

Definition: Percent of degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or better.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan²⁶. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²⁷, necessitating a one percent increase annually²⁸.

Remediation	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
%	21%	39%	51%	59%		
Benchmark	New Benchmarking Method		20%	52%	60%	62%
Achievement			MET	MET		

³⁷ Long-term benchmarks for FY 25 reflect 10% above the baseline, which is the historical four-year average of the percent of degree-seeking students who completed 30+ credits per academic year (28%).

³⁸ State Board of Education postsecondary system wide measure.

*Performance Measure 8: Math Pathways*³⁸

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course³⁹ within two years.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan²⁶. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025²⁷, necessitating a one percent increase annually²⁸.

Math Pathways	FY17 (Fall 2016- Su 2018)	FY18 (Fall 2017- Su 2019)	FY 19 (Fall 2018- Su 2020)	FY 20 (Fall 2019- Su 2021)	FY 21 (Fall 2020- Su 2022)	FY 23 (Fall 2022- Su 2024)
%	48%	53%	40%	44%		
Benchmark:	New Benchmarking Method		53%	54%	56%	58%
Achievement			NOT MET	NOT MET		

Performance Measure 9: Workforce training enrollment

Definition: Duplicated headcounts of students enrolled in Workforce Training programs at LC State.

Benchmarks set by Director of Workforce Training accounting for regional market demand and worker demographics.

Workforce Training Enrollments	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
Duplicated Headcount	3,345	3,563	3,699	2,893		
Benchmark:	New Benchmarking Method		3,600	3,650	3,700	3,800
Achievement			MET	NOT MET		

³⁹ Gateway math is defined institutionally as Math 123 and above.

Performance Measure 10: Workforce training completion

Definition: Completions of LC State's Workforce Training courses⁴⁰.

Benchmarks are a proportion of the enrollments each fiscal year (FY) and set to maintain the high proportion of completions observed historically.

Workforce Training Completions	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
Duplicated Completions	3,113	3,420	3,468	2,756		
Benchmark: Maintain	93%	96%	94%	94%	94%	94%
Achievement			MET	MET		

Goal 3: Foster Inclusion throughout Campus and Community Culture

Objective A: Expand inclusive practices programming⁴¹

Performance Measure 1: Number of faculty and staff participating in inclusive practices programming annually.

Definition: Duplicated headcount of attendees at events designated as inclusive practices programming for faculty and staff. Examples of inclusive practices programming include many of those offered at LC State's Center for Teaching & Learning⁴² and those coordinated by the President's Commission on College Diversity⁴³.

Benchmark: Steady increase in faculty & staff participation.

⁴⁰ Completions measured by course because most Workforce Training offerings are designed as singular courses.

⁴¹ Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

⁴² Center for Teaching & Learning, Inclusive Practice Certificate: <u>https://www.lcsc.edu/teaching-learning/inclusion-</u> <u>diversity-equity-antiracism/projects</u>

⁴³More information on LC State's diversity statement can be found here: <u>http://www.lcsc.edu/diversity/diversity/vision/</u>. More information about events that promote college diversity can be found here: <u>http://www.lcsc.edu/diversity/</u>

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Faculty Staff	Participation	FY17 - FY18	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2021-22)
Center for Teaching & Learning	Inclusive Practices Certificate	New Measure	Inventory inclusive programing	24	Program modified: Faculty certificate graduates now lead, volunteer, for IDEA (inclusion, diversity, equity, and anti-racism) programming on campus ⁴⁴		
	Diversity Programming ⁴⁵	New Measure	Inventory inclusive programing	167 ⁴⁶	223		Benchmark established
President's Diversity Commission	Events Programming	New Measure	 Inventory of programing: Multicultural Week Idaho Human Rights Day Native American Awareness Week Veterans Day Luncheon & Recognition 9-11 Moving Tribute Constitution Day Women's History Month 	186	185 ⁴⁷	Provide virtual programming and resources.	once baseline inventory & tracking complete.

⁴⁴ IDEA has a brand-new website with new guides and resources: <u>https://www.lcsc.edu/teaching-learning/inclusion-diversity-equity-antiracism</u>

⁴⁵ Measured on the calendar year.

⁴⁶ Diversity Programming at the Center for Teaching & Learning also included 14 workshops and five equity observations.

Performance Measure 2: Number of participants in community enrichment activities

Definition: Duplicated headcount of attendees at events arts and cultural programming offered through LC State's Center for Arts & History⁴⁸.

Benchmark: Steady increase in community participation.

Community	FY17	FY18	FY 19	FY 20	FY 21	FY 23
Participation	(2016-17)	(2017-18)	(2018-19)	(2019-20)	(2020-21)	(2021-22)
Duplicated Headcount	New Measure		Plan: invento programs t following yea to be implem program	o include ar. Tracking nented with	Impacted by pandemic protocols and personnel reductions. Tracking to be implemented when programming is recommenced.	Benchmark established once baseline inventory and tracking complete.

Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives

Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure⁴⁹

Performance Measure 1: New, ongoing revenue streams

Definition: New, revenue-generating initiatives.

Benchmarks: Implement new, annual giving initiatives (general and employee campaigns). Expand events revenue opportunities and outcomes. A careful consideration of campus areas and auxiliaries is taking place in an attempt to monetize them to a more cost-neutral status.

⁴⁷ Partial year reported: Native American Awareness Week and Women's History Month still underway at the time of reporting. Figure is approximate.

⁴⁸ Center for Arts & History: <u>http://www.lcsc.edu/cah/</u>

⁴⁹ Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

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Revenue	Evenue Projects FY17 - FY19 FY20 FY21 FY18 (2018-19) (2019-20) (2020-21)			FY 22 (2021-22)	FY 23 (2021-22)		
	Employee Giving Campaign ⁵⁰	New Measure	39%	41%	35%		Impact Measured
LC State	Benchmark: 5% annually		New Ben	chmarking M	ethod	40%	45%
Foundation	Annual Day of Giving	New Measure /Event	Plan	Piloted	To take place May 2021		lmpact Measured
	Foundation Fee	Foundation					
Monetize Auxiliaries 51		New Measure	Plan	Cost- neutral financial modeling: Fee-based units move toward increased self- sustain- ability	Implement-ed revenue sharing model in which revenue generating operations provide institution with 10-25% share of yearly net revenue. Auxiliary operations reviewed for sustainability and increases in rental fees or services were adjusted to account for costs. ⁵²	Expand to include other auxiliaries & programs ⁵³ (e.g., Res. Life & events/ conferences) Continue proficient use of COVID-19 relief funds Explore add'I grant funding for campus programs & auxiliaries	Impact Measured

⁵⁰ One year lag from measurement to reporting, therefore FY20 depicts results for FY19.

⁵¹ Within the parameters of State Board of Education Policy I.J., available here: <u>https://boardofed.idaho.gov/board-policies-rules/board-policies/general-governing-policies-procedures-section-</u> <u>i/use-of-institutional-facilities-and-services-with-regard-to-the-private-sector/</u>

⁵³ Additional auxiliaries like Housing & Residence Life and events & conferences.

Performance Measure 2: Federal, state, local and private grant funding

Definition: Grant funding dollars.

Benchmark: \$100,000 growth annually, which is approximately 2% of the historical (four year) average.

Grants & Contract Funding	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 23 (2021-22)
Federal	\$895,530	\$1,221,834	\$1,506,459	\$1,600,805		
State & Local ⁵⁴	\$2,534,164	\$2,671,345	\$2,825,307	\$3,218,872		
Private	\$133,075	\$41,565	\$44,800	\$298,885		
Gifts ⁵⁵	\$1,174,116	\$3,951,746	\$1,337,379	\$2,361,794		Institutional Financial
Total	\$4,736,885	\$7,886,490	\$5,713,945	\$7,480,356		Diversification
Benchmark: +\$100,000 annually⁵	New Measure: No Prior Benchmarks		\$5,235,809	5,335,809	\$5,435,809	
Achievement			MET	MET		

Objective B: Bring all employee compensation up to policy/median benchmarks⁵⁷

Performance Measure 1: The number of employees not meeting compensation benchmarks.

Definition: The percent of employees whose compensation does not meet or exceed policy/median benchmarks as outlined in Idaho's compensation schedule for classified staff, College and University Professional Association (CUPA) for professional staff, and the American Association of University Professors (AAUP) for faculty.⁵⁸

⁵³ Additional auxiliaries like Housing & Residence Life and events & conferences.

⁵⁴ This item includes state scholarships awarded to the student, for the Opportunity Scholarship, and therefore may be resistant to change from institutional effort. FY 18 dollars include \$223k in state scholarships and \$625k in opportunity scholarships.

⁵⁵ Including grants that do not have restrictions or reporting requirements.

⁵⁶ Benchmark reflects \$100,000 above the baseline, which is the historical four-year average of total grant funds (\$5,135,809).

⁵⁷ Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

⁵⁸ Employee compensation data captured June of every fiscal year.

Benchmark: Decrease the percent of employees not meeting these benchmarks by 5%, annually. Benchmarks for employee compensation based upon the number of years in their current position:

- Employees in current position for 6-10 years: All greater than or equal to 80% of policy/median.
- Employees in current position for 11-15 years: All greater than or equal to 90% of policy/median.
- Employees in current position for 16 years or more: All at 100% of policy/median.

Compensation: % Staff not meeting benchmarks	FY17 (2016-17)	FY18 (2017-18)	FY 19 (2018-19)	FY 20 (2019-20)	FY 21 (2020-21)	FY 22 (2021-22)	FY 23 (2022-23)
% of Total Staff	New N	leasure	58%	55%	64%		Bring all
Benchmark: -5% annually	No Prior B	enchmarks		53%	48%	43%	employees to benchmarks based upon
Achievement				NOT MET	NOT MET		years of service
% of Staff 6-10 years' service	New Measure No Prior Benchmarks		39%	35%	52%		All at greater
Benchmark: -5% annually				34%	29%	24%	than or equal to 80% of policy/ median
Achievement				NOT MET	NOT MET		, poney, meanan
% of Staff 11-15 years' service	New N	leasure	58%	59%	62%		All at greater
Benchmark: -5% annually	No Prior B	enchmarks		53%	48%	43%	than or equal to 90% of policy/ median
Achievement				NOT MET	NOT MET		<i>,</i> ,,
% of Staff >16 years' service	New N	leasure	73%	66%	76%		
Benchmark: -5% annually	No Prior B	enchmarks		68%	63%	58%	All at 100% of policy/ median
Achievement				MET	NOT MET		

Key External and Internal Factors

A key external factor during last year has been the Coronavirus pandemic. Altered operations have impacted LC State's achievement of its strategic plan goals both positively and negatively. Successes in response to this pandemic include achievement of LC State's goals in relation to online enrollment (headcount), remediation and *30 to Finish* goals. While enrollment in LC State's Workforce Training courses declined, the success rates of student completions maintained at 94%. Those goals that were likely negatively impacted by this external factor were the enrollments of those students coming directly

from high school and directly from another institutional of higher education (i.e., direct transfer). LC State's employee compensation goals were also negatively impacted by pandemic.

The following assumptions about external and internal factors will continue to impact the institution as the 2022-2026 Strategic Plan is implemented.

Lewis-Clark State College...

- 1. Will continue to be a moderately selective admission institution with a greater than 95% acceptance rate, serving a substantial number of first generation students, admitting students with various degrees of college preparation.
- 2. Will serve both residential and non-residential students, including those who commute, take online courses, are place-bound, and are working adults.
- 3. LC State is maintaining its aspirational goal to serve 3,000 FTE, which is particularly challenging in, a post-pandemic world, punctuated by declining local, regional and national high school graduating classes.
- 4. Will continue to forge strategic partnerships with other institutions, agencies, businesses, and organizations and the community at large for mutual benefit.
- 5. Will play an active role in fulfilling the recommendations derived from:
 - a. The Governor's 2017 Higher Education and Workforce Development taskforce.
 - b. Huron consulting report released in the fall of 2018.
- 6. Will continue to promote its brand and share its successes with multiple audiences, including prospective students.
- 7. Will continue to recruit faculty, staff and students across a wide range of demographics.
- 8. Relies on ongoing efforts to maximize operational efficiencies (e.g., program prioritization and internal resource reallocation); and increasing and leveraging grants, private fundraising to complement tuition revenue and reduced state support.
- 9. Will continue to assess its programs and services (program performance program prioritization) to determine their efficacy and viability.
- 10. Will and is engaging meaningful campus master planning to assess current and future physical plant and physical infrastructure needs.
- 11. Will advocate for increased state funding in support of LC State's mission, core themes, and strategic goals.

Evaluation Process

LC State's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission and core themes, the waning utility of the college's old strategic plan, and a successful NWCCU accreditation evaluation, institutional goals and objectives were rewritten. A representative committee developed new strategies and objectives to guide the work of the college. The new goals and objectives were proposed in the 2018-2022 strategic plan, submitted for Board review during the March 2018 meeting and adopted during the June 2018 meeting. The current Strategic Plan 2022-2026 is composed of these goals and objectives. Since Board review, they have been operationalized through relevant performance measures. System-wide performance measures are comingled among institutional performance will undergo annual Cabinet review. Changes will be made in alignment with objective performance review and subjective evaluation of the involved campus stakeholders.



College of Eastern Idaho

Strategic Plan 2022-2026

March 10, 2021



FY 2022-2026

Strategic Plan

MISSION STATEMENT

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

VISION STATEMENT

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

State Metrics:

Timely Degree Completion

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Percentage	12%	8%	7%	6%	>10%

II. Percent of first-time, full-time, freshmen graduating within 150% of time¹

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark			
Grad Rate %150 IPEDS	53%	54%	58%	50%	>60%			

III. Total number of certificates/degrees produced, broken out by:

- a) Certificates of at least one academic year
- b) Associate degrees

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Certificates	109	120	165	112	>130
Associate Degrees	121	93	90	166	>170

- IV. Number of unduplicated graduates, broken out by:
 - a) Certificates of at least one academic year
 - b) Associate degrees

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Completers of Certificates	109	120	160	112	>120
Completers of Degrees	121	93	90	164	>160

Reform Remediation

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

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Students	40%	33%	28%	34%	>39%

Math Pathways

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

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Students	29%	24%	15%	8%	>20%

Guided Pathways

VII. Percent of first-time, full-time freshmen graduating within 100% of time¹

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
FTFT Completers 100%	37%	46%	58%	49%	>50%

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

GOAL 1: A Well-Educated Citizenry²

The College of Eastern Idaho will provide excellent educational opportunities to enter the workforce or to continue education with articulation agreements with universities.

Objective A: Access

Performance Measures:

I. Annual number of students who have a state funded or foundation funded scholarsh

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
State Funded	15	44	84	86	>90
Foundation Funded	227	246	298	278	>310

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

FY	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Percentage of Annual Enrollment who entered CEI within 1 year of High School	19.0%	21.5%	30.7%	27.4%	>29%

III. Total degree and certificate production and headcount:

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Degrees/Certificates	228	213	255	278	>300
Completers	226	211	245	272	>280

Objective B: Adult Learner Re-Integration

Performance Measures:

- I. Number of students enrolled in GED who are Idaho residents
- II. Number of students who complete their GED

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Enrolled	N/A	458	247	370	>300
Completed	N/A	40	51	55	>30

GOAL 2: Innovation and Economic Development

Objective A: Workforce Readiness

Performance Measures:

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

v		· · ·			
Grad by FY	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
I. Employed In training area	195	192	224	N/A	>230
II. Continuing education	38	31	22	N/A	>50
III. Employed in related field	176	147	187	N/A	>190

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

Percentage By FY	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
TSA Pass Percentage	92.6%	83.48%	95.00%	93.44%	96%

GOAL 3: Data-Informed Decision Making

Objective A: Number of industry recommendations incorporated into career technical curriculum.³

Performance measures:

- I. Number of workforce training courses created to meet industry needs.
- II. Number of Customized Training courses offered.
- III. WFT total Headcount:

	FY 2017	FY 2018	FY 2019	FY 2020 ⁴	Benchmark
WFT Courses ³	359	442	332	345	>440
Customized Training Courses	2,328	3,444	2,926	466	>4,000
Headcount	10,549	14,824	16,461	12,140	>16,000

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

GOAL 4: Effective and Efficient Educational System

- <u>Objective A</u>: High school senior who choose CEI as their first choice to higher education. Performance Measures:
 - I. Total fall enrolled students that are retained or graduate in the following fall.

Fall Term of:	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Grad or still enrolled	459	530	747	891	>900

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

FY	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Percentage of Students entering					
within one year of HS and have					
ever taken a remedial course	20%	18%	26%	19%	20%

III. Cost per credit hour⁵

FY	FY	2017	FY	2018	FY	2019	FY	2020	Ben	chmark
Cost per Credit Hour	\$	790	\$	829	\$	756	\$	733	\$	<700

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

FY	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Number Continuing On	221	248	300	283	>350

GOAL 5: Student Centered

<u>Objective A</u>: CEI faculty provides effective and student centered instruction.

Performance Measures:

I. Utilization of annual Student Satisfaction Survey results for Student Centeredness. Results are the gap per Noel Levitz Annual Survey:⁶

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
CEI	N/A	0.82	0.62	0.61	<0.50
PEERS	N/A	0.64	0.63	0.84	N/A

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

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
FTFT Fall-to-Fall	54%	73%	72%	67%	>74%
Retention	54%	75/0	12/0	0770	>7470

III. Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Results are the gap per Noel Levitz Annual Survey.⁶

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
CEI	N/A	0.76	0.71	0.56	<0.5
PEERS	N/A	0.73	0.73	0.99	N/A

IV. Utilization of results of Student Satisfaction Survey⁷ results for Financial Aid and the Admission Process.

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Financial Aid	94%	N/A	88%	87%	98%
Admissions	94%	N/A	90%	91%	98%

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

Performance Measures:

- I. Tutoring center total students contact hours (in thousands).
- II. Percentage of students surveyed who rated the instruction they received in the tutoring center as very good to excellent:

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
Total Student Hours	7.1	6.4	7.7	8.7	>7.5
% Raised Grade			86.6%	87.3%	>85%

<u>Objective C</u>: CEI library services meets the expectation of students.

Performance Measures:

V. Library services meet the expectations of students. Results are the gap per Noel Levitz Annual Survey.⁶

	FY 2017	FY 2018	FY 2019	FY 2020	Benchmark
CEI	N/A	0.09	0.19	0.37	>.15
PEERS	N/A	0.22	0.21	0.41	N/A

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

Performance Measures:

I. Number of applicants/students receiving CND services:

	,	Ų			
	FY 2017	FY 2018	FY 2019	FY 2020 ⁴	Benchmark
Clients Served	266	301	318	294	>310

Key External Factors

1) <u>Funding:</u>

Many of our strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Recent funding for Career Technical Education has allowed CEI to respond to industry needs in a timely and efficient manner. The enrollment and graduation rates in many of the Career Technical Programs have limited facilities and seats available to students with waiting lists. The recent State funding has allowed us to hire new instructors and reduce many of the waiting lists. CEI was funded as a community college, which allows us to offer the Associates of Arts and the Associates of Science Degrees for the first time in fall 2018. We are projecting growing enrollment over the next few years due to this funding. We are actively engaged in the "go on" rate in Idaho and working with the local high schools to recruit students. Ongoing funding for faculty.

2) <u>COVID-19:</u>

CEI, along with the other State Higher Education institutions was dramatically affected by COVID beginning in the March of 2020. CEI saw an increase of 11% in College credit student headcount in fall of 2020. The College was positioned well to rapidly move into a full online format to complete spring semester resulting in CEI issuing almost no incompletes for students who wished to complete the semester. The College worked diligently to in both summer and fall semesters to provide 1/3 face-to-face delivery and 2/3 online. The College used all the protocols of face coverings, social distancing, work from home and video conferencing. The result was flat enrollment at CEI for both summer and fall semesters with regard to headcount for credit classes. Along with offering 2/3 of classes online, CEI also provide all the wrap around student services and advising via online mechanisms.

3) Evaluation Process:

CEI is in the process of implementing a more thorough process for evaluating its performance measures. The institution has adopted a cycle of continuous improvement known as the Mission Fulfillment Process. The Mission Fulfillment Process is a Plan-Do-Study-Act process, which is how CEI implements, measures, adjusts, and informs budget proposals. There are four main areas of the process. "Plan" is the section of determining how new initiatives can be implemented. "Do" is the implementation step for enacting the changes derived from the previous cycle. "Study" is one of the most intricate steps. Called the Mission Fulfillment Report (MFR) cycle, it encompasses the gathering and assessment of data from all institutional levels. Finally, the "Act" step, informed from the assessment process, allows for budget allocations to improve measures. Figure 1: Mission Fulfillment Process is a depiction of the process flow.

4) Futuring:

CEI has decided to use "futuring" techniques as our approach to creating a strategic plan. Given the complexities of COVID and the rapidly changing demands of our region, CEI has used a futuring tactic. Our approach is to first forecast what the demands of business and industry will be in the region 3 to 5 years in the future (environmental scan). We then select programming that would meet the needs of regional employers whether degrees, certifications or skills. Programming would need to compliment the mission of our 2 year community college. We forecast the kinds of facilities needed to deliver the training and explore equipment and teaching strategies for delivery. We finally review the organization of our College to assess any needed structural changes of the College.

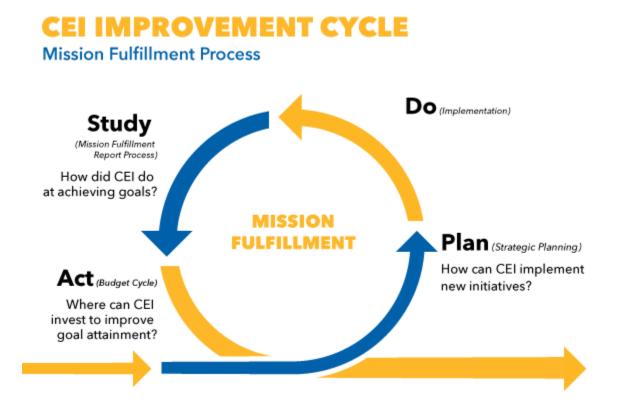


Figure 1: Mission Fulfillment Process

There are four main areas that make up the Mission Fulfillment Report (MFR). The gathering of information, assessment, adjustment, and implementation. The goal of the process is to collect data, to measure it against the benchmarks, and to present the findings for consideration of improvements. The cycle connects the employees to administration, to the trustees, and back to the employees. The cycle also identifies areas where improvements can be made to improve the measures through the allocation of resources.

¹Years in which data are reported line up with a corresponding starting cohort. For example, FY2016 is a report of the Fall 2013 cohort, and FY2017 is a report of the Fall 2014 cohort and so forth for other reporting years.

 2 N/A - Has been used to indicate areas where reports or data have not finalized collection for the year in question or that are otherwise unavailable at the time this report was produced.

³CEI has adjusted this measure. It has changed from misc. course to more meaningful customized trainings and includes WFT total headcount.

⁴Covid-19 and the inability or difficulty in conducting some types of Face-to-Face instruction, work training, tutoring and other student services have significantly impacted these results.

⁵Calculated from IPEDS Financials Report sum of Costs (Instruction, Academic Support, Student Service and Institutional Support) divided by IPEDS 12 Month Enrollment Report sum of credits.

⁶In FY 2017 CEI transitioned the administration of the Noel Levitz survey from a fall to spring term resulting in the lapse of reportable data for that period.

⁷New CEI students take a survey prior to completing the required orientation course that includes these topics. A transition in the timing of the survey resulted in the lapse in data for FY 2018.

WORK SESSION APRIL 21, 2021

ATTACHMENT 8



college of Southern IDAHO

2021-2026 (FY2022-2027) STRATEGIC PLAN

MISSION STATEMENT

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

VISION STATEMENT

To improve the quality of life of those impacted by our services.

INSTITUTIONAL VALUES

Quality, Equity, Innovation

WORK SESSION - PPGA

TAB A Page 1

OUR STRATEGIC PLAN—THE CSI C-O-D-E

CODE (noun): a system of principles

Guided by the values of <u>equity</u>, <u>quality</u>, <u>and innovation</u>, the College of Southern Idaho pursues the following Strategic Goals, as established by the College of Southern Idaho Board of Trustees, and the President of the College of Southern Idaho.

GOAL/CORE THEME 1: CULTIVATE COMMUNITY ENGAGEMENT

Strategy #1: Enhance and expand community involvement and engagement.

Objective 1.1: Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions.

Performance Measures:

1.1 Student who respond that they "Would recommend this college to a friend or family member." (Source: Community College Survey of Student Engagement [CCSSE])

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark	
97%	96%	95%	NA*	96%	
*Due to the new device the college wave had to educinize the COCCE in the service of 2020					

*Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020 Benchmark: 96% 1 (by 2022)

Objective 1.2: Promote awareness of and participation in the innovative and high-quality educational, enrichment, and cultural opportunities the college provides.

Performance Measures:

1.2 TBD (A performance measure for this objective is still being developed) 2

Objective 1.3: Collaborate with K-12 and employer partners to provide adaptive responses to community needs.

Performance Measures:

1.3.1 Dual Credit Enrollment by Credit and Headcount (Source: State Board of Education Dual Credit Report)

	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark	
Credits	25,680	32,814	36,904	42,805	TBD	
Headcount	5,353	6,360	6,613	7,648	TBD	

Benchmark: TBD ₃ (by TBD)

1.3.2 Region IV High School Immediate "Go On" Rate (Source: OSBE and CSI Data)

	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
CSI	28.4%	30.6%	27.6%	29.4%	30.0%
Overall	51.3%	50.0%	43.47%	38.6%	40.0%

Benchmark: 30% and 40% 4 (by 2023)

1.3.3 Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)

FY17 (2015-2016 Grads)	FY18 (2016-2017 Grads)	FY19 (2017-2018 Grads)	FY20 (2018-2019 Grads)	Benchmark
93%	96%	98%	98%	96%

Benchmark: Maintain placement at or above the average for the previous four years (96%) 5 (by 2022)

GOAL/CORE THEME 2: OPTIMIZE STUDENT ACCESS

Strategy #2: Enhance and expand quality and innovative educational opportunities grounded in equity and inclusion.

Objective 2.1: Establish robust support systems and processes that enhance and expand opportunities for entry, reentry, and retention.

Performance Measures:

2.1.1 Institutional Unduplicated Headcount of Non-Dual Enrollment Students (Source: PSR 1 Fall Snapshot Report)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
4,328	4,023	3,765	3,987	5,000
Ponshmarky E 000 (by 2025)				

Benchmark: 5.000 6 (by 2025)

2.1.2 Institutional Full Time Equivalency (FTE) Enrollment (Source: PSR 1 Fall Snapshot Report)

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
3,408	3,378	3,433	3,476	3,750	
Benchmark: 3.7507 (by 2025)					

2.1.3 Percentage of first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS)

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
60%	58%	58%	61%	
(365/606)	(366/629)	(355/607)	(364/598)	
Fall 2016	Fall 2017	Fall 2018	Fall 2018	63%
Cohort	Cohort	Cohort	Cohort	

Benchmark: 63% 8 (by 2022)

Objective 2.2: Engage in a college-wide, systemic approach to developing and implementing training, certificate, and degree programs that support existing and emerging industries and expand equitable enrollment opportunities.

Performance Measures:

2.2.1 Number of associate degrees and certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
151 Certificates	154 Certificates	146 Certificates	129 Certificates	700
816 Degrees	800 Degrees	839 Degrees	947 Degrees	TBD
	() ====>			

Benchmark: TBD 9 (by TBD)

2.2.2 Number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark		
148 Certificates	152 Certificates	146 Certificates	129 Certificates	TDD		
774 Degrees	736 Degrees	795 Degrees	861 Degrees	TBD		
Benchmark: TBD 。(Benchmark: TRD (by TRD)					

Benchmark: TBD 9 (by TBD)

2.2.3 Student Satisfaction Rate with Overall Educational Experience (Source: Community College Survey of Student Engagement)

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark	
90%	93%	90%	NA*	90%	
*Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020					

Benchmark: 90% 10 (by 2022)

GOAL/CORE THEME 3: DRIVE STUDENT SUCCESS

Strategy #3: Align quality and innovative educational programs with student needs, workforce demands, and employment opportunities.

Objective 3.1: Adapt learning environments, regardless of modality, to engage our diverse student population and to enhance student attainment of educational goals while using innovative technologies and pedagogies.

Performance Measures:

3.1.1 Percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark	
41%	48%	48%	43%	400/	
(399/966)	(386/805)	(435/914)	(339/785)	48%	
Panchmarks 49% (hy 2022)					

Benchmark: 48% 11 (by 2022)

3.1.2 Percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
79%	72%	78%	73%	700/
(283/356)	(198/276)	(203/261)	(185/255)	78%
Davashina anlu 700/	(h., 2022)			

Benchmark: 78% 11 (by 2022)

3.1.3 Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment (Source: College of Southern Idaho) Statewide Performance Measure

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark		
29%	34%	41%	48%	500/		
(414/1,407)	(430/1,268)	(485/1,187)	(499/1,044)	50%		
Parahmarks F0% (hs 2022)						

Benchmark: 50% 11 (by 2022)

Objective 3.2: Increase the rate of college completion by removing barriers, providing targeted support measures, creating multiple pathways to completion, and increasing flexible schedule options.

Performance Measures:

3.2.1 Percentage of students completing 30 or more credits per academic year (Source: College of Southern Idaho) Statewide Performance Measure

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
9%	12%	12%	11%	470/
(436/4,960)	(473/4,094)	(456/3,947)	(478/4,321)	15%
Development 450/	(1			

Benchmark: 15% 12 (by 2022)

3.2.2 Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) Statewide Performance Measure

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark		
26%	27%	27% 31% 34%				
(178/672)	(162/606)	(193/629)	(205/605)	35%		
Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort			
Ponchmarky 25% (hy 2022)						

Benchmark: 35% 13 (by 2022)

3.2.3 Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS) Statewide Performance Measure

FY17 (2016-2017)	FY18 (2017-2018)	18 (2017-2018) FY19 (2018-2019) FY20 (2019-2020)		Benchmark			
15%	15%	20%	21%				
(88/606)	(97/629)	(123/605)	(124/598)	22%			
Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort	Fall 2018 Cohort				
Bonshmark, 22% (hy 2022)							

Benchmark: 22% 14 (by 2022)

3.2.4 Median credits earned at graduation (Source: College of Southern Idaho) Statewide Performance Measure

FY17 (2016-2017)	FY18 (2017-2018) FY19 (2018-2019)		FY20 (2019-2020)	Benchmark		
80	77	77 75 74		72		
Bonchmark: 72 (by 2022)						

Benchmark: 72 15 (by 2022)

Objective 3.3: Develop student support services to ensure a supportive and equitable environment for all.

Performance Measures:

3.3.1 TBD (A performance measure for this objective is still being developed) 2

GOAL/CORE THEME 4: ENSURE INSTITUTIONAL STABILITY

Strategy #4: Create a sustainable model for long-term growth that enhances equity, quality, and innovation.

Objective 4.1: Promote an environment that recognizes and supports engagement, innovation, collaboration, accountability, and growth.

Performance Measures:

4.1.1 TBD (A performance measure for this objective is still being developed) 2

Objective 4.2: Develop, enhance, and align resources and processes that support strategic goals and result in institutional optimization and sustainability.

Performance Measures:

4.2.1 Maintain a Composite Financial Index (overall financial health) appropriate for a debt free college. (Source: Composite Financial Index)

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark		
2.62	3.66	4.39 4.41 3.		3.0 or above		
Ponchmarky 2.0 or above (by 2022)						

Benchmark: 3.0 or above 16 (by 2022)

KEY EXTERNAL FACTORS:

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which has been shown to significantly impact enrollment;
- Changes in local, state, and/or federal funding levels;
- Changes to accreditation requirements;
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry);
- Emergencies (pandemics, natural disasters, etc.);
- Legal and regulatory changes.

EVALUATION PROCESS:

The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the college employees. The college reports on achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

NOTES:

¹CSI has consistently received scores averaging 96% on this metric. The college seeks to maintain this high level of satisfaction from year to year. Cohort colleges scored 94% on this metric in the most current assessment year. Students are asked, "Would you recommend this college to a friend or family member?" (Percentage reflects those marking "Yes.")

Source Note: The Community College Survey of Student Engagement (CCSSE) is an annual survey administered to community college students across the nation by the Center for Community College Student Engagement. CSI participates in the survey annually during the spring semester. In this metric, "comparison schools" consist of all other schools participating in the CCSSE during that term. Approximately 260 schools participated in the CCSSE during the most recent assessment period.

²TBD—The college community is working to develop a performance measure and benchmark for these new objectives and will have measures in place by 2022.

³ The college community is working to establish a local benchmark that will help support these goals and will have this benchmark established by 2022. This measure supports the Idaho State Board of Education's Goal II.A.V (>80% of HS grads have participated in one or more advanced opportunity) and II.A.VI (>3% of HS grads simultaneously earn an associate degree).

⁴ The college is working to increase the immediate Region IV "go on" rate directly to CSI to 30% by 2023 and the go on rate to 40% for all colleges by 2023. This measure supports the Idaho State Board of Education's Goal II.A.VII (60% of HS grade attend college within 1 year; >80% within 3 years).

⁵This benchmark has been established based upon an average of the past four years of placement. (Source: Idaho CTE Follow-Up Report)

⁶ The college has established a goal of enrolling 5000 non-dual credit students per semester by 2025. This measure supports the Idaho State Board of Education's Goal II.A.VII (>60% of HS grade attend college within 1 year; >80% within 3 years).

⁷ The college has established a goal of increasing FTE to 3,750 in the fall of 2025. This measure supports the Idaho State Board of Education's Goal II.A.VII (>60% of HS grade attend college within 1 year; >80% within 3 years).

⁸ The 63% benchmark for first-time, full-time, degree seeking students has been set as a stretch benchmark in light of several college initiatives focused on retaining students. This measure supports the Idaho State Board of Education's Goal III.A.III (>75% retention for 2-year institutions). The most recent data reflects an entry cohort one year prior to FY date. For example, FY20 data reflects fall 2019 entry cohort.

⁹ Benchmarks are yet to be set by the Idaho State Board of Education. These measures support the Idaho State Board of Education's Goal III.A.II.

¹⁰ Ninety percent has been chosen as a target considering that comparison schools have averaged 86% during this same time period. Students are asked, "How would you evaluate your entire educational experience at this college?" (Percentage reflects those marking "Good" or "Excellent")

¹¹ These benchmarks have been established as stretch benchmarks in light of the college's work to move students initially placed into remediation into successful college level coursework as quickly as possible. These metrics support the Idaho State Board of Education's Goal III, Objective B, and in particular, Goal III.8.II (>60% within two years).

¹² In recognition of data showing that students who complete 30 or more credits per year have more long-term success in college than students who do not, and are more likely to complete a certificate or degree, the college is working to encourage students to enroll in 30 or more credits per year. This measure supports the Idaho State Board of Education's Goal III.B.I (>50% per year).

¹³ This benchmark has been established considering recent positive trend in this area and several initiatives the college has undertaken to increase completion rates. This measure supports the Idaho State Board of Education's Goal III.A.IV (>50% per year).

¹⁴ This benchmark has been established considering recent positive trend in this area and several initiatives the college has undertaken to increase completion rates.

¹⁵ The college has worked to reduce the number of credits earned at graduation by students through orientation, advising, and the use of guided pathways. This target reflects ongoing work in this area. This measure supports the Idaho State Board of Education's Goal III.B.III (<69 credits).

¹⁶ This benchmark recognizes a Composite Financial Index Ratio that has been deemed to be appropriate for debt-free colleges by the Composite Financial Index. A range above 3.0 indicates a level of fiscal health that allows for transformative actions.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

ATTACHMENT 8

Alignment with Idaho State Board of Education 2022-2027 Strategic Plan	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL READINESS	Goal 3: EDUCATIONAL ATTAINMENT	Goal 4: WORKFORCE READINESS
College of Southern Idaho Goals and Objectives				
GOAL #1: CULTIVATE COMMUNITY ENGAGEMENT				
Strategy #1: Enhance and expand community involvement and engagement.		-		
Objective 1.1: Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions.				
Objective 1.2: Promote awareness of and participation in the innovative and high- quality educational, enrichment, and cultural opportunities the college provides.				
Objective 1.3: Collaborate with K-12 and employer partners to provide adaptive responses to community needs.	*	*		*
GOAL #2: OPTIMIZE STUDENT ACCESS				
Strategy #2: Enhance and expand quality and innovative educational opportunities grounded in equity and inclusion.				
Objective 2.1: Establish robust support systems and processes that enhance and expand opportunities for entry, reentry, and retention.	*	*	*	
Objective 2.2: Engage in a college-wide, systemic approach to developing and implementing training, certificate, and degree programs that support existing and emerging industries and expand equitable enrollment opportunities.		*	*	*
GOAL #3: DRIVE STUDENT SUCCESS				
Strategy #3: Align quality and innovative educational programs with student needs, workforce demands, and employment opportunities.		-	-	-
Objective 3.1: Adapt learning environments, regardless of modality, to engage our diverse student population and to enhance student attainment of educational goals while using innovative technologies and pedagogies.	~		~	~
Objective 3.2: Increase the rate of college completion by removing barriers, providing targeted support measures, creating multiple pathways to completion, and increasing flexible schedule options.	*		*	
Objective 3.3: Develop student support services to ensure a supportive and equitable environment for all.		*	~	
GOAL #4: ENSURE INSTITUTIONAL STABILITY				
Strategy #4: Create a sustainable model for long-term growth that enhances equity, quality, and innovation.				
Objective 4.1: Promote an environment that recognizes and supports engagement, innovation, collaboration, accountability, and growth.				

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

ATTACHMENT 8

Objective 4.2: Develop, enhance, and align resources and processes that support	×		
strategic goals and result in institutional optimization and sustainability.			



Updated March 2021

College of Western Idaho Strategic Plan 2022 – 2026

STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

MISSION STATEMENT

The College of Western Idaho expands learning and life opportunities, encourages individual advancement, contributes to Idaho's economic growth, strengthens community prosperity, and develops leaders.

VISION STATEMENT

By 2040, the College of Western Idaho will be a best-in-class, comprehensive community college that will influence individual advancement and the intellectual and economic prosperity of Western Idaho. By providing a broad range of highly accessible learning opportunities, this Vision will be realized through the College's Presence, Practice, and Impact.

GOAL 1: Advance Student Success

CWI values its students and is committed to supporting their success in reaching their educational and career goals.

Objective A: Improving Student Retention, Persistence, and Completion

Performance Measures:

i. Increase percent of creat stadents who persist from term to term							
FY16 (2015-	FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	Benchmark		
2016)	2017)	2018)	2019)	2020)			
67%	68%	73%	75%	75%	>=77 %		

I. Increase percent of credit students who persist from term to term

Benchmark: Term to term persistence rates will meet or exceed 71% by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

FY16 (2015-	FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	Benchmark		
2016)	2017)	2018)	2019)	2020)			
Degrees							
996	979	984	906	949	>=1,000		
Certificates of at least 1 year							
229	182	261	297	325	>=330		
	(240 w/Gen.	(402 w/Gen.	(513 w/Gen.	(1,264			
	Ed awards)	Ed awards)	Ed awards)	w/Gen. Ed			
				awards)			

II. Number of degrees/certificates produced annually (IPEDS Completions)

Benchmark (state-wide performance measure): Number of degrees produced annually (IPEDS completions) will meet or exceed 1,000 degrees by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Benchmark (state-wide performance measure): Number of certificates of at least one year produced annually (IPEDS completions) will be meet or exceed 300 certificates by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

FY16 (2015-	FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	Benchmark		
2016)	2017)	2018)	2019)	2020)			
Degrees							
910	893	891	881	917	>=975		
	Certificates of at least 1 year						
226	161	197	241	268	>=275		
	(262 w/Gen.	(336 w/Gen.	(451 w/Gen.	(1,197 w/Gen.			
	Ed awards)	Ed awards)	Ed awards)	Ed awards)			

III. Number of unduplicated graduates (IPEDS Completions)

Benchmark (state-wide performance measure): Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 975 by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Benchmark (state-wide performance measure): Number of unduplicated graduates with certificates of at least one year (IPEDS completions) will be greater than or equal to 275 by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Percentage of students completing 30 or more credits per academic year

FY16 (2015- 2016)	FY17 (2016- 2017)	FY18 (2017- 2018)	FY19 (2018- 2019)	FY20 (2019- 2020)	Benchmark
4%	3%	4%	5%	4%	>=8%

IV. Benchmark (state-wide performance measure): Percentage of students completing 30 or more credits per academic year will meet or exceed the FY19 Idaho 2-year Community College Average of 8% by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates)

 ATTACHMENT 9						
FY16 (2015-	FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	Benchmark	
2016)	2017)	2018)	2019)	2020)		
Fall Cohort	Fall Cohort	Fall Cohort	Fall Cohort	Fall Cohort		
2013	2014	2015	2016	2017	>=26%	
13%	12%	20%	22%	23%		

Benchmark (state-wide performance measure): Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates) will meet or exceed 26% by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

V. Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates)

FY16 (2015-	FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	Benchmark
2016)	2017)	2018)	2019)	2020)	
Fall Cohort	Fall Cohort	Fall Cohort	Fall Cohort	Fall Cohort	
2014	2015	2016	2017	2018	>=19%
6%	9%	12%	13%	14%	

Benchmark (state-wide performance measure): Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates) will meet or exceed 19% by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Objective B: Developing Effective Educational Pathways

Performance Measures:

I. Increase percent of CWI Dual Credit students who transition to CWI programs within one year of high school graduation.

	-				
FY16 (2015-	FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	Benchmark
2016)	2017)	2018)	2019)	2020)	
13%	13%	10%	11%	Not Yet	1% annual
				Available	increase

Benchmark: Increase the number of Dual Credit students who transition to CWI programs within one year of graduation by 1% annually. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

II. Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment

	-	-			
FY16 (2015-	FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	Benchmark
2016)	2017)	2018)	2019)	2020)	
English: 70%	English: 70%	English: 67%	English: 73%	English: 74%	English: 72%
Math: 10%	Math: 17%	Math: 22%	Math: 23%	Math: 27%	Math: >=25%

Benchmark (state-wide performance measure): Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment will be 72% for English and will meet or exceed 25% for Math by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

III. Percentage of first time degree seeking students completing a gateway math course within two years of enrollment

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
28%	22%	24%	24%	27%	>=25%

Benchmark (state-wide performance measure): Percentage of first time degree seeking students completing a gateway math course within two years of enrollment will meet or exceed 25% by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Objective C: Developing Effective Educational and Career Pathways and Transfer Opportunities

I. Increase percentage of students completing transfer programs who enroll at a four-year institution within one year of completion

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019- 2020)	Benchmark
54%	56%	56%	56%	Not Yet Available	>=60%

Benchmark: Increase transfer of General Education Academic Certificate (GEAC), AA and AS completers to four-year institutions to meet or exceed 60% by 2026 (based on highest level of completion). The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

GOAL 2: Promote and Invest in the Development of Quality Instruction

CWI will provide the highest quality instructional programs, which help learners achieve their goals and that also help the community and region to prosper.

Objective A: Advancing Innovative Programming and Strategies.

Performance Measures:

FY16 (2015-	FY17 (2016-	FY18 (2017-	FY19 (2018-	FY20 (2019-	Benchmark	
2016)	2017)	2018)	2019)	2020)		
	English					
Fall: 70%	Fall: 65%	Fall: 68%	Fall: 72%	Fall: 67%	>=80%	
Spring: 68% Spring: 74% Spring: 73%		Spring: 73%	Spring: 74%			
Summer: 77%	Summer: 76%	Summer: 88%	Summer: 83%			

I. Increase success rates for students who enter CWI underprepared

Benchmark (English): By 2026, 80% or more of students who enter the English pipeline through English-plus co-requisite model successfully pass ENGL 101. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

GOAL 3: Ensure Operational Stability and Compliance

Objective A: Adopt and Implement the National Institute of Standards and Technology (NIST) Cybersecurity Framework.

Performance Measures:

I. Foster better risk and cybersecurity management communications and decision making with both internal and external stakeholders.

FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019- 2020)	Benchmark
NA	In progress	Full Implementa tion	Full Implementa tion	Full Implementa tion	Full Implementation

Benchmark (state-wide performance measure): Adopt NIST standards by June 30, 2018 and complete IT Annual Work Plan implementation by FY18. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

Key External Factors

There are a number of key external factors that can have significant impact on our ability to fulfill our mission and institutional priorities in the years to come. Some of these include:

- Continued revenue. 35% of CWI's revenue comes from State of Idaho provided funds (general fund, CTE, etc.). Maintaining parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.
- Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.
 - CWI's enrollment has been adversely affected by COVID-19. The long-term impacts of COVID-19 on CWI's enrollment are currently unknown.

- Economy. Recent years have shown that the state and national economy have significant impacts on enrollment in higher education. Current trends in the local economy indicate strong employment rates, which may also be impacting CWI enrollment.

Evaluation Process

The College of Western Idaho is currently operating in its Comprehensive Strategic Plan for 2018-2022 and created associated performance metrics and benchmarks. Evaluations are initiated at regular intervals, the scope and timing of which are determined by the lifecycle of the necessary processes and the impact to our students and institution. Where processes are maintained in a database, regular and recurring reports are leveraged to evaluate against stated standards. Where a more qualitative evaluation is employed, surveys or manual audits are performed to gauge delivery and performance.

When improvements are determined to be necessary, scope and impact to the student or business processes are then evaluated, desired outcomes are determined and a stated goal is formulated and then measured against existing goals or strategies to determine if it can be incorporated into existing structure or would be stand alone in nature. Once a new goal is incorporated, an evaluative process will be created, benchmarking will be established and recurring evaluations made.



03/18/2021

FY 2022-2026 Strategic Plan

MISSION STATEMENT

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

VISION STATEMENT

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

GOAL 1: STUDENT SUCCESS

A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

<u>Goal 1, Objective A: Provide innovative, progressive, and student-centered programs and services.</u> *Performance Measures*

I. Percentage of first-time and new transfer-in students who were awarded a degree or certificate, transferred, or are still enrolled, within six years as defined by VFA. *Source: Voluntary Framework of Accountability (VFA).* [CCM 187]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
65.8%	65.8%	64.9%	66.7%	
(Fall 10	(Fall 11	(Fall 12	(Fall 13	
Credential-	Credential-	Credential-	Credential-	70%
Seeking Cohort	Seeking Cohort	Seeking Cohort	Seeking Cohort	
thru summer 16)	thru summer 17)	thru summer 18)	thru summer 19)	

Benchmark: 70% ¹ (by 2025)

II. Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at NIC within one year following their high school graduation. *Source: NIC Trends.* [CCM 227]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
33.5%	28.7%	31.8%	26.8%	
(247/737)	(279/973)	(346/1087)	(325/1212)	35%
2016 High School	2017 High School	2018 High School	2019 High School	5570
Graduate Cohort	Graduate Cohort	Graduate Cohort	Graduate Cohort	

Benchmark: 35%² (by 2025)

III. Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at other institutions within one year following their high school graduation. *Source: NIC Trends.* [CCM 228]

U				
FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
52.8%	51.0%	51.7%	50.7%	
(389/737)	(496/973)	(562/1087)	(614/1212)	55%
2016 High School	2017 High School	2018 High School	2019 High School	5570
Graduate Cohort	Graduate Cohort	Graduate Cohort	Graduate Cohort	
	a			

Benchmark: 55%³ (by 2025)

 IV. Total number of certificates/degrees produced, broken out by a) certificates of less than one year;
 b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: NIC Trends.* [CCM 238]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
a) 74	a) 98	a) 74	a) 121	a) 125
b) 431	b) 556	b) 604	b) 620	b) 630
c) 687	c) 690	c) 681	c) 659	c) 700
Total Awards: 1192	Total Awards: 1344	Total Awards: 1359	Total Awards: 1400	

Benchmark: a) 125 b) 630 c) 700 ⁴ (by 2025)

Note: Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. See footnotes for additional information.

V. Number of unduplicated graduates broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: NIC Trends.* [CCM 239]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
a) 57 b) 422 c) 675 Total overall unduplicated count: 906	a) 77 b) 534 c) 659 Total overall unduplicated count: 913	a) 65 b) 583 c) 650 Total overall unduplicated count: 872	a) 105 b) 604 c) 619 Total overall unduplicated count: 893	a) 110 b) 610 c) 700

Benchmark: a) 110 b) 610 c) 700⁵ (by 2025)

Note: Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. See footnotes for additional information.

<u>Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively</u> participate in their educational experience.

Performance Measures

I. Percentage of CTE Concentrators who achieved positive placement or transition in the second quarter after leaving postsecondary education. *Source: NIC Trends.* [CCM 177]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
85%	82%	Data coming soon	Data not yet available	90%

Benchmark: 90% ⁶ (by 2022)

Note: FY19 is due to ICTE on April 30 so this data is not yet available, but coming soon.

II. Percentage of non-remedial courses (duplicated student headcount) completed in the fall term with a C or better. *Source: NIC Trends.* [CCM 108]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
78.5%	79.2%	81.0%	81.0%	82%
(12,978/16,536)	(13,022/16,452)	(13,459/16,614)	(12,854/15,873)	
Fall 16	Fall 17	Fall 18	Fall 19	

Benchmark: 82% ⁷ (by 2024)

<u>Goal 1, Objective C: Promote programs and services to enhance access and successful student</u> <u>transitions.</u>

Performance Measures

I. Persistence Rate - Full-time, first-time and new transfer in students who persist to spring or receive an award that first fall as a percentage of that population. *Source: NIC Trends.* [CCM 155]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
80.1% (686/857)	79.9% (658/824)	80.7% (671/832)	79.8% (604/757)	84%
Fall 16 to Spr 17	Fall 17 to Spr 18	Fall 18 to Spr 19	Fall 19 to Spr 20	

Benchmark: 84% ⁸ (by 2022)

II. Retention Rate – Full time, first-time, degree seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 025]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
57.0% (389/683)	53.3% (356/668)	55.0% (377/686)	56.1% (361/644)	60%
Fall 16 cohort	Fall 17 cohort	Fall 18 cohort	Fall 19 cohort	

Benchmark: 60%⁹ (by 2025)

 III. Retention Rate – Part-time, first-time, degree seeking student retention rates as defined by IPEDS.

 Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 026]

FY17 (2016-2017) FY18 (2017-2018) FY19 (2018-2019) FY20 (2019-2020) Benchmark 34.3% (93/271) 35.9% (85/237) 32.6% (78/239) 35.4% (86/243) 40% Fall 16 cohort Fall 17 cohort Fall 18 cohort Fall 19 cohort 40%					
	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
	(, ,	(<i>'</i> , <i>'</i> , <i>'</i> ,		(, ,	40%

Benchmark: 40% ¹⁰ (by 2025)

IV. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. *Statewide Performance Measure. Source: NIC Trends.* [CCM 195]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
8.0%	8.2%	8.5%	7.8%	10%
(363/4533)	(345/4198)	(332/3889)	(288/3685)	

Benchmark: 10%¹¹ (by 2025)

V. Percent of first-time, full-time, freshmen graduating within 150% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).*

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
23% (151/653) Fall 14 Cohort	27% (169/625) Fall 15 Cohort	25% (174/685) Fall 16 Cohort	28% (188/668) Fall 17 Cohort	Rank of 60%
				against IPEDS comparator
NIC Rank 54%	NIC Rank 58%	NIC Rank 55%	Rank not yet available	institutions
5470	50%	<u>%</u> در	available	1

Benchmark: Rank of 60% against IPEDS comparator institutions ¹² (by 2025)

 VI. Percent of first-time, full-time freshmen graduating within 100% of time. Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).
 [CCM 199]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
17% (105/625) Fall 15 Cohort	16% (112/685) Fall 16 Cohort	20% (135/668) Fall 17 Cohort	19% (128/686) Fall 18 Cohort	Rank of 65%
				against IPEDS comparator
NIC Rank 67%	NIC Rank 73%	Rank not yet available	Rank not yet available	institutions
0770	75/0	available	available	

Benchmark: Rank of 65% against IPEDS comparator institutions ¹³ (by 2025)

GOAL 2: EDUCATIONAL EXCELLENCE

High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

<u>Goal 2, Objective A: Evaluate, create and adapt programs that respond to the educational and training</u> needs of the region.

Performance Measures

I. Market Penetration - Unduplicated headcount of credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 037]

FY17 (2016-2017) FY18 (2017-2018) FY19 (2018-2019) FY20 (2019-2020) Benchmark 3.0% 3.1% 2.9% 2.7% 3.6% (6,928/230,072) (7,235/234,845) (6,900/240,202) (6,586/245,861) 3.6%					
3.6%	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
					3.6%

Benchmark: 3.6% ¹⁴ (by 2024)

II. Market Penetration - Unduplicated headcount of non-credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 038]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
2.1% (4,878/230,072)	2.1% (4,883/234,845)	2.3% (5,419/240,202)	1.8% (4,471/245,861)	3.0%

Benchmark: 3.0% ¹⁵ (by 2024)

III. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year

with a "C" or higher. *Statewide Performance Measure. Source: NIC Trends.* [CCM 203/204] Math

ITTACI				
FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
17.5%	25.2%	22.6%	24.5%	
(190/1088)	(245/971)	(171/757)	(135/551)	25%
15-16 cohort	16-17 cohort	17-18 cohort	18-19 cohort	
English				
FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
30.6%	30.2%	23.0%	28.9%	
(119/389)	(116/384)	(90/392)	(81/280)	35%
15-16 cohort	16-17 cohort	17-18 cohort	18-19 cohort	

Benchmark: Math 25%; English 35% ¹⁶ (by 2024)

IV. Percent of new degree-seeking freshmen completing a gateway math course within two years. *Statewide Performance Measure. Source: NIC Trends.* [CCM 198]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
28.1%	27.4%	29.1%	33.6%	
(436/1552)	(433/1578)	(493/1695)	(575/1713)	35%
14-15 cohort	15-16 cohort	16-17 cohort	17-18 cohort	
	(17/1 000 1)			

Benchmark: 35%¹⁷ (by 2024)

<u>Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.</u>

Performance Measures

I. Student perceptions of Student-Faculty Interactions. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 162]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
52.2	Survey	50.9	Survey	53.0
Spring 17	administered on a	Spring 19	administered on a	
	two-year rotation;		two-year rotation;	
Top Schools	no data available	Top Schools	no data available	
58.5		60.1		

Benchmark: 53.0¹⁸ (by 2023)

II. Student Perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 165]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
44.2	Survey now	48.6	Survey	48.0
Spring 17	administered on a	Spring 19	administered on a	
	two-year rotation;		two-year rotation;	
Top Schools	no data available	Top Schools	no data available	
58.4		60.9		

Benchmark: 46.0¹⁹ (by 2023)

<u>Goal 2, Objective C: Strengthen institutional effectiveness, teaching excellence and student learning</u> through challenging and relevant course content, and continuous assessment and improvement.

Performance Measures

I. Percentage of Student Learning Outcomes Assessment (SLOA) goals met over 3-year plan. *Source: NIC Trends.* [CCM 114]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
81%	89%	89%	81%	80%

Benchmark: At least 80% of SLOA goals are consistently progressing or met ²⁰ (by 2024)

II. Full-time to Part-time faculty ratio. Source: NIC Trends. [CCM 029]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
0.8:1.0 156 FT & 208 PT	0.8:1.0 160 FT & 208 PT	0.8:1.0 161 FT & 210 PT	0.7:1.0 150 FT & 213 PT	0.8:1.0

Benchmark: No less than 0.8:1.0²¹ (by 2024)

<u>Goal 2, Objective D: Recognize and expand faculty and staff scholarship through professional development.</u>

Performance Measures

I. Professional Development resources are disbursed through a competitive and peer-reviewed process annually. *Source: NIC Trends.* [CCM 115]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
\$132,436	\$175,618	\$180,950	\$89,267	Maintain or increase funding levels

Benchmark: Maintain or increase funding levels ²² (by 2024) Note: FY20 decline due to COVID-related travel restrictions.

GOAL 3: COMMUNITY ENGAGEMENT

Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

<u>Goal 3, Objective A:</u> Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

Performance Measures

I. Percentage of student evaluations of workforce training and community education courses with a satisfaction rating of above average. *Source: NIC Trends.* [CCM 054]

		<u> </u>			
FY17 (2016	-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
98% (313/32		98% (322/330)	96% (348/363)	98% (281/286)	100%

Benchmark: 100% ²³ (by 2024)

Goal 3, Objective B: Demonstrate commitment to the economic/business developm	ent of the region.
Performance Measures:	

I. Licensure Pass Rates. Source: NIC Trends. [CCM 091]

••-	Election c 1 doo 1 d						
	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark		
	99%	97%	99%	92%	100%		

Benchmark: 100% ²⁴ (by 2024)

Goal 3, Objective C: Promote North Idaho College in the communities we serve.

Performance Measures

I. Annual number and percentage increase of Dual Credit annual credit hours in the high schools. *Source: State Board of Education Dual Credit Report.* [CCM 020]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
3,828 (+5.19%)	7,093 (+85.29%)	8,111 (+14.35%)	7,721 (-4.81%)	+10%

Benchmark: +10%²⁵ (by 2024)

II. Dual Credit annual credit hours as percentage of total credits. Source: NIC Trends. [CCM 019]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
13,481 credits	17,672 credits	19,594 credits	19,658 credits	20%
(13% of total)	(18% of total)	(20% of total)	(21% of total)	

Benchmark: 20% ²⁶ (by 2024)

III. Dual Credit unduplicated Annual Headcount and percentage of total. *Source: NIC Trends.* [CCM 017]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
1,377	2,036	1,983	1,970	25%
(20% of total)	(28% of total)	(29% of total)	(30% of total)	

Benchmark: 25%²⁷ (by 2024)

Goal 3, Objective D: Enhance community access to college.

Performance Measures

I. Distance Learning proportion of credit hours. Source: NIC Trends. [CCM 015]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
11,971 credits	11,791 credits	11,805 credits	11,520 credits	27% of total
(23.9% of total)	(24.1% of total)	(24.7% of total)	(25.4% of total)	student credit
Fall 16	Fall 17	Fall 18	Fall 19	hours

Benchmark: 27% of total student credit hours is achieved ²⁸ (by 2024)

GOAL 4: DIVERSITY

A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Goal 4, Objective A: Foster a culture of inclusion.

Performance Measures

I. Percentage of students enrolled from diverse populations. Source: NIC Trends. [CCM 105]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
				Maintain a
				diverse, or more
77.9% White	76.4% White	78.3% White	77.8% White	diverse
11.2% Other	12.2% Other	13.2% Other	14.5% Other	population than
10.9% Unknown	11.4% Unknown	8.5% Unknown	7.7% Unknown	the population
				within NIC's
				service region

Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region ²⁹ (by 2024)

Goal 4, Objective B: Promote a safe and respectful environment.

- Performance Measures
- I. Percentage of students surveyed that perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 106]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
38.5% Spring 17 National Average 55.1%	Survey administered on a two-year rotation; no data available	50.1% Spring 19 National Average 56.2%	Survey administered on a two-year rotation; no data available	Increase by 2% annually until the national average is met or exceeded

Benchmark: Increase by 2% annually until the national average is met or exceeded ³⁰ (by 2023)

Goal 4, Objective C: Develop culturally competent faculty, staff and students.

Performance Measures

I. Number of degree seeking students who meet the proficiency outcomes for identified GEM 5 and GEM 6 diversity competencies. *Source: NIC Trends.* [CCM 174]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
New	No Data Collected	86%	88%	0.00/
		(226/262)	(2,752/3,123)	90%

Benchmark: 90% of degree seeking students (by 2024) ³¹

Note: NIC started collecting proficiency outcome for all GEM courses in FY19. During the first year a limited number of courses were assessed. The college expects an increase in the number of courses assessed to increase as more faculty participate in the process. Consequently, the college is predicting a decrease in the percentage of students who meet the proficiency outcomes.

GOAL 5: STEWARDSHIP

Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Goal 5, Objective A: Exhibit trustworthy stewardship of resources.

Performance Measures

I. Tuition revenue as a percentage of total revenue. *Source: NIC Trends.* [CCM 172]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
26.6%	.6% 24.5%	23.9%	23.1%	Total tuition
				revenue not to
				exceed 33.3% of
				revenue

Benchmark: Total tuition revenue not to exceed 33.3% of revenue ³² (by 2024)

II. Tuition and Fees and IPEDS rank for full-time, first-time, in-district students (full academic year) based on IPEDS definitions. Source: Integrated Postsecondary Education Data System (IPEDS). [CCM 130]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
\$3,288	\$3,360	\$3,396	\$3,396	Rank of 60%
				against IPEDS
NIC Rank	NIC Rank	NIC Rank	NIC Rank	comparator
72.7%	68.2%	72.7%	72.7%	institutions

Benchmark: Rank of 60% against IPEDS comparator institutions ³³ (by 2022)

III. Auxiliary Services generates sufficient revenue to cover direct costs of operations. Source: NIC Trends. [CCM 170]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
\$195,039 Net revenue	(\$41,047) Net loss <i>(see footnote)</i>	\$22,927 Net revenue	(\$130,011) Net loss (see footnote)	Annual direct costs maintained

Benchmark: Annual direct costs maintained ³⁴ (by 2025)

<u>Goal 5, Objective B: Demonstrate commitment to an inclusive and integrated planning environment.</u> *This objective is currently under review.*

Performance Measures

I. Energy consumption per gross square foot as determined by gas/electric costs. *Source: NIC Trends.* [CCM 192]

FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	Benchmark
\$0.98 per gross square foot \$702,624/719,173 square feet	\$0.99 per gross square foot \$720,212/727,863 square feet	\$0.94 per gross square foot \$684,137/727,863 square feet	\$0.86 per gross square foot \$653,996/756,863 square feet	\$0.90 per gross square foot

Benchmark: \$0.90 per gross square foot ³⁵ (by 2022)

Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment.

KEY EXTERNAL FACTORS

- Changes in the economic environment, including the COVID-19 pandemic
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

EVALUATION PROCESS

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

Footnotes

¹ Benchmark is based on comparator institutions from the Voluntary Framework of Accountability (VFA). Numbers for those comparator institutions range between 62% and 66%. This measure is based on a six-year cohort, so initiatives targeted at completion may take longer to appear. This data reflects the credential-seeking cohort, which is determined by course taking behavior - students who earned a minimum of 12 semester credit hours by the end of their second year. NIC will discontinue the VFA survey after AY2021.

² Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Numbers are as of 3/8/2021. Data refreshes nightly so prior year trends may have changed slightly. Students who graduate during a fall or winter term may not be fully represented.

³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Numbers are as of 3/8/2021. Data refreshes nightly so prior year trends may have changed slightly. Other Institutions excludes NIC. Students who graduate during a fall or winter term may not be fully represented.

⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Total awards by award level. Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Data shown is as of March 18, 2021 and does not reflect what was previously reported to IPEDS.

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⁵ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Counts are unduplicated by award level. Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. Data shown is as of March 18, 2021 and does not reflect what was previously reported to IPEDS.

⁶ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Job related placement = military, related to training, not related to training, or pursuing additional education. Percentages are calculated on respondents only. FY19 data is due to ICTE on April 30 so this data is not yet available, but coming soon.

⁷ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This measure represents the number of students (duplicated headcount) who completed non-remedial courses with a C or better (or P or S). Denominator is the duplicated count of students enrolled in non-remedial courses at the end of term. Does not include labs, incompletes, or audits.

⁸ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

⁹ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population. FY20 numbers are pre-IPEDS submission.

¹⁰ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population. FY20 numbers are pre-IPEDS submission.

¹¹ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Based on a cohort of new students. Excludes non-degree seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests; Summer/Fall/Spring. Numbers revised February 2021. Refreshed nightly so numbers may change slightly, i.e. incomplete grade changes.

¹² Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

¹³ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. FY20 numbers (Fall 18 cohort) are pre-IPEDS submission and should be considered preliminary at this point.

¹⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates.

¹⁵ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates.

¹⁶ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

¹⁷ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Full year cohort, first-time degree-seeking, full and part time (IPEDS). Gateway courses include MATH 123, 130, 143, 147, 157, 160, 170, and 253.

¹⁸ Benchmark is set based on top schools combined with desired level of achievement. Data points represent benchmark scores for the CCSSE Benchmark: Student-Faculty Interaction. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.

¹⁹ Benchmark is set based on top schools combined with desired level of achievement. Data points represent benchmark scores for the CCSSE Benchmark: Support for Learners. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.

²⁰ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Each action for the goals is rated on a scale of 1 to 3: 3 = Action Met, 2 = Consistently Progressing, or 1 = Not Attempted. N/A = future timeline for the goal. The mean score of all actions is calculated and the percentage is used to evaluate this measure. The goals are evaluated annually.

²¹ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Slight change was made in methodology starting in 2016. Counts now include all active employees. Prior years reflected active employees who were paid within the fiscal year.

²² Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Reflects the total of the Faculty PIP, Staff PIP, and Professional Development Fund and all expenses in the staff development line item for the general fund departments. Does not include tuition waivers for NIC courses taken by NIC employees. FY20 is substantially lower due to COVID-related travel restrictions.

²³ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

²⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Percentages shown reflect the average pass rate of all programs. Programs may vary year to year. FY20 includes Pharmacy Tech, Medical Lab Tech, Medical Assistant, Law Enforcement, Physical Therapist Assistant, Registered Nursing, and Practical Nursing.

²⁵ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

²⁶ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

²⁷ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

²⁸ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Data reflects the number of Distance Learning student credit hours out of number of both non-distance and distance student credit hours, end-of-term. Distance Learning is defined by Instructional Methods, including Internet, Blackboard Live, Hybrid, and IVC-receiving sites. FY19 (Fall 18 cohort) has been revised.

²⁹ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. NIC Service Region comparison = 90% White, 8.2% Other, and 1.8% Unknown. Source = U.S. Census Bureau Quick Facts, July 2019.

³⁰ Benchmark is based on national comparators combined with the desired level of achievement. Represents the percentage of students who answered "quite a bit" or "very much" to one individual survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation.

³¹ Proficiency outcomes were recently defined (spring 2021). GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing. Note: NIC started

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collecting proficiency outcome for all GEM courses in FY19. During the first year a limited number of courses were assessed. The college expects an increase in the number of courses assessed to increase as more faculty participate in the process. Consequently, the college is predicting a decrease in the percentage of students who meet the proficiency outcomes.

³² Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

³³ Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

³⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. The net loss in 19-20 is due to the pandemic. The deficit in 17-18 was due to an unusual increase in "other expenses" - \$1.3M that resulted in a negative balance of \$177K for residence hall income for that year. Stewardship is displayed by leveraging resources to contribute to the economic viability of NIC. Conference & Events (Schuler Performing Arts Center) has historically received General fund support due to its service related to instruction programs. The Student Wellness & Recreation Center is funded by student fees and building revenues. Auxiliary Services Operating Units include: Bookstore, Dining Services, Residence Hall, Student Union Operations, Cardinal Card Office, Financial Services, Parking Services, Conference & Events, and the Student Wellness & Recreation Center.

³⁵ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.



Strategic Plan

FY2022-

FY2026

STRATEGIC PLAN

MISSION STATEMENT

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

VISION STATEMENT

The vision of Idaho Division of Career Technical Education (IDCTE) is to be:

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

GOAL 1

EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

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

Performance Measures:

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

Baseline data/Actuals: Initial Survey 2016

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
3.46	Survey not	3.78		Improvement
	administered.			

Benchmark: Annual improvement in satisfaction levels.ⁱ

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

Performance Measures:

I. Full implementation of a Career Technical Education Data Management System. Baseline data/Actuals: 2009 development began

_								
	FY18 (2017-	FY19 (2018-	FY20 (2019-	FY21 (2020-	Benchmark			
	2018)	2019)	2020)	2021)				
			New team		Analyze System			
			formed to		Data			
			identify system					
			output needs					

Benchmark: By FY2022, begin development of data systemⁱⁱ

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

FY18 (2017-	FY19 (2018-	FY20 (2019-	FY21 (2020-	Benchmark
2018)	2019)	2020)	2021)	
100%	100%	Unable to complete – no assessment data due to COVID-19		100%

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

Benchmark: All pathway programs are subject to an annual desk audit.^{III}

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

Performance Measures:

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

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

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
Identified preliminary measures and secured ongoing funding	Expanded the number of performance measures and identified strategies to collect the data	Measures expanded and defined		Pilot model in FY2022 and implement in FY2023

Benchmark: Identify schedule to comprehensively assess high quality secondary CTE programs with qualitative and quantitative review. This Program Quality Initiative is a subset of the Division's overall secondary program review process. Pilot model in FY2022 and implement in FY2023.

<u>Objective D:</u> Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.

Performance Measures:

I. Secondary student pass rate for Technical Skill Assessment (TSA). Baseline data/Actuals: Baseline FY15 – 71.7

FY18 (2017-	FY19 (2018-	FY20 (2019-	FY21 (2020-	Benchmark
2018)	2019)	2020)	2021)	
67.8	67.2	No assessment data due to		676
		COVID-19		

Benchmark: 676 pass rate by FY2022^{ν}

II. Positive placement rate of secondary concentrators. Baseline data/Actuals: Baseline FY15 – 94.1

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
94.4	95.0	97.0		95

Benchmark: Maintain placement rate at or above 95 percent.vi

III. Implementation of competency-based SkillStack[®] micro-certifications for all relevant programs of study.

Baseline data				
FY18 (2017-	FY19 (2018-	FY20 (2019-	FY21 (2020-	Benchmark
2018)	2019)	2020)	2021)	
20 of 52 = 38%	26 of 52 = 50%	35 of 54 = 65%		100%

Benchmark: By FY2025, implement SkillStack® for 100 percent of programs^{vii}

IV. Number of programs that align with industry standards and outcomes.

Baseline aata	/Actuals: FY2017 A	ictual - 37		
FY18 (2017-	FY19 (2018-	FY20 (2019-	FY21 (2020-	Benchmark
2018)	2019)	2020)	2021)	
46 of 52 = 88%	52 of 52 = 100%	52 of 54 = 96%		100%

Benchmark: Align 100 percent of programs by FY2023^{viii}

GOAL 2

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

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

Performance Measures:

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

Baseline data/Actuals: Baseline FY16-0

FY18 (2017-	FY19 (2018-	FY20 (2019-	FY21 (2020-	Benchmark
2018)	2019)	2020)	2021)	
20 of 52 = 38%	26 of 52 = 50%	35 of 54 = 65%		100%

Benchmark: Align 100 percent of programs by FY2025.^{ix}

Objective B: Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model.

Performance Measures:

I. Placement rate of postsecondary program completers in jobs related to their training. Baseline data/Actuals: Baseline FY15 – 68

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
55.8	62.3	69.7		65

Benchmark: 65 placement rate by FY2024^x

II. Positive placement rate of postsecondary program completers.

Baseline data/Actuals: Baseline FY15 – 84.7					
FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
94.6	94.7	94.9		95	

Benchmark: Maintain placement rate at or above 95 percent^{xi}

III. The percent of secondary CTE concentrators who transition to postsecondary education. Baseline data/Actuals: Baseline FY17 – 35.5

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark	
44.8	41.0	44.4		60	

Benchmark: 60 percent by FY2024 Xii

GOAL 3

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

<u>Objective A:</u> Workforce Training – Non-credit training will provide additional support in delivering skilled talent to Idaho's employers.

Performance Measures:

1. The percent of Workforce Training students who complete their short-term training.

Baseline data/Actuals: FY2018 - Identify Baseline

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
93	89	92		90

Benchmark: 90 percent average completion xiii

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

Performance Measures:

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

Baseline data/Actuals: FY2016 - 33

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
39	35	29		47

Benchmark: By FY2023, 47% of AE students make measurable progress.xiv

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

I. Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training. Baseline data/Actuals: FY 2016 – 89

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
60	64	66		67

Benchmark: 67% positive outcome rate annually.^{xv}

II. Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources. *Baseline data/Actuals:* Average 5,000 hours annually

FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
7,382	44,629	36,453		25,000

Benchmark: Maintain an average of 25,000 contact hours annually.^{xvi}

Key External Factors

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

Evaluation Process

Objectives will be reviewed at least annually (more frequently if data is available). The IDCTE Leadership Team will review the data in terms of its alignment with objectives, as well as assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate, IDCTE will make requests through its budget and legislative requests to support the agency's goals and objective. ^{iv} Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.

^v Federally negotiated benchmark. .

^{vi} Based on IDCTE goal to ensure high placement rates for CTE programs.

viii IDCTE goal to coincide SkillStack[®] rollout with the completion of program alignment and standard setting.
 viii Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

^{ix} Based on current rate of program alignment.

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

^{xi} Based on IDCTE goal to ensure high placement rates for CTE programs. CSI provided updated numbers for FY19, this number is reflected on our Performance Measurement Report.

^{xii} Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline. In the past, IDCTE used self-reported survey data for students that responded to a follow-up survey. Historical and current data includes (FY17 – FY19) students identified through National Clearinghouse data. This matches OSBE methodology.

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

^{xiv} Federally negotiated benchmark. Results lower due to COVID-19.

^{xv} Based on goal of continuing current outcome rates. Statewide totals (FY18) are missing NIC data due to staff vacancies.

^{xvi} Based on current average number of contact hours statewide (total hours per workshop * total participants per workshop). In FY19, Idaho State University accounted for 66% of all contact hours due to more staff working on these efforts. They also offered a new program that contributed to a substantial increase. Although contact hours decreased due to COVID-19, the benchmark has increased since growth is sustainable.

ⁱ Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders. FY20 results only include a response from secondary stakeholders.

ⁱⁱ Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.

^{III} Based on IDCTE goal to improve program assessment process and 2018 legislative request for incentive funding.



Idaho State Department of Education

FY2022 - 2026

MISSION STATEMENT

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

VISION STATEMENT

Supporting Schools and Students to Achieve.

GOAL 1

Idaho students are ready for college and careers.

<u>Objective A:</u> Fully implement the Idaho Content Standards.

Idaho's plan for fully implementing the Idaho Content Standards uses a successful teacher coaching program. This coaching model invests human capital in local districts to meet community needs. Coaches focus on instructional shifts by working closely with teachers, helping them understand and apply the Idaho Content Standards.

Performance Measures:

I. Percentage of students placing as proficient/At Grade Level on the spring Idaho Reading Indicator (IRI) K-3.

2018-2019 School Year	Benchmark
69.7% ¹	Benchmark to be established after two years of data collection.

Notes: The new IRI by Istation was first administered during the 2018-2019 school year.

II. Percentage of students placing as proficient or advanced on the Idaho Standards Achievement Test.

	2015-2016	2016-2017	2017-2018	2018-2019	Benchmark ²
	School Year	School Year	School Year	School Year	
ELA 3 rd	49.3% ³	47.18% ⁴	49.88% ⁵	50.34% ⁶	66.2% by 2022
MATH 3 rd	52.2% ⁷	50.23% ⁸	52.17% ⁹	52.81% ¹⁰	68.1% by 2022
ELA 8 th	53.6% ¹¹	52.32% ¹²	53.87% ¹³	53.57% ¹⁴	69.1% by 2022
MATH 8 th	38.5% ¹⁵	38.71% ¹⁶	41.08% ¹⁷	40.64% ¹⁸	59.0% by 2022
ELA High School	61.7% ¹⁹	59.1% ²⁰	59.28% ²¹	59.22% ²²	74.5% by 2022
MATH High School	30.8% ²³	32.1% ²⁴	32.87% ²⁵	33.45% ²⁶	53.9% by 2022

Objective B: Provide pathways to success post high school.

By providing increased flexibility (alternative methods) for students to demonstrate competency in satisfying state and local graduation requirements, the SDE will ultimately open multiple pathways to graduation. Targeted efforts for special education and gifted and talented students, along with Advanced Opportunities and GEAR UP programs, contribute to this strategy, as does increased adoption of mastery-based education.

Performance Measures:

I. Percentage of high school juniors and seniors participating in Advanced Opportunities, which includes: dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs.

2015-2016 School Year	2016-2017 School Year	2017-2018 School Year	2018-2019 School Year	Benchmark
34.33% ²⁷	46.36 ²⁸	54.41% ²⁹	54.19% ³⁰	60% by 2022

II. Percentage of Idaho high school graduates meeting SAT readiness benchmarks.

2017	2018	2019	Benchmark
34% ³¹	33% ³²	32% ³³	60% by 2022

III. High school four-year adjusted cohort graduation rate.

Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Benchmark ³⁴
77.3% ³⁵	78.9% ³⁶	79.7% ³⁷	79.7% ³⁸	80.65% ³⁹	94.9% by 2022

Objective C: Expand participation in the Idaho Mastery Education Network (IMEN).

Schools across Idaho and the nation embrace mastery education to empower students to learn at their own pace. At its core, mastery education shifts the measurement of a student's ability to demonstrated mastery from simply clocking seat time devoted to a subject or grade level. The SDE created a voluntary network of schools that are starting to implement mastery. During the initial phases, the SDE convened these schools to learn from one another, offer support where appropriate, learn from their innovations and best practices and collect models for implementation to prepare for supporting additional schools in this shift. Senate Bill 1059, which was signed into law during the 2019 regular legislative session, removed the statutory cap on the Idaho Mastery Education program to allow additional districts and schools to participate in the program. The SDE will continue to evaluate state policy impact on mastery and work with stakeholders and the Idaho Legislature to remove any additional barriers to implementation.

Performance Measures:

I. Percentage of students in IMEN that meet their 3-year growth target.

ELA	Percent Making "Adequate" Growth ⁴⁰			
	2017	2018	2019	Benchmark
ELA - IMEN Cohort 1	60.1%	62.0%	62.1%	> Idaho Avg.
ELA - Idaho Average	60.9%	64.4%	65.4%	

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			ATT	ACHMENT 12
Math - IMEN Cohort 1	45.3%	45.5%	46.4%	> Idaho Avg.
Math – Idaho Average	51.0%	53.8%	54.2%	

Notes: Nearly 1/3rd of the schools included in IMEN Cohort 1 are alternative schools. Adequate Growth is a measure of students on track to be proficient in three years. Analysis is restricted to students continuously enrolled in the state. The growth measure is only calculated for students in grades 4-8 with regular assessment scores in two consecutive years, thus the reported percentages are among students for whom this calculation was possible.

ll. Numbe	Number of schools participating in IMEN.			
2017-2018	2019-2020	2020-2021		
School Year	School Year	School Year		
32 ⁴¹	48 ⁴²	63 ⁴³		

NOTES: Senate Bill 1059, which was signed into law during the 2019 regular legislative session, removed the statutory cap on the Idaho Mastery Education program to allow additional districts and schools to participate in the program. The department will support, but not necessarily fund, all schools that wish to participate in Idaho Mastery Education.

GOAL 2

Education stakeholders are accountable for student progress.

Objective A: Increase support to low-performing schools.

Comprehensive Support and Improvement (CSI) schools represent the lowest performing 5% of Idaho's Title I schools and any non-title schools that fall within that band. These schools are identified and supported over three year periods in order to aid them in improving student outcomes.

Performance Measures:

I. Percentage of schools meeting CSI exit criteria.

Benchmark

90% by 2022

Notes: 2018-19 marks the first year of longitudinal data collection for the initial three-year cohort, which has since been extended based on COVID-19 disruptions, so there is no data to report at this time.

GOAL 3

Recruit and retain effective teachers.

Idaho, like many states, faces a critical shortage of teachers. Additionally, educators possessing fewer than four years of classroom experience make up a growing share of Idaho's teacher workforce. This trend is particularly acute in low-performing and high-poverty schools and common in classrooms of English language learners and students with disabilities. The shortage of qualified teachers, coupled with knowledge that we need our most experienced teachers with our highest need students means Idaho must both recruit new teachers and retain experienced teachers.

<u>Objective A:</u> Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.

Performance Measures:

I. Teacher retention rate.

2015-2016	2016-2017	2017-2018	Benchmark
School Year	School Year	School Year	
83.6%44	83.6% ⁴⁵	84.3% ⁴⁶	92% ⁴⁷

Key External Factors

Movement toward meeting the specified goals is contingent on the actions of state policymakers, efforts of education stakeholders and the work occurring in districts and charter schools.

Evaluation Process

The objectives outlined in this plan will be reviewed at least annually to assess the SDE's progress toward reaching benchmarks. As necessary, the SDE will identify barriers to success, strategies for improvement and any additional resources necessary to make measurable progress. The SDE will align its annual budget request and legislative agenda to support schools and students to achieve.

End Notes

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¹ <u>https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-Spring-IRI-Results.xlsx</u>

² Based on calculation approach used to generate long-term goals for all students and student groups in Idaho's Consolidated State Plan, March 28, 2019, <u>http://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-Final-March-28-2018.pdf</u>.

³ 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

⁴ 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

⁵ 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

⁶ <u>https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-ISAT-Assessment-Results.xlsx</u>

⁷ 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

⁸ 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

⁹ 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

¹⁰ <u>https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-ISAT-Assessment-Results.xlsx</u>

¹¹ 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

¹² 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

¹³ 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

¹⁴ <u>https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-ISAT-Assessment-</u> <u>Results.xlsx</u>

¹⁵ 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

¹⁶ 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

¹⁷ 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

¹⁸ <u>https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-ISAT-Assessment-Results.xlsx</u>

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¹⁹ 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

²⁰ 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

²¹ 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

²² <u>https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-ISAT-Assessment-Results.xlsx</u>

²³ 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

²⁴ 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

²⁵ 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

²⁶ <u>https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-ISAT-Assessment-Results.xlsx</u>

²⁷ FY2016 Program Totals, http://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2016-Advanced-Opportunities-Program-Totals.pdf; Historical State Enrollment by Grade, http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx

²⁸ FY2017 Advanced Opportunities program files and data - allactivity7.10.17.xlsx - 9846 11th grade students and 1049 12th grade students; Historical State Enrollment by Grade,

http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx

²⁹ FY2018 Program Totals, http://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2018-Advanced-Opportunities-Program-Totals.pdf; Historical State Enrollment by Grade, http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx

³⁰ FY2019 Program Totals, http://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2019-Advanced-Opportunities-Program-Totals.pdf; Historical State Enrollment by Grade, http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx

³¹ College Board, SAT Suite of Assessments Annual Report, Idaho, 2017, https://reports.collegeboard.org/pdf/2017-idaho-sat-suite-assessments-annual-report.pdf

³² College Board, SAT Suite of Assessments Annual Report, Idaho, 2018, https://reports.collegeboard.org/pdf/2018-idaho-sat-suite-assessments-annual-report.pdf

³³ College Board, SAT Suite of Assessments Annual Report, Idaho, 2019, <u>https://reports.collegeboard.org/pdf/2019-idaho-sat-suite-assessments-annual-report.pdf</u>

³⁴ Benchmark 94.9% by 2022, based on Idaho's Consolidated State Plan, March 28, 2019, http://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-Final-March-28-2018.pdf

³⁵ Idaho Department of Education, SDE Releases New Baseline Graduation Rates 2013/2014 New Federal Reporting Method Drastically Different, March 18, 2015, 03-18-2015-SDE-Graduation-Rate-Release.pdf

- ³⁶ https://idahoschools.org/state/ID/graduation
- 37 https://idahoschools.org/state/ID/graduation

³⁸ https://idahoschools.org/state/ID/graduation

³⁹ http://www.sde.idaho.gov/communications/files/news-releases/01-17-19-Idaho's-high-school-graduation-rate-is-on-the-rise.pdf

⁴⁰ Calculations based on the initial 32 schools identified in https://www.sde.idaho.gov/masteryed/files/imen/IMEN-Progress-Report-2018.pdf and Idaho Academic Growth Accountability Data

⁴¹ https://www.sde.idaho.gov/mastery-ed/files/imen/IMEN-Progress-Report-2018.pdf

⁴² Per Aaron McKinnon, Mastery Based Coordinator SDE

⁴³ Per Aaron McKinnon, Mastery Based Coordinator SDE

44 https://idahoschools.org/state/ID/teacher-quality

⁴⁵ https://idahoschools.org/state/ID/teacher-quality

⁴⁶ https://idahoschools.org/state/ID/teacher-quality

⁴⁷ National average teacher attrition rate is 8%, 2017-2018 Teacher Pipeline Report, https://boardofed.idaho.gov/wp-content/uploads/2018/02/Teacher-Pipeline-Report.pdf



Idaho Division of Vocational Rehabilitation

FY2022 - 2026



Content and Format

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

Due to requirements outlined in the Workforce Innovation and Opportunity Act (WIOA) and from Rehabilitation Services Administration (RSA), IDVR programmatically operates under a Program Year instead of a Federal Fiscal Year. The Program Year aligns with Idaho's State Fiscal Year time period (July 1-June 30). All three programs under the Division adhere to state fiscal year reporting for this Plan. This Plan covers fiscal years 2022 through 2026.

This is the fourth year of IDVR's Plan as a result of the significant changes resulting from the Workforce Innovation and Opportunity Act (WIOA) and the Division's latest Comprehensive Statewide Needs Assessment (CSNA), both of which impacted the goals and objectives for the Vocational Rehabilitation program. The changes resulting from WIOA also lead the Division to modify both the mission and vision statements to better reflect the focus on the dual customer; individuals with disabilities and employers. The Workforce Innovation and Opportunity Act dramatically shifted the performance measures for the VR program to align with the other core WIOA programs. Rehabilitation Services Administration (RSA) has allowed VR programs time to collect the performance data necessary to establish baselines which will be used to establish levels of performance before negotiating targets for the new performance measures. State Year 2021 (PY2020) was the first year for negotiations for one of the primary indicators; Measure Skill Gains. Negotiations for all other performance indicators will take place for State Year 2023 (PY2022). The majority of the Primary Performance Indicators (PPI) (except Measure Skill Gains) are lagging indicators and not available (N/A) for reporting this Plan. This Plan reflects updated, complete PPI data for SY2019.

Vocational Rehabilitation





Vision

An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions.

Mission

To prepare individuals with disabilities for employment and career opportunities while meeting the needs of employers.

Vocational Rehabilitation

Goal 1 – Provide quality, relevant, individualized vocational rehabilitation services to individuals with disabilities to maximize their career potential.

Objective 1: Expand, monitor, and improve pre-employment transition services (Pre-ETS) to students with disabilities and similar services to youth.

Performance Measure 1.1: Number of students receiving Pre-employment Transition Services (Pre-ETS)

SY2017	SY2018	SY2019	SY2020	Benchmark
301	1180	885	1012	<u>></u> 1012

Benchmark: Greater than or equal to 1012 for SY22¹

Performance Measure 1.2: Number of youth applications for program participants under the age of 25.

SY2017	SY2018	SY2019	SY2020	Benchmark
812	856	738	586	<u>></u> 586

Benchmark: Greater than or equal to 586 for SY22²

Note: The reduction in Youth applications maybe be attributed to the impact of COVID. This reduction is similar to the reduction with all VR applications during this time period.

Objective 2: Provide a comprehensive array of services to individuals with disabilities, including individuals with Most Significant Disabilities (MSD).

Performance Measure 2.1: For all successful Supported Employment closures: the percentage of customers employed in the 2nd quarter after exit.

SY2017	SY2018	SY2019	SY2020	Benchmark
N/A	81%	81.67%††	N/A†	<u>></u> 60%

Benchmark: Greater than or equal to 60% for SY22³

†: Post exit indicator is lagging and is incomplete or not available this State Year. Data will be updated in the following Strategic Plan.

††: Formerly lagging and/or incomplete data is now available and updated in this plan.

Performance Measure 2.2

For all successful Supported Employment closures: the percentage of customers employed in the 4th quarter after exit.

SY2017	SY2018	SY2019	SY2020	Benchmark
N/A	70.9%	74.2%††	N/A†	<u>></u> 50%

Benchmark: Greater than or equal to 50% for SY22⁴

†: Post exit indicator is lagging and is incomplete or not available this State Year. Data will be updated in the following Strategic Plan.

††: Formerly lagging and/or incomplete data is now available and updated in this plan.

Performance Measure 2.3: Number of Regions where Customized Employment is available.

SY2017	SY2018	SY2019	SY2020	Benchmark
3	3	2	0	8 Regions (100%)

Benchmark: All 8 Regions ⁵ (by SY23)

Note: Customized Employment stalled in SY20. New efforts are underway to launch a new pilot in SY2022.

Objective 3: Hire and retain qualified staff to deliver quality vocational rehabilitation services.

Performance Measure 1: Percentage of counselors who meet Comprehensive System of Personnel Development (CSPD) compliance.

SY2017	SY2018	SY2019	SY2020	Benchmark
77.8%	74%	68%	70.5%	<u>></u> 85%

Benchmark: Greater than 85% for SY22 ⁶



ATTACHMENT 13



Goal 2 – Improve VR program efficiency through continuous quality improvement activities.

Objective 1: Meet or exceed targets for the first five Primary Performance Indicators established by the US Department of Education, Rehabilitation Services Administration (RSA).

Performance Measure 2.1: Meet or exceed negotiated targets on the following five measures.

Performance Measure	SY2017	SY2018	SY2019	SY2020	Benchmark
1. Employment Rate – 2 nd Qtr after Exit		55%	60.4% ††	N/A†	<u>></u> 65%
2. Employment Rate – 4 th Qtr after Exit		53.1%	58.2%††	N/A†	<u>></u> 55%
3. Median Earnings – 2 nd Qtr after Exit		\$3888	\$4075 ††	N/A†	<u>></u> 4680 per quarter
4. Credential Attainment		26%	33.1%††	N/A†	<u>></u> 22%
5.Measurable Skill Gains		25.9%	35.3%	51.2% ††	<u>></u> 38.5%

Benchmark: Greater than or equal to 65% ⁷, greater than or equal to 55% ⁸, greater than or equal \$4680 per quarter ⁹, greater than or equal 22% ¹⁰, greater than or equal 38.5% (this target was negotiated with RSA and will be adjusted annually based on actual performance and applying a statistical adjustment model ¹¹ (all benchmarks will be negotiated by SY23):

†: Post exit indicator is lagging and is incomplete or not available this State Year. Data will be updated in the following Strategic Plan.

††: Formerly lagging and/or incomplete data is now available and updated in this plan.

Objective 2.2: Evaluate the satisfaction of customer's vocational rehabilitation experience and service delivery.

SY2017	SY2018	SY2019	SY2020	Benchmark				
88.5%	87.1%	80.1%	80.3%	> 90% satisfaction rate				

Performance Measure 2.2: Customer satisfaction rate.

Benchmark: Greater than or equal to 90% for SY22¹²

Objective 2.4: Collaborate with Community Rehabilitation Program partners to improve the quality of services.



Performance Measure 2.4: Of those cases using CRP employment services (non-assessment), the percentage which contributed to successful case closure.

SY2017	SY2018	SY2019	SY2020	Benchmark
N/A	43%	42.5%	43.13%	<u>≥</u> 30%

Benchmark: Greater than or equal to previous year in SY22¹³

Goal 3 – Meet the needs of Idaho businesses

Objective 3.1: IDVR to be recognized by the business community as the disability experts in the workforce system by providing employers with skilled workers who maintain employment with that employer.

Performance Measure 3.1.1: Retention Rate with the Same Employer the 4th quarter after exit.

SY2017	SY2018	SY2019	SY2020	Benchmark
N/A	37.2%	42.9% ††	N/A†	<u>></u> 50%

Benchmark: Greater than or equal to 50% for SY23¹⁴

†: Post exit indicator is lagging and is incomplete or not available this State Year. Data will be updated in the following Strategic Plan.

††: Formerly lagging and/or incomplete data is now available and updated in this plan.

Extended Employment Services

ATTACHMENT 13



Mission

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

Vision

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

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

1. **Objective**: To provide relevant and necessary long-term supports to assist individuals with the most significant disabilities to maintain employment.

Performance Measure 1.1: Number of individuals served.

SY2017	SY2018	SY2019	SY2020	Benchmark					
838	819	764	703	<u>></u> previous year performance					

Benchmark: Greater than or equal to previous year in SY22¹⁵

Performance Measure 1.1: Number of individuals on the EES waitlist.

SY2017	SY2018	SY2019	SY2020	Benchmark
208	0	0	0	< on waitlist than previous
				year

Benchmark: Less than or equal to previous year in SY22¹⁶

Council for the Deaf and Hard of Hearing (CDHH)

Role of CDHH

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

Mission

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

Vision

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

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

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

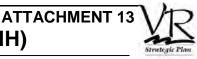
Performance Measure 1.1: Track when information and resources are given to consumers.

FY2016	FY2018	FY2019	FY2020	Benchmark
4 addt'l brochures 56 FB posts	2 addt'l brochures 136 FB posts	20 Library loans 24 packages of information 112 FB posts	43 Library loans 90 pkgs of info 108 FB posts 667 clear masks & 11,340 paper masks distributed	Continue to create brochures, social interaction, & website development

Benchmark: 2 or more new brochures or information packets created in SY22¹⁷

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

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



Performance Measure 2.1: Deliver presentations and trainings to various groups through education and social media.

FY2017	FY2018	FY2019	FY2020	Benchmark
65	89	73	40	Presentations delivered

Benchmark: 40 or more presentation delivered in SY22¹⁸

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

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

Performance Measure 3.1: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare).

FY2017	FY2018	FY2019	FY2020	Benchmark
12	14	64	48	Present to various local, state & federal agencies

Benchmark: Present at 48 or more local, state and federal agencies in SY22¹⁹

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

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

Performance Measure 4.1: Track when information is provided.

FY2017	FY2018	FY2019	FY2020	Benchmark
1,056	1,160	2,456	5,777	Maintain network through website,
calls	calls	calls	calls	social media, brochures,
				telephone inquiries, & personal communication
				communication

Benchmark: Track all calls in SY22²⁰

Note: Increased call volume due to COVID.

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

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



Performance Measure 5.1: The Council will administer assessments and facilitate meetings to determine the needs.

FY2017	FY2018	FY2019	FY2020	Benchmark
Met	Met	Met	Met	Continued work with mental health personnel

Benchmark: Meet goal in SY22²¹

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

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

Performance Measure 6.1: Materials that are distributed about public policies.

FY2017	FY2018	FY2019	FY2020	Benchmark
Met	Met	Met	Met	Facilitate meetings with
				various agencies and group

Benchmark: Meet goal in SY22 ²²

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

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

Performance Measure 7.1: Track how many complaints are received regarding the ADA.

FY2017	FY2018	FY2019	FY2020	Benchmark
50 ADA	150 ADA	168 ADA	172 ADA	Create information resulting
Issues	Issues	Issues	issues	from ADA complaint

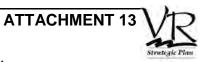
Benchmark: Track all complaints in SY22²³

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

1. Objective: The Council will submit reports.



PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021



Performance Measure 8.1: Reports will be accurate and detailed.

FY2017	FY2018	FY2019	FY2020	Benchmark
Completed	Completed	Completed	Completed	Submit accurate reports.

Benchmark: Complete for SY22 24

External Factors Impacting IDVR

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

Adequate Supply of Qualified Personnel

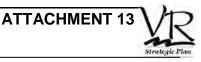
IDVR is dedicated to providing the most qualified personnel to address the needs of the customers served by the organization. Challenges in recruitment continue to be problamatic and persistent over the past several years. Recruiting efforts have been stifled by low wages as compared to other Idaho state agencies as well as neighboring states. The Division continues to evaluate and implement new strateiges in an effort to improve the recruitment and retention rates of qualified personnel, e.g., providing tuition assistance. IDVR continues to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling. Furthermore, IDVR has identified universities offering coursework for other degree programs that will meet eligbility for the Certified Rehabilitation Counselor (CRC).

State and Federal Economic and Political Climate

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

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

WIOA requires IDVR to implement substantial programmatic changes. These changes will impact policy development, staff training, fiscal requirements, and compliance reporting requirements. The most impactful changes continue to be the fiscal and programmatic requirements to increase and expand services to students and youth with disabilities. WIOA mandates state VR agencies reserve 15% of their budgets for the provision of Pre-employment transition services (Pre-ETS) which are essentially services the Division was not previously providing prior to WIOA. This change will result in an agency which is shifting not only the population it serves but is serving that population in different and innovative ways. The Division's performance measures have also shifted



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significantly under WIOA. As a result, the current benchmarks for the federal performance measures identified in this strategic plan present a high degree of error that will diminish as IDVR completes its transition to business as usual under WIOA, and new baselines are realized. The Division has diligently been working to address the new requirements and continues to move forward with the implementation of Pre-employment transition services and a strategic evaluation of the impact of these requirements. As previously mentioned, Vocational Rehabilitation programs are transitioning to new performance measures and negotiated one performance measure with Rehabilitation Services Administration; Measurable Skill Gains. Additionally, almost all of the new performance measures are lagging indicators, several lag by more than one full year.

Footnotes:

¹ Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for students are a major focus under WIOA.

² Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for youth are a major focus.

³ Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

⁴ Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

⁵ Benchmarks are set based on an internal measure of performance and informed by the SRC, implementing the CE pilot services across the state is the goal.

⁶ Benchmarks are set based on an internal program measure and represents a commitment to the development of quality vocational rehabilitation counselors, meeting this standard ensures that individuals with disabilities in Idaho receive services through certified professionals and promotes more efficient, comprehensive, and quality services. The baseline is an arbitrary percentage established by IDVR and is a stretch goal the agency aspires to achieve.

⁷ Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). *(RSA-TAC-18-01, January 19, 2018)*

⁸ Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). (*RSA-TAC-18-01, January 19, 2018*)

⁹ Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). (*RSA-TAC-18-01, January 19, 2018*)

¹⁰ Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). *(RSA-TAC-18-01, January 19, 2018)*

¹¹ Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program will negotiate targets for this indicator in SY2021, negotiations are currently TBD. *(RSA-TAC-18-01, January 19, 2018)*

¹² Benchmarks are set based on an internal measure of performance and was established by the Division's SRC to gauge customer satisfaction with program services and identify areas for improvement. The benchmark of 90% is arbitrary; however, it is typically utilized as a threshold for quality performance.

¹³ Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. The emphasis is on quality services provided by Community Rehabilitation Programs.

¹⁴ Benchmarks are established based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future year beginning with SY 2023. *(RSA-TAC-18-01, RSA-TAC-18-01, RSA-TAC-*

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

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January 19, 2018) This performance measure is useful in determining whether VR is serving employers effectively by improving the skills of customers and decreasing employee turnover. ¹⁵ Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.



¹⁶ Benchmarks are set based on an internal program measure and were new as of the 2017-2021
 Strategic Plan. This measure represents a better indicator of performance for the EES program.

¹⁷ Benchmarks are set based on an internal program measure to expand information to Idaho's deaf and hard of hearing population, to include brochures and information via electronic and social media. The Council is the only clearinghouse of information in Idaho about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73.

¹⁸ Benchmarks are set based on internal program measure to provide information about the needs of persons who are deaf or hard of hearing. The benchmark was created because the Council is the only state agency to provide this type of information. CDHH has hired a part time Communications and Outreach Coordination to increase awareness and make presentations throughout the state. This benchmark was established to adhere to Idaho statute 67, chapter 73.

¹⁹ Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues. CDHH partnered with JFAC to procure funding for a full-time interpreter and partnered with the Sexual Abuse/Domestic Violence Coalition. This benchmark was established to adhere to Idaho statute 67, chapter 73.

²⁰ The Council has historically been the organization where individuals and groups come for information concerning deaf and hard of hearing issues. The benchmark was created to continue tracking the information. This benchmark was established to adhere to Idaho statute 67, chapter 73.

²¹ Benchmarks are set based on internal program measure to determine the need for public services for deaf and hard of hearing community and was established because there was a Task Force that met to determine the need of mental health services that need to be provided to deaf and hard of hearing individuals. This benchmark was established to adhere to Idaho statute 67, chapter 73.

²² Benchmarks are set to provide information where interpreters can get information about current issues and has established a printed list of Sign Language Interpreters and also on the Council's website. This benchmark was established per the request of the Idaho Registry of Interpreters of the Deaf to support the legislation. This benchmark was established to adhere to Idaho statute 67, chapter 73.

²³Benchmarks are set based to provide information, in collaboration with the Northwest ADA Center, about the Americans with Disability Act (ADA). The benchmark was established to continue that partnership and to adhere to Idaho statute 67, chapter 73.

²⁴ Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues, this benchmark was established to adhere to Idaho statute 67, chapter 73.

IDAHO PUBLIC TELEVISION POBLIC TELEVISION

FY 2022-2026 STRATEGIC PLAN

MISSION STATEMENT

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

VISION STATEMENT

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

SBoE Goal 1: EDUCATIONAL SYSTEM ALIGNMENT

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

IdahoPTV Objectives:

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

Performance Measures:

I. Number of DTV translators.

FY17	FY18	FY19	FY20	FY21	FY22
(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
47	47	47	46		46

Benchmark: 46 (by FY 2026)¹

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

ſ	FY17	FY18	FY19	FY20	FY21	FY22
	(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
	99.47%	98.8%	98.8%	98.8%		98.4%

Benchmark: 98.5% (by FY 2026)²

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

Performance Measure:

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

FY17	FY18	FY19	FY20	FY21	FY22
(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
47	40	49	41		40

Benchmark: 40 (by FY 2026)³

<u>Objective C:</u> Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.

Performance Measure:

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

FY17	FY18	FY19	FY20	FY21	FY22
(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
97.6%	99.9%	99.9%	99.9%		100%

Benchmark: 100% (by FY 2026)⁴

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

Performance Measures:

I. Number of visitors to our websites.

FY17	FY18	FY19	FY20	FY21	FY22
(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
1,981,837	1,584,947	2,263,398	1,635,238		1,850,000
Bonchmark:	2 000 000 (by E	$\nabla 2026)^5$			

Benchmark: 2,000,000 (by FY 2026)⁵

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

FY17	FY18	FY19	FY20	FY21	FY22
(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
143,637	128,877	230,522	504,332		100,000
		0000)6			

Benchmark: 250,000 (by FY 2026)⁶

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

(2016-2017) (2017-2018) (2017)	.8-2019) (2019-20)20) (2020-2021)	Benchmark
11 11	11 12	, , , , , ,	13

Benchmark: 15 (by FY 2026)⁷

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

Performance Measure:

Number of broadcast hours of educational programming.

FY17	FY18	FY19	FY20	FY21	FY22
(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
28,299	35,095	25,480	24,853		25,000
		2000\8			

Benchmark: 25,000 (by FY 2026)⁸

Objective F: Contribute to a well-informed citizenry.

Performance Measure:

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

FY17	FY18	FY19	FY20	FY21	FY22
(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
11,372	12,624	11,755	11,947		13,000

Benchmark: 13,000 (by FY 2026)⁹

Objective G: Provide relevant Idaho-specific information.

Performance Measure:

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

FY17	FY18	FY19	FY20	FY21	FY22
(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
1,568	1,509	1,986	1,393		2,000
Donohmork	2 000 (by EV 2)	10c)10	•		

Benchmark: 2,000 (by FY 2026)¹⁰

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

Performance Measure:

Number of awards for IdahoPTV media and services.

FY17	FY18	FY19	FY20	FY21	FY22
(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
49	56	57	68		55
	CO (by EV 0000	11	•		

Benchmark: 60 (by FY 2026)¹¹

Objective I: Operate an effective and efficient organization.

Performance Measures:

I. Total FTE in content delivery and distribution.

FY17	FY18	FY19	FY20	FY21	FY22	
(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark	
17	22	21	18		<24	
Dava ala sa ala	Denote the only $L_{\text{res}} = 0.4$ (by $\Sigma V = 0.000$) ¹²					

Benchmark: Less than 24 (by FY 2026)¹²

II. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines.

FY17	FY18	FY19	FY20	FY21	FY22
(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes
Bonchmark: Vos/Vos/Vos (by EV 2026) ¹³					

Benchmark: Yes/Yes/Yes (by FY 2026)¹³

III. Work toward implementation of the Center for Internet Controls.

F	Y17	FY18	FY19	FY20	FY21	FY22
(201	6-2017)	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
	*	Yes	Yes	Yes		Yes

Benchmark: Yes (by FY 2026)¹⁴

*New performance measure beginning FY18

SBoE 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 work force opportunities by assuring they are ready to learn for the next educational level.

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

Performance Measures:

I. Number of educational outreach and training events for teachers, students and parents.

FY17	FY18	FY19	FY20	FY21	FY22
(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
*	*	*	101		100

Benchmark: 140 (by FY 2026)¹⁵

*New performance measure beginning FY20

II. Average number per month during the school year of local unique users utilizing PBS learning media.

FY17	FY18	FY19	FY20	FY21	FY22
(2016-2017)	(2017-2018)	(2018-2019)	(2019-2020)	(2020-2021)	Benchmark
*	*	*	7,137		8,000

Benchmark: 8,800 (by FY 2026)¹⁶

*New performance measure beginning FY20

KEY EXTERNAL FACTORS

Funding – Idaho Public Television's funding depends upon a combination of State General Funds; an annual grant from the Corporation for Public Broadcasting that receives its revenue from Congress; Federal grants; and private donations from individuals, corporations and foundations. All four of these sources are subject to changes in economic conditions, political considerations, and competition from other non-profits and government entities. The largest portion of funding for Idaho Public Television comes from voluntary private contributions. IdahoPTV already out performs its peers of other State-licensed PBS stations in the percentage of the population which supports it with donations. While the population of Idaho continues to grow, it is unrealistic to expect major increases in private giving.

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

Broadband/New Media Devices – As viewers increasingly obtain their video content via new devices (computers, iPads, smartphones, broadband delivered set-top-boxes, etc.) in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers' needs and to make sure our content and services are available when and

where viewers want to access them. The ability of public television stations to raise private contributions and other revenue via these new platforms continues to be a significant challenge.

ATSC 3.0 – Recently, the FCC adopted standards for a new, improved television technology. Like the move from analog to digital, this new standard will make all previous television equipment obsolete for both the broadcaster and the consumer. Currently, adoption of this new standard is voluntary, but we expect that eventually it will become mandatory. Planning for this new standard is already underway; and as equipment is replaced, every effort is being made to ensure it is upgradable to the new standard. Significant new funding will need to be obtained to make this technology change happen. Unlike the change from analog to digital, there are currently no Federal grant programs available to fund this transition.

EVALUATION PROCESS

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

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

We have a statewide advisory Friends board, currently 30 directors, with broad community and geographic representation. This board meets formally on a quarterly bases. It serves as a community sounding board to provide input.

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

Recently, Idaho Public Television was successful in obtaining a number of private and federal grants to provide educational services to teachers, students and parents. As part of those grants, we will be conducting research on the impact these education initiatives are having on the populations served.

Recently, IdahoPTV has begun to do qualitative and quantitative research on new and existing programs. Research has been executed by external entities to design content, define platform use, and metrics for success. It has proved a useful tool to launch a new series or re-engineer an existing one. External groups have provided surveys and analytics, demographic data, environmental scans, content audits and communications plans. We see this as a way to better understand and serve all Idahoans on all platforms.

4. Benchmark is based on industry standard and the desire to reach underserved and disabled populations.

5. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.

6. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.

7. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.

8. Benchmark is based on an analysis of historical trends combined with desired level of achievement.

9. Benchmark is based on an analysis of historical trends combined with desired level of achievement.

10. Benchmark is based on an analysis of historical trends combined with desired level of achievement.

11. Benchmark is based on industry standard combined with desired level of achievement.

12. Benchmark is based on industry standard combined with analysis of workforce needs.

13. Benchmark is based on industry standard of best practices.

14. Benchmark is based on industry standard of best practices. Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education's K-20 Strategic Plan.

15. Benchmark is based on an analysis of historical trends combined with desired level of achievement.

16. Benchmark is based on an analysis of historical trends combined with desired level of achievement.

^{1.} Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.

^{2.} Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.

^{3.} Benchmark is based on an analysis of historical trends combined with desired level of achievement.

SUBJECT

American Rescue Plan (ARP) Act: ESSER State Education Agency State Plan

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April 5, 2021	The Board approved the distribution of the ESSER II funds to local education agencies (LEAs) under a methodology that assured each LEA received an amount at least equivalent to what they would have received from discretionary funds prior to the 5% hold back and set 2.5% of the APR ESSER SEA Reserve (ESSER III) funds for distribution to schools who receive no Title I or low Title I funds, pending legislative approval of spending authority.
April 22, 2021	The Board received an update on the COVID Relief K- 12 funds, which included CARES Act ESSER, CRRSA Act ESSER, ARP ESSER, CRRSA EANS and ARP EANS.
June 4, 2021	The Board postponed consideration of a draft ARP ESSER SEA State Plan in order to give Board members an opportunity to review and provide comments.

BACKGROUND/DISCUSSION

On March 24, 2021, the U.S. Department of Education (USED) made available two thirds of each state's ARP ESSER allocation to support ongoing efforts to reopen school safely for in-person learning, keep schools safely open once students are back, and address the academic, social, emotional, and mental health needs of all students. To receive the remaining third of a state's ARP ESSER allocation and to comply with the terms and conditions of the ARP ESSER funds, the state has received, USED requires state education agencies to develop and submit an ARP ESSER plan that describes, among other things, the current education needs within the state, the intended uses of ARP ESSER funds, and the plans for the SEA to support LEAs in their planning for and use of ARP ESSER funds.

An ARP ESSER SEA State Plan template was provided to states on April 21, 2021. The State Department of Education identified leads for each of the seven sections of the plan. Six of leads were Department staff, with the seventh being Board staff. Section D., Maximizing State-Level Funds to Support Students, was drafting was lead by Board staff. The Department identified stakeholders and a timeline to quickly draft and receive feedback on the plan. A notification from the State Department of Education's Chief Deputy Superintendent was emailed May 5, 2021 to notify stakeholders of the opportunity to participate in the drafting of the plan. This email included the timeline and a form for indicating interest in sections of the plan. An additional communication went out on May 7, 2021 from the State Department of Education's Deputy Superintendent of Communications and Policy. Team leads scheduled meetings for their sections between May 10 and May 18, 2021, and invited interested stakeholders to participate. The opportunity to collaborate was communicated to a variety of stakeholders including school district superintendents, Board staff, the Governor's Office staff, Division of Financial Management staff, Legislative Services Office staff, Idaho Association of School Administrators, Idaho School Boards Association, Idaho Education Association, local education agency (LEA) business managers, Nez Perce Tribe Education Director, Idaho Business for Education, Idaho Association of Commerce and Industry, Bluum, Idaho PTA Association Board, and the State Department of Education's directors of Special Education, Indian Education, Certification, Student Engagement & Safety Coordination, Assessment and Accountability, and Federal Programs.

A link to the first draft of Idaho's ARP ESSER State Plan was published on the State Department of Education's website on the front page at <u>www.sde.idaho.gov</u> from May 21– June 1, 2021 for public review. Sixteen individuals and organizations provided input on the draft Plan posted on the Department of Education's webpage, this input is provided in Attachment 3. These stakeholders represented district administrators and business managers, a retired counselor, local school board member, a grandparent, United Way, College of Idaho, New Classrooms, and interested citizens.

The Board's Accountability Oversight Committee (AOC) met May 27, 2021 to review the draft plan and make comments. This feedback was provided to the State Department of Education on June 1st. The final draft of the plan provided in Attachment 1 incorporates the AOC's feedback.

A stakeholder feedback review committee was convened on June 2, 2021 to review the public comment feedback and make recommendations for changes to the plan. Twenty seven participants representing the Idaho Educators Association, LEA administrator, Charter Commission, Idaho State Board of Education, Idaho School Boards Association, Idaho Business for Education, Idaho Association of Commerce and Industry, Idaho legislator, Bluum, Idaho Hispanic Commission, Idaho Division of Financial Management, Education Northwest REL and Comprehensive Center 17, and State Department of Education executive staff and directors from the Indian Education, Special Education, Assessment and Accountability, Certification, and Federal Programs departments discussed the comments and provided suggestions for plan revisions. Attachments 1 and 2 incorporate the Departments edits from this meeting.

IMPACT

This agenda item provides the Board with the Idaho ARP ESSER SEA State Plan for consideration. The deadline for submittal of the plan to the US Department of Education is June 18th.

Attachment 1 – Idaho ARP ESSER SEA State Plan Attachment 2 – Original Department Draft ARP ESSER SEA State Plan Attachment 3 – Public Comment Received by Department

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The USDOE template asks the State Education Agency for each state to identify:

- A. Description of the State's Current Status and Needs
 - 1. Assessment of top 2-3 strategies that have been most effective in supporting the needs of students.
 - 2. Assessment of top 2-3 issues currently facing students and schools.
 - 3. Describe top 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year.
 - 4. Describe how the Board / SEA will support LEAs in identifying the extent of the impact of the pandemic on student learning and student well-being.
 - 5. Describe current status of data collection on operational status and mode of instruction for all schools.
- B. Describe how the Board / SEA will support LEAs in safely reopening schools and sustaining safe operations.
 - 1. Describe how the Board / SEA will support its LEAs in safely returning to inperson instruction and sustaining the safe operation of schools.
 - 2. Describe how the Board / SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds.
- C. Describe the Boards / SEA plans for consultation from stakeholders and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.
 - 1. Describe how the Board / SEA engaged in meaningful consultation with stakeholders, and incorporated input into this plan.
 - 2. Describe to what extent the Board / SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding.
- D. Describe Board's / SEA evidence-based strategies for the use of these resources.
 - Describe how the Board / SEA will use the funds it reserves on evidencebased interventions to address the academic impact of lost instructional time.
 - 2. Describe how the Board / SEA will use the funds it reserves for evidence-based summer learning and enrichment programs.
 - 3. Describe how the Board / SEA will use the funds it reserves for evidence-based comprehensive afterschool programs.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

- 4. Describe the intended use of the reserved funds for emergency needs, including to what extent these funds will be used to build Board / SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotion, and mental health needs; and to implement evidence-based interventions (the board took action on a portion of these funds on April 5, 2021).
- E. Describe how the Board / SEA will support their LEAs in developing plans for LEAs' use of ARP ESSER funds.
 - 1. Describe what the Board / SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements.
 - 2. Describe how the Board / SEA will, in planning for the use of ARP ESSER funds, ensure LEAs engage in meaningful consultation with stakeholders.
 - 3. Describe how the Board / SEA will support and monitor its LEAs in using ARP ESSER funds.
 - 4. Describe the extent to which the Board / SEA will support its LEAs in implementing additional strategies for taking educational equity into account.
- F. Describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions.
 - Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools and how the Board / SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages.
 - 2. Describe the extent to which the Board / SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff.
- G. Describe how the Board / SEA is building capacity at the Board / SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.
 - 1. Describe how the Board / SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements.
 - 2. Describe how the Board / SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds.

The plan provided in Attachment 1 incorporates all of the comments provided by the Accountability Oversight Committee; adds the three focus areas for unfinished learning that the Board identified at the May Board retreat; and makes technical edits to for consistency of name usage and terminology. The three focus areas identified during the May Board Retreat are:

- Kindergarten through grade 4 literacy proficiency/growth toward proficiency;
- Grade 4 through 9 mathematics proficiency/growth toward proficiency; and

• High school credit recovery.

Attachment 1 provides a redlined version of the draft document provided by the Department. Attachment 2 is the Draft document provided by the Department.

Staff recommends approval of Attachment 1.

BOARD ACTION

I move to approve the Idaho ARP ESSER SEA State Plan as provided in Attachment 1 and authorize the Board President to sign the ARP ESSER SEA State Plan on behalf of the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

Idaho State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund



U.S. Department of Education

Issued: April 21, 2021

OMB Number: 1810-0754 Expiration Date: October 31, 2021

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0754. Public reporting burden for this collection of information is estimated to average 100 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under Section 2001 of the American Rescue Plan Act of 2021 (ARP Act). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Britt Jung, Office of State and Grantee Relations, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-6450, email: SGR@ed.gov directly.

Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides nearly \$122 billion to States to support the Nation's schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies ("LEAs"), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education ("Department") is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation's schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency's ("SEA's") plan in order to make the State's remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA's response. Throughout this document, questions that refer to an SEA's ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.

Each SEA must submit to the Department by June 7, 2021, either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.

To submit the SEA's plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., <u>Alabama.OESE@ed.gov</u>).

In order to ensure transparency, the Department will post each plan on the Department's website when it is received and will indicate each plan's approval status.

This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations ("CRRSA") Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.

Cover Page

Grantee and Contact Information

ARP ESSER PR Award Number (e.g., S425U2100XX):

SEA Contact: Sherri Ybarra, State Superintendent of Public Instruction

Telephone: (208) 332-6815

Email address: sybarra@sde.idaho.gov

By signing this document, I agree to each of the assurances listed in Appendi further assure that:				
To the best of my knowledge and belief, all information and data included in t are true and correct.				
Chief State School Officer or Authorized Representative (Printed Name)				
Signature of Authorized SEA Representative	Date:			

A. Describing the State's Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

 Progress and Promising Practices: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's <u>Safer Schools</u> <u>and Campuses Best Practices Clearinghouse</u> so that they can be shared with other States and LEAs.

Response:

During the COVID-19 pandemic, the State Board of Education, State Department of Education, and other state agencies, as appropriate (state) Superintendent of Public Instruction, State Department of Education developed various resources and trainings to support school districts and charter schools (local education agencies - LEAs) in meeting the needs of students across Idaho. For example, the State Department of Education (Department) held regular webinars to discuss all of the aspects of the shifting educational landscape, including the use of relief funds, child nutrition policy, and changes in assessment and accountability. The Department also created a public schools reopening page as a central repository for this type of information to assist local education agencies address student learning, operations, coordination with parents, safety and wellness, government resources, and connectivity. This page also included the Back to School Framework approved by the State Board of Education / State Education Agency (Board / SEA)state's overall cross-agency Back to School Framework. All of these resources provided guidance for supporting effective instruction and student wellbeing whether a school was open fully in-person, hybrid, or remote.

Using this information, Idahodistricts and schools <u>LEAs</u> adopted various strategies, based on local needs and consultation with community partners, to support students during the COVID-19 pandemic. <u>Three primary strategies implemented in Idaho are outlined below.</u>

In-person instruction

For many <u>LEAs</u>districts, the most effective strategy was maintaining in-person instruction. To support this approach, the <u>Superintendent of Public Instruction</u>, <u>State</u> Department of <u>Education</u> provided guidance about physical logistics such as distancing procedures, air filtration, and environmental hygiene. Additionally, the Department disseminated resources to support the broader social and emotional needs of students returning to school, such as the CASEL SEL Roadmap for Re-Opening Schools. All LEAs prioritized student health and safety, but with appropriate precautions, in-person learning remained safe and sustainable throughout the entire school year for various

local education agencies<u>LEAs</u>, particularly smaller <u>entities_LEAs</u> in rural areas with minimal community transmission.

Equitable access

When LEAs did need to incorporate distance learning, effective strategies focused on providing equitable access to the necessary technological resources and enhancing support for the students most at-risk in this educational environment. The Superintendent of Public Instruction, State Department of Education collaborated with LEAs to manage these challenges. For example, the public schools reopening page included guidance to help local IT Directors identify the locations of students without internet service. These students could be assisted by providing an alternate method of internet access or prioritizing them for remaining in-person when hybrid learning was an option. These efforts built on ongoing cross-agency efforts to improve technology access in Idaho, started under the Governor's Broadband Task Force and Digital Divide Committee. The Broadband Task Force and Digital Divide Committee worked to identify gaps in Idaho's broadband infrastructure and supported efforts to improve access. For LEAs operating in a hybrid environment, the maintenance of in-person learning was further focused on students for whom online learning would be the most disruptive. NAEP school survey results indicate that Idaho educators were able to prioritize maintaining in-person instruction for traditionally at-risk student groups, including English learners, children with disabilities, and students experiencing homelessness. Many schools also targeted in-person learning for students in lower grades, for whom online learning could be more difficult.

Teacher preparation

Another key strategy was ensuring educators were sufficiently prepared to provide effective instruction online, whether in a hybrid or fully-remote environment. The <u>Superintendent of Public Instruction, State</u> Department-of <u>Education along with other</u> <u>stakeholders like the Idaho Digital Learning Academy</u>, offered trainings on virtual classroom strategies and distance education resources, including those contributed by educators and school personal from around the state. The <u>State</u> Department also introduced remote assessment options to help teachers gather ongoing data from formative assessment processes, interim assessments, and progress monitoring tools to help educators track student outcomes and refine teaching and learning strategies.

Although many districts-LEAs in Idaho modified their operating status multiple times during the year to respond to the existing public health situation, by the spring of 2021 there was a consistent trend towards offering in-person instruction. As of May 13, 2021, among 1156 traditional school districts, 108 were in person, eight were hybrid and zero were fully online or closed.

2. <u>Overall Priorities</u>: Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

Response:

Using data to target student needs

The foremost challenge for students and schools across Idaho is continuing to identify and employ effective strategies for assisting students who experienced disrupted unfinished learning. Statewide data on summative assessments in English Language Arts/Literacy and Mathematics and several other metrics are not yet available, but results from Idahothe State's fall early reading assessment indicated around a fivepercentage point reduction in the share of kkindergarten through third grade students reading at grade level from the year prior. Idaho is awaiting spring data from this early reading assessment to determine whether ongoing disruptions caused by COVID-19 further increased that performance gap relative to previous cohorts or if local education agencies were able to narrow it through instruction and specific intervention strategies during the year. Additional assessment results from available formative and summative assessments and end-of-year data on course enrollment, course grades, and other metrics will help districts and schools identify academic priorities. The state will help LEAs develop strategies to analyze intervention priorities outside of the academic context, such as student social/emotional health and economic need, which may have changed based on the ongoing COVID-19 disruptions.

<u>Re-connecting with students</u>

As part of that process, one additional challenge is supporting students who have not maintained consistent contact with the educational system during the past school year. These students may not have assessment data to identify their academic needs and, in some cases, may not have current connections to their district or school. Idaho's overall K-12 enrollment fell by several thousand students from the previous school year and some districts' enrollment fell by over five percent. LEAs will continue their efforts to identify and support any "missing' students as well. All of these results will determine priority focus areas for learning during the summer and next fall.

- 3. <u>Identifying Needs of Underserved Students</u>: Describe your State's 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:
 - i. Students from low-income families,
 - ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
 - iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
 - iv. English learners,
 - v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")),
 - vi. Students experiencing homelessness,

- vii. Children and youth in foster care,
- viii. Migratory students, and
- ix. Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,¹ chronic absenteeism, student engagement, and social-emotional well-being.

Complete the table below, adding rows as necessary, or provide a narrative description.

Response: The two-three core priorities for Idaho throughout the rest of this school year and school year 2021-2022 are <u>continuing efforts to improve broadband access</u>, addressing the academic impact of <u>lost instructional timeunfinished learning</u>, and <u>addressing</u> the social, <u>and emotional</u>, <u>and mental health needs of students challenges</u> created by COVID-19. These general areas of focus are the same for all students, but interventions will focus on the specific needs for each group.

Improving Broadband Access

As indicated above, the Broadband Task Force and Digital Divide Committee have engaged in efforts to identify and address gaps in Idaho's broadband infrastructure. To improve equity in resources that support student learning, all students needs internet access and appropriate technology in order to engage in research and complete homework, and when necessary or preferred, to participate in online or hybrid learning. While improvements have been made, additional work is needed, particularly for students experiencing socioeconomic or housing challenges, and those in rural and remote communities. The Board / SEA is engaged on these committees and state agencies are engaged in ongoing discussions and work to identify appropriate next steps to address remaining broadband and technology gaps.

¹ For the purposes of the plan, "academic impact of lost instructional time" refers to "learning loss" experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act.

Addressing Unfinished Learning

At this point in time, Idaho has limited statewide data to quantify the impacts of unfinished learning due to the pandemic. As indicated in Section D of this plan, the Accountability Oversight Committee (AOC), an ad-hoc committee of the Board / SEA, will be working with the State–Department of Education to gather and analyze appropriate data, elucidate those needs, but Preliminary information suggests that the specific academic, social, and emotional consequences of unfinished learning due the COVID-19 disruptions-pandemic vary by student group in ways that shwould inform intervention efforts. For instanceAs an example, the fall statewide early literacy assessment data indicates that the percentage of students from low-income families reading at grade level fell more from 2019 to 2020 than the statewide whole (5.7 percentage points compared to 5.1 percentage points). Similar patterns were seen among many, but not all, traditionally underserved groups, highlighting the need for targeted support. The Board / SEA has reviewed this data, as well as national data regarding the impacts of the pandemic, and has considered anecdotal evidence received from LEAs. Based on this combined information, the Board / SEA has tentatively identified priorities for addressing unfinished learning in our state: early English language arts / literacy skills (K-4), middle grades mathematics (4-9), and credit completion and course recovery for high school. The Board's / SEA's staff will work with the AOC and the Department to conduct an analysis of the state's data to confirm if these areas are those with of greatest need. Once the priority areas are confirmed, the Board / SEA and Department will communicate them to LEAs and will provide professional development and resources to support LEAs in addressing them.

To fully understand and address unfinished learning, the Board / SEA and Department are also reviewing attendance and chronic absenteeism data in order to identify and support students who have or continue to miss substantial instructional time. Improving and maintaining growth for students who have experienced interrupted learning will be a core focus at both the SEA and LEA level. Current data on chronic absenteeism for school year 2020-2021 also highlights disparities by student group. For instance, midyear results indicate that nearly 12 percent of Hispanic students were identified as chronically absent upon exiting school, which was nearly double the rate among white students. An outline of <u>table indicating</u>-all data to be considered by the AOC is included in Section D.

Addressing Social and Emotional Challenges

The Board / SEA and the Department recognize that the pandemic has had an impact on the social, emotional, and mental health of students and educators. While we are still gathering data to better understand these issues, Additionally, initial data from the 2020-2021is year's student engagement survey show areas of disparate need outside the academic contextindicate that the social emotional impacts of the pandemic may have been more substantial for students in certain subgroups. As an example, the statewide student engagement survey administered to students in grades 3-12 in

February and March, 2021, showed-that a substantially higher percentage of students with disabilities-were categorized as disengaged in the behavioral, cognitive, and emotional domains when compared with students without disabilities. More comprehensive data will become available at the end of this school year, allowing Idaho to enter the summer and the 2021-2022 school year with detailed information disaggregated by student group. At that point, Idaho will have information about metrics such as performance relative to grade level content standards, course grades, credits earned, discipline, student mobility, and chronic absenteeism. Other analyses will include ongoing technology needs, continuing the work of the Governor's Broadband Task Force and Digital Divide Committee.

Forthcoming data points will provide a fuller picture of the COVID-19 disruptions which will help clarify priorities and inform associated interventions. Ongoing areas of focus, such as early literacy, middle grade math performance, and credit recovery in high school, may be further refined or revised based on these results. Beyond identifying patterns at the state level, Idaho will provide training and support for LEAs to help them conduct their own analyses that can inform evidence based interventions consistent with their specific needs. As this information becomes available, the state and LEAs can use the template in Table A1 below to summarize the highest priority needs and guide programmatic efforts to address interrupted learning and maintain growth.

Table A1. This table will be populated when data is available in summer 2021.

The types of data disaggregated by the student groups below will include assessment results, graduation rate, go-on rate, course grades, and other metrics discussed above, including the extent of the ongoing digital divide. These data will provide critical information about how to best support traditionally underserved groups, such as Native American and Hispanic students. Idaho anticipates <u>the majority all of data used for this analysis</u> will be <u>gathered through available via standard already</u> <u>established</u> collection methods and will not require additional data submissions from LEAs.

Student group	Highest priority needs
Students from low-income families	Available summer 2021
Students from each racial or ethnic background used by the State	Available summer 2021
for reporting purposes – please add a row for each racial or ethnic	
group (e.g., identifying disparities and focusing on underserved	
student groups by race/ethnicity)	
Students by gender – please add a row for each gender (e.g.,	Available summer 2021
identifying disparities and focusing on underserved student groups	
by gender)	
English learners	Available summer 2021
Children with disabilities	Available summer 2021
Students experiencing homelessness	Available summer 2021
Children and youth in foster care	Available summer 2021
Migratory students	Available summer 2021
Other groups of students identified by the State (e.g., youth	Available summer 2021
involved in the criminal justice system, students who have missed	

Student group	Highest priority needs
the most in-person instruction during the 2019-2020 and 2020-2021	
school years, students who did not consistently participate in	
remote instruction when offered during school building closures,	
LGBTQ+ students)	

4. <u>Understanding the Impact of the COVID-19 Pandemic</u>: Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.

Response: To support LEAs, Idaho will create the Department will provide both recorded and in-person trainings on using existing reporting tools to identify the academic and social/behavioral impacts of the COVID-19 disruptions-will be created. These trainings will address strategies for appropriately using existing data systems for our statewide assessments (interim and summative) in English Language Arts/Literacy and Mathematics, the statewide early literacy assessment (formative and summative), the English learner assessment, the student engagement survey, and graduation rates. The Department will advertise these training opportunities through newsletters, webinars, and direct outreach to LEA stakeholders. The AOC will review and analyze data in the Student Achievement Report (created by the Department), which will include a focus on Idaho will also produce a report summarizing the effects of COVID-19 on students across Idaho across myriad metrics, including opportunity to learn, statewide achievement tests, the state's early reading assessment, attendance, and enrollment. These results will be disaggregated by both student and school characteristics. This work will be a priority focus for the Board of Education's Accountability Oversight Committee. The Departmentstate will also produce this report at the LEA level to help stakeholders contextualize their results and inform ongoing intervention efforts. Upon request, the state will provide LEAs with custom data reports targeted to their specific priorities. Of particular concern are schools previously identified for support and improvement. Idaho-The Department will provide customized tools and reports to ensure these schools have ongoing support for their improvement efforts and that this year's disruptions do not derail their progress in improving overall outcomes and narrowing achievement gaps.

- 5. <u>School Operating Status</u>: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:
 - i. A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:

- a. Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;
- b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction; and
- c. Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction.

Response: Throughout the 2021-2022 school year, <u>the Department Idaho</u> employed several approaches to track operating status. At the start of the year, staff monitored district websites and reported the listed status. However, the data were not always completely accurate because district websites did not always reflect operating status changes and the process for manually reviewing websites sometimes took several weeks to complete. In January and February of 2021, staff contacted all districts by phone and email to obtain their correct operating status. Since that time, staff have continued to follow up regularly based on anticipated changes. This manual approach was necessary because <u>the StateIdaho</u> does not have a single, unified system for tracking <u>district or school</u> operating status.

Enrollment and attendance, disaggregated by student group, have been collected regularly throughout the year via the state's K-12 longitudinal data system. LEAs submit information to the state via this system in October, November, December, March, May, at the end of the school year in June, and in September to cover the summer period. These attendance and enrollment data can be merged with the operating status information via the state's unique LEA identification number.

The StateIdaho's longitudinal data system also includes information on instructional setting for each course in which a student participates. The available instructional settings can delineate between in-person instruction, synchronous online instruction, and asynchronous online instruction. However, these data are not captured at the individual student level, so a hybrid course would be identified with a single setting while individual students might be participating either in-person or remotely. Furthermore, the setting may have changed at different times during the year without those updates being reflected in the data LEAs provide to the state.

ii. The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be submitted separately within 14 calendar days after a State submits this plan. The SEA must also make this data publicly available on its website as soon as possible but no later than June

21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.

Response: Please see the tables in Appendix A for the data described in A.5.i.a and A.51.b. Using the most current mid-term average daily attendance (ADA) figures in Idaho to address item A.5.1.c, the ADA by operational status is as follows: Remote or online only = 8,837; Hybrid = 126,126; and Full-time in-person instruction = 168,123. All data will be made publicly available on the <u>Superintendent of Public Instruction</u>, State Department of Education website (sde.idaho.gov) by June 21, 2021 and will be updated regularly.

iii. To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for Summer 2021 and for the 2021-2022 school year.

Response: The Board / SEA Idaho expects that nearly all traditional LEAs will offer inperson instruction during Summer 2021 and the 2021-2022 school year, with the exception of fully virtual charter schools or LEAs. However, within traditional LEAs, we anticipate that some districts will continue to offer online school options that they created during the 2020-2021 school year. Idaho The Board / SEA and Department will explore options for capturing more detailed and accurate operating statusinstructional methodology information. In making this decision, the state Board / SEA will weigh the benefits of any new data collection against the additional time and effort necessary for LEAs to report this information. The state will track any available operating status information and report enrollment by student group on the Superintendent of Public Instruction, State Department of Education website.

B. Safely Reopening Schools and Sustaining their Safe Operations

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

- 1. <u>Support for LEAs</u>: Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:
 - i. How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention ("CDC") for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;

Response: The <u>Board / SEA approved</u> Idaho Back to School Framework (Framework) 2020 (<u>https://boardofed.idaho.gov/resources/idaho-back-to-school-framework-2020</u>) provides expectations, guidelines and best practices to ensure a safe and successful school environment. This document was most recently updated on October 21, 2020, and will continue to be updated by the Board / SEA as necessary to remain current with changes to state and federal guidance. The Framework is a collective effort by the Idaho Governor's Office, and the State-Board / SEA approval by a work group made up of representatives from, the Superintendent of Public Instruction's OfficeDepartment of Education, the Idaho Department of Health and Welfare, and representatives from each of Idaho's seven-the local public health districts, and representative of-LEAsIdaho's public schools</u>. This guidance document addresses each of the mitigation strategies listed in the table below. For reference, the corresponding pages from the Framework 2020 have been provided for each mitigation strategy in the table below.

In addition to the general-guidelines provided in the Framework 2020 related to the appropriate accommodations for children with disabilities, the Superintendent of Public Instruction, State-Department of Education also distributed a 53-page document that dove deeper into the guidance on this particular topic. The "Guidelines for Providing Special Education Services During the COVID-19 Pandemic" is the Board's / SEA's detailed guidance to support districts in meeting the needs of students with disabilities. A link to that guidance document is here, (https://www.sde.idaho.gov/coronavirus/sped/SPED-COVID-19-Q-A-06-03-2020.pdf).

The <u>State-Board of Education /</u> SEA also distributed a separate guidance document specific to the wearing of masks in our schools (. <u>A link to that document is provided here</u>, <u>https://www.sde.idaho.gov/re-opening/files/COVID-19-School-Mask-Guidance.pdf</u>)-.

Complete the table below, adding rows as necessary, or provide a narrative description.

Table B1.

Mitigation strategy	SEA response
Universal and correct wearing of masks	p. 9, 12, 31
Physical distancing (e.g., including use of	p. 7, 8, 10-13, 31
cohorts/podding)	
Handwashing and respiratory etiquette	p. 9, 29-31
Cleaning and maintaining healthy facilities,	p. 9, 29-31
including improving ventilation	

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ATTACHMENT 1

Mitigation strategy	SEA response
Contact tracing in combination with isolation	p. 7-10
and quarantine, in collaboration with the State,	
local, territorial, or Tribal health departments	
Diagnostic and screening testing	p. 9- 11
Efforts to provide vaccinations to educators,	<i>The</i> Superintendent of Public
other staff, and students, if eligible	Instruction, State Department of
	<i>Education is not involved in the effort</i>
	to provide vaccinations.
Appropriate accommodations for children with	p. 13, 23, 24, 26- 28
disabilities with respect to the health and safety	
policies	

 Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the SEA will use to track, monitor, or enforce their implementation;

Response: By May 2021, most Idaho brick and mortar LEAs had reopened and returned to full-time, in-person instruction. In the late Summer of 2020, each LEA was required to develop a local plan. With input from the local public health district or other health experts, each LEA developed a plan that outlined their operations, including how it would respond to disease transmission within their community, enabling them to continue to provide instruction and educational services to their students. The Office of the State Board / SEA staff of Education verified with that each LEA that a local plan had been drafted, vetted, and adopted by the local school board. It is anticipated that districts will update these plans for the upcoming school year through the Safe Return to In-Person Instruction and Continuity of Services Plan. By May 2021, most Idaho brick-and-mortar LEAs had reopened and returned to full-time, in-person instruction.

During the 2021 legislative session, the Superintendent of Public Instruction introduced and sponsored House Bill 175 (https://legislature.idaho.gov/wp content/uploads/sessioninfo/2021/legislation/H0175.pdf), which was signed into law later in the session. Beginning July 1, Idaho law will require, "to the greatest extent possible and where safety requirements can be developed by the school district or public charter school, an in-person instruction option will be made available to students." A link to the full text of the bill has been provided here, https://legislature.idaho.gov/wp content/uploads/sessioninfo/2021/legislation/H0175.pdf. This new law clearly prioritizes in-person instruction for our traditional brick and mortar schools.

iii. To what extent the SEA and its LEAs consult with Federal, State, and local health officials. This description should include, if available, whether the SEA and its LEAs have received support for screening testing from their State or local health department based on funding awarded by the CDC; and

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Response: The State of Idaho state coordinated a network of statewide task forces to inform aspects of prevention, mitigation, response, and recovery from the pandemic events and effects. Federal resource coordination and information flow was primarily accomplished through federal and state agency representatives in the task force environment. The primary vehicle for guidance and information to individual LEAs was through regular webinars with Idaho public school administrators and staff, the Idaho Superintendents Network, the Idaho School Boards Association, and formal policy guidance from the Office of the State-Board / SEA of Education and the Superintendent of Public Instruction, State Department of Education. LEAs were incorporated into technical working groups with Education Liaisons through the 7 Public Health Districts (PHDs) as well as county Emergency Managers to support regional and local decision-making and resource requests. These technical working groups assisted in determining critical information and process development related to screening, testing, essential worker testing, community situational awareness and healthcare resource allocation specific to the education environment. This coordination pattern from federal partners to statewide task forces to local technical working groups and ultimately to the local governing body comprised the primary support structure for coordination and guidance throughout the preparation and response phase of operations.

iv. Any guidance, professional learning, and technical assistance opportunities the SEA will make available to its LEAs.

Response: The Superintendent of Public Instruction, State Department of Education will continue to hold informational webinars for LEA administrators and staff to provide ongoing and uninterrupted support for their needs in responding to COVID. The Superintendent of Public Instruction, State Department of Education will facilitate the Idaho Superintendents Network, a professional learning community that works with superintendents across Idaho's LEAs. These monthly gatherings allow for direct and timely communication with district administrators, providing information that will facilitate nimble transitions in instruction delivery throughout the highly dynamic environment the pandemic has created in our schools. The Governor's Office convened a K-12 Emergency Council made up of superintendents representing each educational region of the state, charter school representatives, and State Board of Education members. This group continues to meet to identify issues, share information and inform LEA's in the regions. The Board / SEA will update and maintain the relevant guidance documents described in our responses in Section B.1.i-iii. The Board / SEA will continue to maintain and update a primary webpage focused on COVID resources that support Idaho schools in the year ahead, and the Department will maintain the pandemic resource page located on the its website. A link to theis state coronavirus resource website is available here, https://coronavirus.idaho.gov/resources-forschools/. Additionally, the Superintendent of Public Instruction, State Department of Education will continue to offer professional development opportunities to support educators in implementing instructional practices and programs to address the academic impact of lost instructional timeunfinished learning and the social and

emotional challenges created by COVID-19. Efforts to address social and emotional impacts include a statewide professional development activity, the Idaho Prevention and Support Conference, for all K-12 educators to learn about school safety and prevention support programs. This event most recently occurred in April of 2021, with more than 800 Idaho educators in virtual attendance. The Superintendent of Public Instruction, State Department of Education will be offering this opportunity again in the Spring of 2022. Further, the Idaho Rural Education Association has as their mission to expand the quality of learning and educational opportunities in rural schools and communities. Partly in response to the COVID-19 pandemic, this association offers a resource list of mental health providers who will travel to rural and remote locations throughout the state to support the emotional and mental health needs of students.

- 2. Safe Return to In-Person Instruction and Continuity of Services Plans: Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/ (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, including:
 - i. How the SEA will ensure that each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1;
 - ii. How the SEA will ensure that each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services;
 - iii. How the SEA will ensure that the LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023),² and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and
 - iv. Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of the most up-to-date CDC guidance listed in table B1 and its LEAs' needs for support and

² ARP ESSER funds are subject to the Tydings amendment in section 421(b) of the General Education Provisions Act, 20 U.S.C. 1225(b), and are therefore available to SEAs and LEAs for obligation through September 30, 2024. Review and revisions of these plans, if necessary, are not required during the Tydings period.

technical assistance to implement strategies consistent, to the greatest extent practicable, with relevant CDC guidance.

Response: In October 2020, all-LEAs posted a Back-to-School Plan on each-their LEA's website or made them available through their district offices, which was verified by the Office of the State Board / SEA staffof Education.- This was five months prior to the enactment of ARP ESSER. The stakeholder group for this section developed aA checklist form (see Appendix E) by which LEAs can compare their original plan and the ARP Act ESSER LEA plan requirements will be made available. and consider anyThis checklist may be used for LEAs to verify their existing plans -revisions necessary to meet Federal requirements and identify anyd amendments they will need to make to come into compliance. LEAs whose Back-to-School plan included input from stakeholders and is publicly available on the LEA's website as identified under Sec. 2001(i)(1) and (2), but does not address all the requirements of the April 22, 2021 Federal Register, will have until November 24, 2021 (6 months after May 24, 2021) to revise and post its plan. Any LEA whose Back-to-School plan does not meet the requirements under Sec. 2001(i)(1) and (2) will have 30 days within receipt of the funds to develop and make publicly available a Safe Return plan that meets statutory requirements (August 1, 2021). All LEAs must complete the Safe Return to In-Person Instruction Checklist and post it on their website with their Back-to-School Plan by August 1, 2021. The Superintendent of Public Instruction, State Department of Education staff will visit each LEA website for these documents beginning August 2, 2021. Technical assistance and support will be provided, as needed, for any LEA that does not meet the minimum statutory -requirements, which includes meaningful stakeholder input. For a copy of the Safe Return to In-Person Instruction and Continuity of Services Plans Checklist, see Appendix E.

C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

- 1. <u>SEA Consultation</u>: Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. Tribes (if applicable);
 - iv. civil rights organizations (including disability rights organizations);
 - v. school and district administrators (including special education administrators);
 - vi. superintendents;
 - vii. charter school leaders (if applicable);
 - viii. teachers, principals, school leaders, other educators, school staff, and their unions; and

ix. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must include how the SEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the SEA took such input into account.

Response: As soon as Idaho received the ARP ESSER State Plan template on April 22, 2021, the Superintendent of Public Instruction, State Department of Education staff met several times to identify team leads for each section of the plan and to develop a core stakeholder list for the initial communication. On May 5, 2021, a letter went out from the Department's Chief Deputy Superintendent to stakeholders. The purpose of the letter was to invited stakeholders to provide input into the development of Idaho's ARP ESSER Plan, - The letter included the timeline for developing and submitting the Plan, and provided a link whereprocess for stakeholders couldto identify sections of interest. The same communication was sent out again May 7, 2021 from the Department's Deputy Superintendent of Communications and Policy.

Team leads scheduled meetings for their sections between May 10-May 18, 2021, and invited interested stakeholders to participate. The opportunity to collaborate was communicated to a variety of stakeholders including superintendents, <u>State-Board / SEA of Education</u> staff, the Governor's Office staff, Division of Financial Management staff, Legislative Services Office staff, Idaho Association of School Administrators, Idaho School Boards Association, Idaho Education Association, LEA business managers, Nez Perce Tribe Education Director, Idaho Business for Education, Idaho Association of Commerce and Industry, Bluum, Idaho PTA Association Board, and the <u>Superintendent of Public Instruction'sDepartment's</u> directors of Special Education, Indian Education, Certification, Student Engagement & and Safety Coordination, Assessment and Accountability, and Federal Programs.

Additionally, Superintendent of Public Instruction Sherri Ybarra is currently accepting applications through June 25, 202,1 for a new Student Advisory Council. This statewide panel will include representation from students in grades 2 - 11 from different backgrounds, cultures, and school size. Through this council, Idaho students will have an opportunity to share their voices on important educational topics, including the Idaho ARP ESSER <u>SEA</u> State Plan implementation. This group will meet quarterly either virtually or in person.

A link to the first draft of Idaho's ARP ESSER State Plan was published on the <u>Superintendent of Public Instruction</u>, State Department of Education's website on the <u>front page at (www.sde.idaho.gov)</u> from May 21– June 1, 2021 for public review. Sixteen individuals and organizations provided input on the draft Plan posted on the <u>Superintendent's Department's</u> webpage. These stakeholders represented district administrators and business managers, a retired counselor, local school board member,

a grandparent, United Way, College of Idaho, New Classrooms, and interested citizens. Stakeholder input included support and gratitude in using part of the ARP ESSER State Set-Aside Reserve 3% for LEAs who do not receive Title I-A allocations. Support for Innovation Zones to address unfinished learning was promoted by New Classrooms. Support was expressed for using the State Set-Aside Reserve for students with unique needs such as those students who are homeless, migratory, English Learners, or with disabilities. Several stakeholders described support for using full-service communitybased afterschool and summer enrichment providers as a valuable resource and partner to schools in addressing the academic, social and emotional needs of students. Support for using chronic absenteeism as a measure for identifying students was included. There was some confusion expressed about the two LEA plans and the need for approval by the local school board prior to submission to the State Department of Education. Support was also expressed for additional educator professional development for social emotional health and positive behavioral interventions and supports (-PBIS) as well as the importance of good nutrition and feeding children at school. All feedback documentation is on file at the Superintendent of Public Instruction, State with the Department of Education office.

The <u>State Board officeBoard's / SEA's</u>, Accountability Oversight Committee (AOC) met May 27, 2021 to read the draft plan and make comments. This feedback was provided to the <u>Superintendent of Public Instruction</u>, <u>State Department of Education</u> on June 1st and the input was incorporated into the final draft.

A stakeholder feedback review committee was convened on June 2, 2021 to review the public comment feedback and make recommendations for changes to the plan. Twenty seven participants representing the Idaho Educators Association, LEA administrator, Charter Commission, Idaho State Board / SEA office, Idaho School Boards Association, Idaho Business for Education, Idaho Association of Commerce and Industry, Idaho legislators, Bluum, Idaho Hispanic Commission, Idaho Division of Financial Management, Education Northwest REL and Comprehensive Center 17, and the State Department's of Education executive staff and directors from the Indian Education, Special Education, Assessment and Accountability, Certification, and Federal Programs departments discussed the comments and provided suggestions for plan revisions. The final version of the Idaho ARP ESSER State Plan submitted to the State Board of Education / SEA for consideration and submittal to the U.S. Department of Education reflects discussions outcomes from this meeting.

<u>The State Boardmembers / SEA met June 154, 2021, to review and approve Idaho's</u> ARP ESSER State Plan prior to Superintendent Ybarra and the State Board president signing the plan.and delegate submittal of the plan by the SEA's representative to the U.S. Department of Education.

Moving forward, Superintendent of Public Instruction, State Department of Education staff will continue to provide weekly ESSER reports on its website, updates on the implementation of the state's ARP ESSER State Plan in-to the State Board meetings-/ SEA, and quarterly virtual/in-person updates to the public.

- 2. <u>Coordinating Funds</u>: Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:
 - i. How the SEA and its LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security ("CARES") Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

Complete the table below or provide a narrative description.

Table C1.	
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Funding Source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)
CARES Act ESSER I: \$47,854,695 Idaho allocated 100% of its ESSER I funds, including the State Set- Aside Reserve to LEAs.	LEA: \$43,069,226 total See Appendix F for LEAs' Reimbursement by Category \$3,785,469 – LMS/Blended Learning \$1,000,000 – SEL activities	Idaho does not collect LEAs' future/planned uses of funds.
CARES Act GEER I:	 \$1,036,000 –funds to Career Technical Ed for PD to teachers \$742,000 – funds to Career Technical Ed for PD to teachers \$3,813,800 – funds to Idaho Digital Learning Alliance \$839,700 – funds to Idaho Public Television \$368,250 - STEM \$25,000 – Building Safety 	Idaho does not collect LEAs' future/planned uses of funds.
CRRSA Act ESSER II: \$195,890,413	LEA: \$176,301,372 total discretionary flow through. The Governor signed the supplemental appropriation into law May 10, 2021 and LEAs received access to half of these funds May 20, 2021 and the remaining funds July 1, 2021, per the legislature. Data on how LEAs spend these funds are not yet available. SEA: \$19,589,041 total \$11,851,302 – allocations to LEAs who do not receive a Title I-A allocation and low funded ESSER II LEAs \$300,000 – administration costs \$6,137,700 – HB22 \$1,300,000 – Content and Curriculum Digital Tech	100% of the State Set-Aside Reserve has been obligated. There are no additional planned uses of funds at the state level. The state does not collect LEAs' planned uses of funds.
CRRSA Act GEER II: \$6,857,039	These funds have not been obligated yet.	

Response: In addition to the GEER funds, the Governor asked the Superintendent of Public Instruction, State Department of Education through the approved at the funding request of the State Board of Education / SEA request funding for flowthrough grants to LEAS to administered funds for four flowthrough grants to LEAs by the Department of Education:

- \$99 M Special Distribution,
- \$24,920,000 Blended Learning for devices, connectivity, professional development, assistive technology and a learning management system
- \$1,000,000 for Technology for 60 LEAs with high poverty needs
- \$1,000,000 for LEAs that did not receive a Title I-A allocation.
 - ii. To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs, including whether the SEA is able to track LEA obligations.

Response: CARES Act ESSER I funds were awarded to LEAs on June 24, 2020. <u>The Board / SEA Idaho</u>-allocated 100% of its 10% State Set-Aside Reserve to LEAs for LMS/Blended Learning and SEL activities. <u>Idaho-The Board / SEA and Department</u> does not track LEA obligations, only reimbursements. In Idaho, Federal funds are subject to legislative appropriation. Governor Little signed the supplemental appropriation for CRRSA Act ESSER II funds into law May 10, 2021. LEAs received access to approximately half of these funds May 20, 2021 and <u>will receive access to</u> the remaining funds July 1, 2021, per the legislature. The 10% State Set-Aside Reserve of \$19,589,041 has been obligated by the <u>Board / SEA</u>:

- \$11,851,302 allocations to LEAs who did not receive a Title I-A allocation and low funded ESSER II LEAs
- \$300,000 administration costs

The legislature approved:

- \$6,137,700 HB22 an additional appropriation based on increased attendance for two Charter LEAs
- \$1,300,000 Content and Curriculum Digital Tech (\$1,000,000 must be used for research-based programs to assist with the instruction of students with non-English or limited-English proficiency for learning loss while \$300,000 may be used by the Department to contract for services that provide technology education opportunities and/or information technology certification to students and faculty that prepare students for college, career, or the workplace.

Idaho does not track LEA obligations.

iii. In supporting LEAs as they plan for the safe return to and continuity of inperson instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to

which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 ("ESEA"), IDEA, Workforce Innovation and Opportunity Act ("WIOA"), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.³

Response: LEAs are highly encouraged to coordinate and leverage all their Federal funds, including ESEA, IDEA, McKinney-Vento Homeless Assistance Act, and child nutrition funds, to meet the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic as they plan for the safe return to and continuity of in-person instruction.

D. Maximizing State-Level Funds to Support Students

The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act's required State set-asides to address the academic impact of lost instructional time, provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

- 1. <u>Academic Impact of Lost Instructional Time</u>: Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State's total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those interventions on an ongoing basis to understand if they are working;

The <u>Board / SEA</u> has not chosen specific interventions, as those will be determined at the local level. <u>The Board / SEA will require</u> LEAs <u>will be</u> required to use evidence-based interventions and to provide the appropriate research.

³ Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER SEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is <u>in addition to</u> the supports and services provided with ARP ESSER funds.

The Board / SEA has reviewed national data regarding the impacts of the pandemic and has considered anecdotal evidence received from LEAs has tentatively identified priorities for addressing learning gaps in our state: early English language arts / literacy skills (K-4), middle grades mathematics (4-9), and credit completion and course recovery for high school. The Board / SEA will be conducting an analysis of the state's data to confirm if these areas are those with the greatest need. Once the priority areas are confirmed, the Board / SEA and Department will communicate them to LEAs and will provide professional development and resources to support LEAs in addressing them.

Professional development will be provided to LEAs, including administrators, on using data to identify gaps in student learning and implementing accelerated learning strategies to address those gaps. Such strategies may include high-dosage tutoring, extended learning time interventions (during or before/after school), acceleration academies (focused instruction in one subject during vacation breaks), with an emphasis on ensuring strategies are tied closely to classroom content (and aligned to the state content standards) and designed to meet the needs of their local student populations.

In addition to strategies focused on addressing disrupted learning, the state will provide professional development to LEAs regarding using ARP ESSER funds to increase resources available to students and families to meet students' social, emotional, and mental health needs and will strongly encourage LEAs to set aside funds for this purpose. The Idaho Rural Education Support Network and Idaho Digital Learning Academy have gathered a list of social, emotional, and mental health resources, and the Board / SEA and Department will partner with them to distribute the list to all LEAs. LEAs will be required to indicate how they are addressing these needs in their Use of Funds Plan, as outlined in Section E.

The <u>Board / SEA</u> will use state-level funds to support the evaluation and ongoing monitoring of the impact of strategies implemented by LEAs. This will include costs to program the state longitudinal data system (SLDS) to support expanded data collection and costs related to analysis and research, including engaging with contractors as needed. It may also include providing funds to LEAs to manage data at the local level.

The Accountability Oversight Committee (AOC), an ad hoc committee of the Board / SEA, will review data related regarding the effectiveness of the state's implementation of the ARP ESSER Plan no less than two times per year. Based on this analysis, the AOC will make recommendations to the Board / SEA regarding any adjustments that should be considered to improve the use of funds or implementation. The data that will be included in the AOC's annual report is provided in Section A and romanette ii below. In addition to that data, the AOC will review the state's interim assessment data. As a part of the state's Idaho's suite of standardized assessments, the Idaho Standards Achievement

Test by Smarter Balanced includes the Smarter Balanced Interim Assessments. The Smarter Balanced Interim Assessments are provided at no cost to LEAs, and between 30% and 40% of the state's LEAs have used them in recent years as a part of progress monitoring and/or formative assessment. Moving forward, the Board / SEA will continue to strongly encourage LEAs towill use the Interim Block and Focused Interim Block assessments throughout the year and the Department will provide professional development and communications- to support LEAs in effectively using them to provide the state with appropriate data, or may request approval of a locally identified interim assessment. The AOC will review a sampling of the Smarter Balanced iInterim aAssessment data midyear to monitor progress and attempt to identify LEAs that are demonstrating success in accelerating student learning and those that are struggling and need additional support. The state will provide professional development and communications regarding effective use of the Smarter Balanced Interim Assessments AOC recognizes the limitations of the interim assessment data, and will take care in making interpretations and using the data.

ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to determine the impact of lost instructional time; and

The <u>Board</u> / SEA will require LEAs to indicate the evidence-based strategies they will use to address the needs of individual students, including students within subgroups disproportionally impacted by the COVID-19 pandemic, in their Use of Funds Plans, as outlined in Section E.

Idaho's previous assessment data has demonstrated gaps between subgroups of students and their peers, including students from low socioeconomic backgrounds, those receiving special education services, English Learners, and students from diverse ethnic backgrounds. The Board / SEA is committed to determining the extent to which these gaps have been exacerbated by the pandemic. As previously indicated, the Board / SEA has reviewed national data related to the impacts of the pandemic and has engaged in preliminary discussions regarding prioritizing efforts to address learning gaps. However, the Board / SEA is looking forward to reviewing Idaho's data to determine if the national trends related to learning gaps and disproportionate impact hold true in our state. The Board / SEA has tasked the AOC with reviewing data and reporting to the Board.

The statewide data to be used to determine the disproportionate impact of the pandemic on certain groups of students will be compiled by the Department annually into Idaho's Student Achievement Report. The Student Achievement Report will be analyzed by the AOC, and the committee will provide recommendations to the Board regarding policies and strategies that need to be

adjusted to address student needs and improve achievement. <u>The majority of</u> the data to be included in the Student Achievement Report is already collected by the state; however, the Department and the AOC will be comparing and analyzing the data in new ways in order to identify students disproportionately impacted by the pandemic. The 2022 Student Achievement Report will include the following data, as outlined in Section A of this plan:

- Opportunity to Learn Survey Results
- Longitudinal representation of cohort performance on state standardized assessments, including the Idaho Standards Achievement Test and the Idaho Reading Indicator
- Comparison of performance on the state standardized assessment by student subgroups (low socioeconomic, special education, English learners, homeless, migrant, and foster).
- Comparison of performance on state standardized assessment by locale designation (rural vs. urban)
- Comparison of performance on state standardized assessment by attendance
- Comparison of graduation rates by student subgroups and by attendance
- Comparison of secondary student grades (with a focus on failure grade rates) by student subgroups and by attendance
- Comparison of Go On rates by student subgroups

As outlined in Sections A and E of this plan, the state will distribute the AOC's Annual Report, including the Student Achievement Report to all LEAs. The state will also support LEAs in conducting similar analyses of their LEA-level data. Finally, the Board / SEA and Department will encourage LEAs to consider other locally available data, such as benchmark and formative assessments and teacher feedback, that they may use to identify and support students disproportionately impacted by the pandemic.

iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

The <u>Board /</u>SEA will review the AOC's Annual Report, which will include an analysis of data comparing the performance of students on statewide standardized assessments based on their enrollment (movement between LEAs) and attendance, including those identified as chronically absent. Professional development will be provided to LEAs regarding use of the statewide data and how they can conduct similar analysis at the LEA level. LEAs will be guided to use their attendance and absenteeism data to identify students who missed the most instruction during the 2019-2020 and 2020-2021 school years, and those whose attendance is problematic during the 2021-2022 school year. To support LEAs in addressing the needs of students who missed substantial

instruction, professional development will be provided to LEAs regarding how they can use a tiered system of support to improve student attendance and engagement. The tiered system of support will be based on resources available through AttendanceWorks, as previously recommended to the Board by the Accountability Oversight Committee.

The <u>Board /</u> SEA will offer LEAs with no or low formula-based allocations and those who use their LEA-level ARP ESSER funds and have exhausted other funding sources, but still need additional funds to implement the tiered system of support, the opportunity to apply for funds from the state.

- 2. <u>Evidence-Based Summer Learning and Enrichment Programs</u>: Describe how the SEA will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based programs that address the academic, social, emotional, and mental health needs of students (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

The Board / SEA has not chosen specific interventions, as those will be determined at the local level. The Board / SEA will require LEAs to use evidence-based interventions when implementing summer programming.

The <u>Board / SEA and Department</u> will distribute resources to LEAs regarding evidence-based approaches to implementing effective summer programs that address students academic and social, emotional, and mental health needs. Professional development aligned to these resources will be provided. Evidence-based practices included in the professional development and/or distributed resources could include:

- facilitation by credentialed teachers with content knowledge;
- focus on single-subject intensives;
- use of rigorous curricula aligned to the state content standards and consistent with the curricula used by the LEA during the school year;
- high-quality enrichment experiences; and
- an emphasis on consistent attendance and engagement.

Beginning with summer 2021, LEAs will be required to submit data regarding student enrollment and attendance in summer programs. Gathering this data will allow the <u>Board / SEA</u> to conduct an evaluation of the effectiveness of summer programs. The state may utilize the following data points to evaluate the effectiveness of summer programs:

- Comparison of student scores on the spring Idaho Reading Indicator (prior to participation in summer) and the fall Idaho Reading Indicator (after participation) for grades K-3;
- Comparison of students scores on the spring Idaho Standards Achievement Test by Smarter Balanced and the Smarter Balanced Interim Comprehensive Assessment administered at the end of summer programs for grades 4-8;
- Student grades for secondary students enrolled in specific courses for the purposes of credit recovery; and
- LEA established pre and post test results.
- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3. i.--viii. When possible, please indicate which data sources the SEA will use to identify students most in need of summer learning and enrichment programs; and

Idaho is participating in the Summer Learning and Enrichment Collaborative, and the <u>Board / SEA and Department</u> will gather and distribute information to LEAs regarding effective strategies for meeting students' needs, particularly students disproportionately affected by the pandemic.

The <u>Board / SEA and Department</u> will guide LEAs to use spring data, including statewide standardized assessment results, to review the needs of individual students and determine which students should be enrolled in summer programs. Professional development will provided that includes how LEAs can review their student subgroup data to identify students disproportionately impacted by the pandemic, and how accelerated learning strategies can be implemented to ensure students' individual learning gaps and needs are addressed.

iii. The extent to which the SEA will use funds it reserves to identify and engage
 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

The <u>Board /</u>SEA will use enrollment, attendance, and absenteeism data to identify students who missed the most learning during the 2019-2020 and 2020-2021 school years, as outlined in Section D.1.iii above. Professional development will be provided to guide LEAs in using their attendance and absenteeism data to identify the students who missed the most instruction within their LEA, and LEAs will be guided to prioritize those students for enrollment in summer programs.

Additionally, professional development regarding implementing a tiered support system to address the needs of students demonstrating attendance issues will be provided to LEAs beginning in the 2021-2022 school year.

- 3. <u>Evidence-Based Comprehensive Afterschool Programs</u>: Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

The Board / SEA has not chosen specific interventions, as those will be determined at the local level. The Board / SEA will require LEAs to use evidence-based strategies in implementing before and afterschool programs.

Professional development will be provided on effective implementation of accelerated learning strategies. Further, the <u>Board / SEA will require-strongly</u> <u>encourage</u> LEAs to <u>begin or expand partnerships with non-profits and other</u> <u>community agencies that provide or support before and after school</u> programming, and will ensure LEAs understand that they may use LEA-level funds to support these partnerships. The Board / SEA will require LEAs to report how their before and afterschool programs were created, including if they have by engaginged in new community partnerships or builtding upon existing partnerships, and to indicate if the number of available spots in before and afterschool programs ishas increased using ARP ESSER funds. The SEA will also require LEAs to provide information regarding their efforts to increase attendance and participation in before and afterschool programs (or maintain high attendance if previous data indicates it was already strong).

Beginning in the 2021-2022 school year, the <u>Board /</u>SEA will require LEAs to submit data about student enrollment and attendance in before and afterschool programs. The <u>Board /</u>SEA will use statewide standardized assessment data, including interim assessments when appropriate, to compare the performance of students attending before and afterschool programs to their peers who do not attend. The <u>Board /</u>SEA will use state-level funds to support data gathering and analysis, as needed.

ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to identify students most in need of comprehensive afterschool programming; and

The <u>Board / SEA and Department</u> will guide LEAs to use data, including statewide standardized assessment results, interim assessments, and/or locally-

chosen progress monitoring, to review the needs of individual students and determine which students should be enrolled in before and afterschool programs. Professional development will provided that includes how LEAs can review their student subgroup data to identify student disproportionately impacted by the pandemic, and how accelerated learning strategies can be implemented to ensure students' individual learning gaps and needs are addressed.

iii. the extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

The <u>Board /</u>SEA will use enrollment, attendance, and absenteeism data to identify students who missed the most learning during the 2019-2020 and 2020-2021 school years, as outlined in Section D.1.iii above. Professional development will be provided to guide LEAs in using their attendance and absenteeism data to identify the students who missed the most instruction within their LEA, and LEAs will be guided to prioritize those students for enrollment in summer before and afterschool programs.

Additionally, professional development regarding implementing a tiered support system to address the needs of students demonstrating attendance issues will be provided to LEAs beginning in the 2021-2022 school year.

4. <u>Emergency Needs</u>: If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to which these funds will build SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.

The <u>Board /</u>SEA will use the statewide emergency needs funds to provide funding to LEAs that receive no or low formula-based ARP ESSER allocations based on Title I to support their implementation of accelerated learning strategies. Additionally, the <u>state-Board / SEA</u> will provide funding to the Bureau Deaf Blind, as they have not qualified for allocations, but have students in need of services.

E. Supporting LEAs in Planning for and Meeting Students' Needs

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs' use of ARP ESSER funds to achieve these objectives.

- 1. <u>LEA Plans for the Use of ARP ESSER Funds</u>: Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:
 - i. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;
 - ii. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;
 - iii. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and
 - iv. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Response: Ensuring LEAs develop high-quality thoughtful plans identifying how they will use their ARP ESSER funds is critical in addressing the significant impact of COVID-19, including keeping schools open for in-person instruction, lost instructional time, and the social and emotional health of both students and staff. The Superintendent of Public Instruction, State Department of Education has an important role in supporting LEAs in meeting the Federal Register requirements for the ARP ESSER Plan. An LEA ARP ESSER Use of Funds template was developed and will be distributed to LEAs to complete. The Board / SEA expects each LEA's local board of trustees to guide collaborative community efforts to develop their Use of Funds Plans, and is requiring the LEA Plans to be sSignedatures are required from by the LEA's superintendent or charter administrator and the president of the LEA's local school-board of trustees president or Charter Commission representative prior to the LEA submitting the plan to the State Department of Education. See Appendix H for the LEA ARP ESSER Use of Funds template. This template requires LEAs to address the impact of lost instruction time on academics, social, emotional, and mental health needs of all students with a targeted focus on the students disproportionately impacted by the COVID-19 pandemic, including students from lowincome families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory children.

Additionally, Idaho requires LEAs to address interventions to support Native American students and Hispanic students experiencing gaps. These underserved population groups are included in the LEA plan template.

Technical assistance and support in developing the plan will be provided to LEAs until all plans are submitted to the state. State support includes an upcoming webinar in June on the four tiers of evidence-based interventions. The Comprehensive Center 17 organized an Idaho team that is currently participating in the Summer Learning & and Enrichment Collaborative. This professional learning community supports organizations that are partnering to provide summer programs that engage students academically, socially and emotionally, particularly those students hardest hit by the pandemic. Information is posted on the ARP ESSER webpage at https://www.sde.idaho.gov/federal-programs/american-rescue-plan/index.html, and LEAs are invited to visit the Collaborative website and engage in the series of virtual learning offerings. ESEA Federal Programs coordinators are planning a mini-webinar series later this summer to share specific ideas on how ESSER funds can be used to support the at-risk subgroup populations. This includes students in correctional facilities.

Superintendent Ybarra supports any LEAs who want to move to a community school model are encouraged. Community schools are an evidence-based framework for coordinating recovery efforts and actively engaging families and partner organizations. The Federal Programs' FACE coordinator is actively involved in supporting LEAs to become community schools. On June 10, 2021, a virtual learning presentation will provide LEAs information on how ESSER funds can support the practical implementation of the community school strategy, ongoing professional development and implementation support. An additional presentation is planned to provide LEAs information on the importance of stakeholder involvement in developing and revising their Back-to-School plans and the LEA ARP ESSER Use of Funds plan.

- 2. <u>LEA Consultation</u>: Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its LEAs engage in meaningful consultation with stakeholders, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. school and district administrators (including special education administrators); and
 - iv. teachers, principals, school leaders, other educators, school staff, and their unions.

The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:

- i. Tribes;
- ii. civil rights organizations (including disability rights organizations); and

iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.

Response: As part of the LEA ARP ESSER Plan – Use of Funds, LEAs must identify the stakeholder roles providing input, describe the process, including timeline, for involving stakeholders, and describe how the public was given an opportunity to provide input in the development of the plan. Involving stakeholders includes meaningful participation in conversations, discussions, and meetings where plan components are addressed. Examples of obtaining public input could include conducting a public hearing, posting the plan on the LEA's website and soliciting comment, and conducting a survey on sections of the plan. The <u>Superintendent of Public Instruction, State</u> Department <u>of Education</u> will ensure LEAs are aware of resources available to develop their plan and ensure stakeholder input is included. Staff are currently scheduling a mini-webinar series that includes stakeholder involvement in ESSER use of funds planning and program use of funds for the underserved populations.

- 3. Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:
 - i. How the SEA will support and monitor its LEAs' implementation of evidencebased interventions that respond to students' academic, social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed;

Response: The LEA ARP ESSER Plan template requires the LEA to describe how it will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and wellbeing. The <u>Superintendent of Public Instruction, State</u> Department of <u>Education</u> will review LEA plans for inclusiveness and will provide direct support for LEAs with gaps in their plans. Information from LEA plans will be used to devise ongoing specific support plans and deliver through existing <u>SEA state</u> support mechanisms.

The Superintendent of Public Instruction, State Department of Education will collaborate with federal technical assistance providers (e.g., Region 17 Comprehensive Center), to provide professional development and resource support to LEA staff on topics to be determined through analysis of developed LEA plans. It is anticipated, but not limited to, that topics may include the following topics:

ATTACHMENT 1

- Acceleration Academies
- Devising and best utilizing additional instructional time
 - Before or After School
 - Additional School Days
 - o Summer School
- Common formative assessments
- Early learning (K-4 literacy)
- Extended day partnerships (CBOs)
- Extracurricular Activities
- High-quality tutoring
- Mastery learning/Project-based learning
- Multi-tiered system of supports
- Narrowing standards
- SEL and mental health supports
- Strategic staffing (teacher advocates, advisory, looping)
- Student voice and perception
- Transition supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)
- Four tiers of evidence-based interventions
- ii. How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.-viii; and

Response: The Accountability Oversight Committee (AOC) is an ad-hoc committee of the State-Board of Education/ SEA that provides the Board with recommendations related to assessment and accountability. The AOC's annual report is focused on analyzing data and providing recommendations regarding policy and implementation strategies the state can put in place to improve student achievement. For its fiscal year 2022 report, the AOC will be including a special focus analyzing the effects of the COVID 19 pandemic on student achievement, including a review of data to determine if disparate impacts exist between subgroups of students. The Superintendent of Public Instruction, State Department of Education will compile the data into the 2020-2021 Student Achievement Report, and the AOC will analyze the data and make recommendations to the Board / SEA regarding its use. -The data will be distributed to LEAs to improve their understanding of any disparate impacts on student subgroups. Professional development will be provided to LEAs on conducting analysis of local data to identify disproportionately impacted students within their LEA and to support development of appropriate analyzing the data with support for implementing intervention strategies.

iii. How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:

- 1. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
- 2. Students who did not consistently participate in remote instruction when offered during school building closures; and
- 3. Students most at-risk of dropping out of school.

Response: The LEA ARP ESSER Use of Funds template includes a section on identifying, re-engaging, and supporting students who have experienced the impact of lost instructional timeunfinished learning. These data will be collected from the LEA plan templates and analyzed at the state level to identify the largest gaps. The state will share the information with LEAs, and these data will identify the areas of greatest need which will inform technical assistance and professional development to support LEAs.

- 4. Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds, including but not limited to:
 - i. Allocating funding both to schools and for districtwide activities based on student need, and
 - ii. Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.

Response: In the LEA ARP ESSER Use of Funds template, LEAs must describe how remaining funds will be allocated to schools and for districtwide activities based on student need to support student success both equitably and inclusively. These data will provide a state-level view of where professional development and support is needed. Additionally, <u>Superintendent_Ybarra_and_State_the_Board / SEA_members_feel</u> stronglyhas approved the use of SEA set-aside/reserve fund-that_for_LEAs that do not receive a Title I-A allocation and, therefore, do not receive an ESSER formula allocation <u>in recognition of also havetheir</u> COVID pandemic needs that require funding to address. As a result, with the ESSER I round of funding, LEAs that did not receive a Title -A allocation received "equitable like" funding from one of the Governor's COVID relief funding sources. With CRRSA Act ESSER II and ARP ESSER, <u>State Board_members_supported_funding_these_the_Board / LEA of-Education_approved funding these}</u> same LEAs using monies from the State Set-Aside Reserve.

In an effort to provide financial transparency, the Every Student Succeeds Act (ESSA) requires public schools to report per-pupil federal and non-federal costs, and for states to collect and publish this information. Idaho reports this information on its report card website at <u>https://idahoschools.org/</u> under the Non-Academics section of each LEA's page. The new maintenance of equity requirement under the American Rescue Plan (ARP) will further protect funding levels for those high poverty LEAs and schools.

F. Supporting the Educator Workforce

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation's educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students' academic, social, emotional, and mental health needs.

- 1. Supporting and Stabilizing the Educator Workforce:
 - i. Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math ("STEM") educators; career and technical education ("CTE") educators; early childhood educators). Cite specific data on shortages and needs where available.

Complete the table below, changing or adding additional rows as needed, or provide a narrative description.

Area	2018-2019 Idaho	2019-2020 Idaho	2020-2021 Idaho
	State Student to Area	State Student to Area	State Student to Area
	Ratio*	Ratio*	Ratio*
Special educators	24 special education	23 special education	21 special education
	students per special	students per special	students per special
	educator	educator	educator
Paraprofessionals -	11 special education	10 special education	11 special education
special education	students per special	students per special	students per special
	education	education	education
	paraprofessional	paraprofessional	paraprofessional
English as a second	180 English language	145 English language	129 English language
language educators	students per English	students per English	students per English
	as a second language	as a second language	as a second language
	educator	educator	educator
Paraprofessionals –	103 English language	113 English language	104 English language
English as a second	students per English	students per English	students per English
language	as a second language	as a second language	as a second language
	paraprofessional	paraprofessional	paraprofessional
School counselors	421 students per	413 students per	403 students per
	school counselor	school counselor	school counselor
	31 out of 176 districts	31 out of 180 districts	39 out of 185 districts
	LEAs had no school	LEAs had no school	LEAs had no school
	counselors	counselors	counselors
Social workers	5796 students per	5673 students per	5822 students per
	school social worker	school social worker	school social worker

Table F1.

Area	2018-2019 Idaho	2019-2020 Idaho	2020-2021 Idaho
	State Student to Area	State Student to Area	State Student to Area
	Ratio*	Ratio*	Ratio*
	144 out of 176	149 out of 180	152 out of 185
	districts-LEAs had no	districts LEAs had no	districts LEAs had no
	school social workers	school social workers	school social workers
Nurses	1969 students per	1902 students per	1825 students per
	school nurse	school nurse	school nurse
	130 out of 176	131 out of 180	135 out of 185
	districts LEAs had no	districts LEAs had no	districts LEAs had no
	school nurses	school nurses	school nurses
School	1755 students per	1686 students per	1704 students per
psychologists	school psychologist	school psychologist	school psychologist
	107 out of 176	109 out of 180	117 out of 185
	districts-LEAs had no	districts LEAs had no	districts LEAs had no
	school psychologists	school psychologists	school psychologists

*The number for each area is determined by an individual serving in at least one (1) applicable assignment and counts that person as one individual (full or part time), and does not include those who were contracted by outside vendors.

ii. Describe how the SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages, with particular plans for individual LEAs facing the most significant needs (e.g., by avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.

Response: To recruit and retain certificated individuals in the identified shortage areas, the <u>Superintendent of Public Instruction, State</u> Department <u>of Education</u> will provide the following professional development opportunities which is in alignment with the second recommendation of the Educator Pipeline Subcommittee of the Our Kids, Idaho's Future – Final Report to continue to grow statewide professional development efforts for educators:

- The <u>Superintendent of Public Instruction</u>, <u>State</u> Department <u>of Education</u> partnered with NNU to develop behavioral health and wellness professional development specific to grade level. For a list of opportunities click <u>here</u>.
- Free Youth Mental Health First Aid twice a month
- Free Suicide Prevention Gatekeeper training, both online and community trainings
- Various workshops on behavioral health and wellness at the annual Prevention and Support Conference
- Various workshops on mental health at Idaho School Mental Health conference, in collaboration with the Idaho School Counselors Association, the Idaho

School Psychologist Association, and the Association of Idaho School Social Workers.

- Implementation and technical support for student wellness programs in Idaho elementary, middle, and high schools via Idaho Lives Project and Sources of Strength.
- Management and oversight of the Garrett Lee Smith Grant and the ID-AWARE (Addressing Wellness and Resilience in Education) Grant.
- SEA provides PD for educators with a special education focus throughout the year through the SEA and SESTA. For a list of trainings please see the ITC link at <u>https://idahotc.com/</u>

Idaho LEAs have had access to CARES Act ESSER funds since June 24, 2020. Approximately, half of CARES Act funds have been expended and drawn down from LEAs as of May 3, 2021. For CARES Act ESSER, 25% of these expended funds have been used for salaries and benefits to avoid, in part, layoffs during the COVID-19 pandemic. Four of the Governor's CARES Act GEER funds were administered by Superintendent of Public Instruction Sherri Ybarra. They included a Special Distribution, Technology (connectivity and devices), Blended Learning, and Non-ESSER (funds to LEAs who do not receive Title I-A funds). Of these funds, 20% were spent on salaries and benefits to avoid, in part, layoffs during the COVID-19 pandemic.

Idaho-The Idaho legislature has been given spending authority for CRRSA Act funds, and these budget appropriations have been-were signed into law by the Governor the week of May 10, 2021. These funds are being made available to LEAs in the Grant Reimbursement Application (GRA) program, for which LEAs will have access the week of May 17, 2021.

iii. Describe the actions the SEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the SEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide high-dosage tutoring or implementing residencies for teacher candidates).

Response: The following are options provided by the <u>State-Board of Education / SEA</u> to fill areas of need in certified educators for the 2021-2022 school year.

- Three alternative authorization options to allow educators to serve as a teacher of record, school counselor of record, and social worker of record while they are completing a program that leads to certification.
- Four non-traditional routes to teacher certification that allows teachers to serve as the teacher of record while they are finishing the requirements for certification.
- Emergency provisional certification for areas a school district or charter school identify as a declared emergency hire.

The Superintendent of Public Instruction, State Department of Education has a *Be an Educator* webpage for the recruitment of certified educators. The <u>SEA-Department of Education</u> will continue to update the website to include options and routes for certification.

The <u>Superintendent of Public Instruction, State</u> Department <u>of Education</u> will provide Career Fairs through already established funding to assist <u>local</u> <u>education</u> <u>agenciesLEAs</u> in recruitment of certified educators. The Career Fair will include information for LEAs on how they can use different types of funding to cover costs for the preparation of their staff that are working toward certification as well as the professional development opportunities provided by the <u>Superintendent of Public</u> <u>Instruction, State</u> Department-<u>of Education</u>.

2. <u>Staffing to Support Student Needs</u>: Describe the extent to which the SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).

Response: The Superintendent of Public Instruction, State Department of Education has a *Be an Educator* webpage for the recruitment of certified educators. The SEA State Department of Education will continue to update the website to include options and routes for certification.

The <u>State</u>-Board <u>/ SEA of Education</u> and <u>Superintendent of Public Instruction</u>, <u>State</u> Department of Education will collaborate with Department of Labor and PERSI on ideas for recruiting individuals for employment opportunities.

The Superintendent of Public Instruction, State-Department of Education will provide Career Fairs through already established funding to assist LEAs in recruitment of certified educators. The Career Fair will include information on how LEAs can use different types of funding to cover costs for the preparation of their staff that are working toward certification. In addition, information will be provided on opportunities for preparation of paraeducators to increase the number of qualified paraeducators available to LEAs.

The Superintendent of Public Instruction, State Department of Education will provide resources of ideas on options for classified staff/paraprofessionals to free up teachers, school counselors, school social workers, school nurses, and school psychologists to focus on providing services to students.

The <u>Superintendent of Public Instruction</u>, <u>State</u> Department <u>of Education</u> to create a website with resources available for behavioral health and wellness.

G. Monitoring and Measuring Progress

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation's education system is a fundamental responsibility of Federal, State, and local government. In this section, SEAs will describe how they are building capacity at the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

- <u>Capacity for Data Collection and Reporting</u>: It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA's Grant Award Notification (listed in Appendix B). Describe the SEA's capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:
 - i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;
 - ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);
 - iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);
 - iv. Jobs created and retained (by position type);
 - v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and
 - vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

Response: <u>The Board / SEAIdaho</u> will be able to ensure that the state and LEAs have the capacity to collect and report data <u>for on-allmany critical identified metrics, simply</u> by maintaining existing systems <u>and using SEA set-aside ARP ESSER funds to expand</u> the state's statewide longitudinal data system and support data management, research, and analysis. The Board / SEA and Department have been thoughtful in prioritizing use of existing data for analysis and only adding requirements for new data submission when necessary. Additionally, the Board / SEA may use SEA funds to address capacity issues at the LEA level, if needed. The existing data management and reporting system for <u>the Idaho Standards Achievement Test statewide assessments</u> in English Language Arts/Literacy, Mathematics, and Science includes the results of interim assessments that LEAs may administer to students <u>can participate in-throughout</u> the year to identify

learning needs relative to <u>the</u> state content standards. LEAs who use these optional assessments can view their results in this system and the state can access this information as well. The state's early literacy assessment also incorporates a monthly progress monitoring system that LEAs can use to support younger students and that the state can access as needed.

Data on coursework, chronic absenteeism, exclusionary discipline, and school personnel characteristics will continue to be available in the state's longitudinal data system, via which LEAs submit information several times throughout the year.

Idaho <u>LEAs</u> will also continue to administer student, parent, and staff engagement surveys in the 2021-2022 school year. Fiscal data, including per-pupil expenditures by LEA and school, are also available through the existing data infrastructure and will continue to be included on the state and local report cards, (available at IdahoSchools.org).

Idaho has been thoughtful about taking care in adding requirements for data submission and will be suing existing data as much as possible. However, for metrics relevant to the use of pandemic funds that are not currently collected, such as new summer programs, Idaho will use state-funds to support new data collection mechanisms. To assist LEAs in reporting these data, the <u>state Department</u> will also generate consistent, streamlined templates with associated guidance. This approach will mirror the process the <u>Superintendent of Public Instruction, State</u> Department <u>of Education</u> already uses for state intervention and remediation funds, where LEAs report the specific amount allocated towards personnel, technology, curriculum, professional development, or other resources.

Consistent with Appendix B, the state will also produce more general guidance to assist LEAs in creating appropriate policies that allow them to safely maintain in-person learning in the summer and during school year 2021-2022. This guidance will build on the state's Back to School Framework.

2. <u>Monitoring and Internal Controls</u>: Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA's current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.

Response: As ARP ESSER funds are released, Idaho will provide regular trainings to LEAs about the rules for using these funds and effective strategies for identifying local high priority needs. The state will base these strategies on the analysis components outlined in Section A. These steps will assist LEAs in setting up appropriate and

effective use of these funds at the start of the process. For reporting, Idaho currently maintains a Grant Reimbursement Application (GRA) that educational entities use to provide documentation about the use of funds for federal flow through grants. However, this application does not include all of the reporting information associated with the use of ARP ESSER funds, such as the amount of funds spent on lost instructional timeunfinished learning and on social/emotional needs. Consequently, to support appropriate monitoring of these funds, the state will create a separate ARP ESSER tracking system that includes all of the associated federal reporting requirements. LEAs receiving these funds will be required to report their use of funds on a quarterly basis. Staff members will review all submissions and follow up with any entities who have not submitted their information or who have submitted information, insufficient data, or a questionable use of funds. Each submission period, staff will randomly select five percent of the LEAs for more detailed auditing.

The state will also regularly track changes in the identified priority metrics over time to help determine whether interventions have been effective or require refinement. Particular attention will be paid to the effectiveness of support for traditionally underserved student groups, such as Native American and Hispanic students. Idaho anticipates it will be the able to develop and support this new ARP ESSER monitoring framework with existing staff, who are well practiced in assisting LEAs in appropriately using and reporting on other sources of funds.

Appendix A: School Operating Status and Instructional Mode Data Template

Indicate the date or time period represented by the following data.

Response: The data below are current as of 5/13/2021. The data in Table 1 are based on the current LEA-level operating status information that Idaho tracks. The possible values are "Online," "Virtual School," "Hybrid," "In Person with Online School Option," and "In Person." To align with the categories in Table 1, these values are mapped as follows:

- Online and Virtual School entries = Remote or online only
- Hybrid and In Person with Online School Option = School buildings open with remote/online and in-person instruction (hybrid)
- In Person = School buildings open with full-time in-person instruction

Since Idaho only captures these data at the LEA level, all schools within an LEA are considered to have the same status as the LEA as a whole to generate the counts in Table 1. It is also impossible to fully discern with the existing data whether a particular educational environment is being offered to all students or some students. Consequently, schools are listed as offering the option associated with their operating status to all students. All other schools are listed in the "Not offered" category. Based on these caveats, users should cautious in interpreting these data.

Table 1

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the "offered to all students," "offered to some students," and "not offered" columns is equal to the number in the "all schools" column.

Add or change rows as needed

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	760	17	-	743
School buildings open with both remote/online and in-person instruction (hybrid)	760	294	-	466
School buildings open with full-time in-person instruction	760	449	-	311

To the extent data are available, please complete the above table for 1) all schools in the State, and 2) separately for each instructional level (e.g., pre-kindergarten/elementary schools, middle schools, high schools).

Response: Due to these underlying data limitations discussed above, the state is not able to confidently disaggregate the figures by instructional level.

Table 2

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

Add or change rows as needed

Response: The data in Table 2 are based on enrollment data as of 5/13/2021. Students who are enrolled in more than one entity are counted in each location. Student enrollment data are merged with the operational status information summarized above Table 1.

Number of students	Total	Remote or	Both remote/online and in-	Full-time in-
	enrollment	online only	person instruction (hybrid)	person instruction
Students from low-income	98,070	4,160	38,159	55,751
families				
White, not Hispanic	229,134	7,538	91,784	129,812
Black or African	3,335	64	1,297	1,974
American, not Hispanic				
Hispanic, of any race	57,759	1,418	27,674	28,667
Asian, not Hispanic	3,460	65	1,436	1,959
American Indian or	3,211	70	1,347	1,794
Alaskan Native, not				
Hispanic				
Native Hawaiian or	976	21	429	526
Pacific Islander, not				
Hispanic				
Two or more races, not	9,415	443	4,236	4,736
Hispanic				
Race/Ethnicity	NA	NA	NA	NA
information not available				
English learners	18,601	126	8,725	9,750
Children with disabilities	33,918	1,040	14,691	18,187
Students experiencing	5,521	149	2,132	3,240
homelessness	,			,
Children and youth in	1,105	40	433	632
foster care				
Migratory students	3,758	0	2,236	1,522

Table 2. Enrollment and mode of instruction

Appendix B: Reporting Language Included in the Grant Award Notification ("GAN")

As described in the Grant Award Notification ("GAN"), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act ("FFATA"); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;
- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
 - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
 - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);
- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;
- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;
- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students from low-income families, students are compared or ethnic groups, gender, English learners, children with disabilities, students are care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

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• The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVIDplan).

Appendix D

OMB Control No. 1894-0005 (Exp. 06/30/2023)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Educations General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for Statelevel uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federallyassisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

ATTACHMENT 1

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Click here to enter text.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Appendix E: Safe Return to In-Person Instruction and Continuity of Services Plan Checklist

Instructions: All Idaho LEAs must complete this Safe Return to In-Person Instruction Checklist and post it on their website with their Back-to-School Plan by August 1, 2021.

DATE LEA's 2020-2021 Back-to-School Plan was approved by the local school bo	ard:

Website link to the LEA's current Back-to-School Plan:

LEA # and Name:

Mitigation Strategies Information Required to be Included in LEA's Plan					
CDC Recommended Prevention/Mitigation strategies required to be addressed in the LEA plan by the U.S. Department of Education (Federal Register/Vol. 86, No. 76/Thursday, April 22, 2021/Rules and Regulations)	Does the LEA's <u>current</u> Back to School Plan include information regarding policies applicabl to the mitigation strategy? (Note: the LEA is not required to implement all strategies, but the LEA's plan must include information about the LEA's policy about each mitigation strategy)				
Universal and correct wearing of masks	Yes 🗆	No 🗆			
Modifying facilities to allow for physical distancing (e.g., including use of cohorts/podding)	Yes 🗆	No 🗆			
Handwashing and respiratory etiquette	Yes 🗆	No 🗆			
Cleaning and maintaining healthy facilities, including improving ventilation	Yes 🗆	No 🗆			
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Yes 🗆	No 🗆			
Diagnostic and screening testing	Yes 🗆	No 🗆			
Efforts to provide vaccinations to school communities	Yes 🗆	No 🗆			
Appropriate accommodations for children with disabilities with respect to the health and safety policies	Yes 🗆	No 🗆			

NARRATIVE Information Required to be Included in LEA's Plan					
Required Information	Does the LEA's <u>current</u> Back to School Plan include this NARRATIVE information?				
How the LEA is addressing and plans to address students' academic needs	Yes 🗆	No 🗆			
How the LEA is addressing and plans to address students' social, emotional, mental health, and other needs (which may include student health and food services)	Yes 🗆	No 🗆			
How the LEA is addressing and plans to address their staff's social, emotional, mental health, and other needs	Yes 🗆	No 🗆			
The process for review and revision of the plan (including gathering community / stakeholder input) no less frequently than every six months through September 30, 2023.	Yes 🗆	No 🗆			
The LEA's need for support and/or technical assistance related to implementing the strategies identified in Table 1 or Table 2, if applicable.	Yes 🗆	No 🗆			

ATTACHMENT 1

Assura	nces	LEA Response	
1.	The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	Yes 🗆	No
2.	The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.	Yes 🗆	No 🗆
3.	The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.	Yes 🗆	No 🗆
4.	The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent.	Yes 🗆	No 🗆
5.	The plan is publicly available on the LEA website.	Yes 🗆	No 🗆

NOTES:

- If the LEA developed a Back-to-School plan before ARP ESSER was enacted (March 11, 2021) and that plan was developed with public input, but the plan does not include *all* of the required information, as outlined in Table 1 and Table 2 above, the LEA must revise its plan to include all required elements..
- LEAs are required to review and revise their Back-to-School / Safe Return to In-Person Instruction Plan no less frequently than every 6 months.

Date of most recent review of the LEA's current Back-to-School Plan:

If the LEA answered "No" to any elements in Table 1 or Table 2,

LEA Plan Modification Deadline): November 24, 2021 (6 months after May 24, 2021).

If the LEA answered "Yes" to all elements in Table 1 and Table 2, next planned LEA Plan Review Date (no more than 6 months from the last plan review date):

Appendix F: CARES Act FY20 & FY 21 Reimbursements by Category as of June 1, 2021

CARES ACT GRANTS	Salaries and Benefits	Purchased Services	Professional Development	Supplies Materials	Capital Objects	Transportation	Other	Travel	Indirect Cost Collection	Meals	Total
CARES Coronavirus Relief - CFAC											
CARES Coronavirus Relief - CFAC - Special Distribution	\$ 67,598,460.25	\$ 4,971,951.73	\$ 17,739,312.51	\$ 248,936.92	\$ 6,970,319.55	ş -	\$ 63,565.69	\$ 31,405.90	\$ 1,710.32		\$ 97,625,662.87
CARES Coronavirus Relief - CFAC - Technology	\$ 2,500.00	\$ 88,903.89	\$ 638,356.90	\$ -	\$ 253,358.62	ş -	ş -	ş -	s -		\$ 981,424.41
CARES Coronavirus Relief - CFAC - Blended Learning	\$ 1,410,550.41	\$ 1,731,722.85	\$ 14,242,142.00	\$ 417,246.21	\$ 6,090,141.85	ş -	ş -	\$ 134,992.08	s -		\$ 24,026,795.40
CARES Coronavirus Relief - CFAC - Non ESSER I	\$ 202,472.69	\$ 118,411.88	\$ 400,386.31	\$ 21,400.46	\$ 109,794.07	ş -	ş -	ş -	\$ 1,483.06		\$ 853,948.47
CARES Coronavirus Relief - CFAC - Child Nutrition	\$ 168,136.42	\$ 1,785.15	ş -	\$ 1,463,231.90	\$ 3,431.91	\$ 27,261.51	ş -	\$ 3,542.34	ş -	ş -	\$ 1,667,389.23
CARES ESSER I											
CARES ESSER I - Flow Through	\$ 12,645,627.61	\$ 1,633,691.44	\$ 5,612,236.83	\$ 32,593.62	\$ 1,986,821.92	\$ 159,820.48	\$ 33,203.34	\$ 455,922.66	\$ 1,743.04		\$ 22,561,660.94
CARES ESSER I - State Set-Aside LMS	\$ 41,675.71	\$ 1,017,667.91	\$ 888,878.30	\$ 42,558.42	\$ 116,898.48	\$ 33,451.36	s -	\$ 40,868.84	s -		\$ 2,181,999.02
CARES ESSER I - State Set-Aside SEL	\$ 110,121.47	\$ 64,859.63	\$ 123,272.44	\$ 25,754.67	\$ 8,000.00	\$ 1,211.96	ş -	\$ 4,316.90	\$ 3,315.64		\$ 340,852.71
CARES Child Nutrition State Grant											
CARES Child Nutrition State Grant	ş -	\$-	ş -	\$ -	\$-	ş -	ş -	ş -	ş -	\$ 45,481,967.00	\$ 45,481,967.00
Grand Total	\$ 82,179,544.56	\$ 9,628,994.48	\$ 39,644,585.29	\$ 2,251,722.20	\$ 15,538,766.40	\$ 221,745.31	\$ 96,769.03	\$ 671,048.72	\$ 8,252.06	\$ 45,481,967.00	\$ 195,721,700.05
Percentage	41.9880%	4.9197%	20.2556%	1.1505%	7.9392%	0.1133%	0.0494%	0.3429%	0.0042%	23.2381%	100.0000%
CRRSA ACT GRANTS	Salaries and Benefits	Purchased Services	Professional Development	Supplies Materials	Capital Objects	Transportation	Other	Travel	Indirect Cost Collection	Meals	Total
CRRSA Act - ESSER II F/T	\$ 2,991,249.59	\$ 1,588,239.27	\$ 265,666.63	s -	\$ 94,748.60	s -	\$ 1,727.49	\$ 309,295.00	s -		\$ 5,250,926.58
CRRSA Act - ESSER II Set Aside		\$ 15,587.96			ş -	ş -	ş -	ş -	ş -	ş -	\$ 198,804.80
Grand Total	\$3,136,716	\$1,603,827	\$303,417	\$0	\$94,749	\$C	\$1,727	\$309,295	\$0	\$0	\$5,449,731
Percentage	57.5573%	29.4295%	5.5676%	0.0000%	1.7386%	0.0000%	0.0317%	5.6754%	0.0000%	0.0000%	100.0000%

Appendix G: ARP Section 2001(e)(1-2): Use of LEA Funds

2001(e)(1)

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.

2001(e)(2)

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education

Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix H: LEA ARP ESSER Use of Funds Template

Instructions: Complete this plan template by engaging meaningful consultation with stakeholders, as identified in the assurances below, and by giving the public an opportunity to provide input in the development of this plan. Submit this plan, or a Plan developed by the LEA that includes all requirements, to Lisa at <u>lenglish@sde.idaho.gov</u> by October 1, 2021.

LEA # and Name:

Website link to the LEA's ARP ESSER Plan – Use of Funds

Section 1: Using ARP ESSER funds for the continuous and safe operation of in-person learning

- Describe the LEA's process, including timeline, for engaging meaningful consultation with stakeholders. Identify the stakeholder groups involved. Describe how the public was given an opportunity to provide input in the development of this plan. [Open-ended response]
- Describe how funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Centers for Disease Control and Prevention (CDC) guidelines⁴ for reopening and operating schools for in-person learning.
 [Open-ended response]
- 3. Describe how the LEA will use no less than, 20% of allotted ARP funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Specifically, address how the LEA will utilize funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - a. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
 - *b.* Students who did not consistently participate in remote instruction when offered during school building closures; and
 - c. Students most at-risk of dropping out of school.
 - d. Subgroups of students disproportionally impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.

[Open-ended response]

4. Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix G). In your description, please identify how funds will be allocated to schools and for districtwide activities based on student need to equitably and inclusively support student success.

[Open-ended response]

⁴ The most recent guidelines can be found here: <u>https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html</u>

- 5. Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. [Open-ended response]
- 6. Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being. [Open-ended response]

Section 2: Assurances

	Assurance	LEA Re	esponse
1.	The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct.	Yes	No
2.	The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes	No □
3.	The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes	No □
4.		Yes	No □
5.	The plan is publicly available on the LEA website.	Yes	No
[5a	a] If the LEA response with 'yes', this is an open-ended item for the URL Please provide the URL:	-	

Submit this plan to Lisa at <u>lenglish@sde.idaho.gov</u> no later than October 1, 2021.		
School Board President's Signature:	Date:	
School Board President's Printed Name:		
Superintendent's Signature:	Date:	
Superintendent's Printed Name:		

Idaho State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund



U.S. Department of Education

Issued: April 21, 2021

OMB Number: 1810-0754 Expiration Date: October 31, 2021

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0754. Public reporting burden for this collection of information is estimated to average 100 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under Section 2001 of the American Rescue Plan Act of 2021 (ARP Act). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Britt Jung, Office of State and Grantee Relations, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-6450, email: SGR@ed.gov directly.

PPGA

Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides nearly \$122 billion to States to support the Nation's schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies ("LEAs"), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education ("Department") is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation's schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency's ("SEA's") plan in order to make the State's remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA's response. Throughout this document, questions that refer to an SEA's ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.

Each SEA must submit to the Department by June 7, 2021, either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.

To submit the SEA's plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., <u>Alabama.OESE@ed.gov</u>).

In order to ensure transparency, the Department will post each plan on the Department's website when it is received and will indicate each plan's approval status.

This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations ("CRRSA") Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.

Cover Page

Grantee and Contact Information

ARP ESSER PR Award Number (e.g., S425U2100XX):

SEA Contact: Sherri Ybarra, State Superintendent of Public Instruction

Telephone: (208) 332-6815

Email address: sybarra@sde.idaho.gov

By signing this document, I agree to each of the assurances listed in Appendix further assure that:	C and
To the best of my knowledge and belief, all information and data included in t are true and correct.	his plan
Chief State School Officer or Authorized Representative (Printed Name)	
Signature of Authorized SEA Representative	Date:

A. Describing the State's Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

 Progress and Promising Practices: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's <u>Safer Schools and Campuses Best Practices Clearinghouse</u> so that they can be shared with other States and LEAs.

Response:

During the COVID-19 pandemic, the Superintendent of Public Instruction, State Department of Education developed various resources and trainings to support the needs of students across Idaho. For example, the Department held regular webinars to discuss all of the aspects of the shifting educational landscape, including the use of relief funds, child nutrition policy, and changes in assessment and accountability. The Department also created a public schools reopening page as a central repository for this type of information to assist local education agencies address student learning, operations, coordination with parents, safety and wellness, government resources, and connectivity. This page also included the state's overall cross-agency Back to School Framework. All of these resources provided guidance for supporting effective instruction and student wellbeing whether a school was open fully in-person, hybrid, or remote.

Using this information, Idaho districts and schools adopted various strategies, based on local needs and consultation with community partners, to support students during the COVID-19 pandemic.

In-person instruction

For many districts, the most effective strategy was maintaining in-person instruction. To support this approach, the Superintendent of Public Instruction, State Department of Education provided guidance about physical logistics such as distancing procedures, air filtration, and environmental hygiene. Additionally, the Department disseminated resources to support the broader social and emotional needs of students returning to school, such as the CASEL SEL Roadmap for Re-Opening Schools. All LEAs prioritized student health and safety, but with appropriate precautions, in-person learning remained safe and sustainable throughout the entire school year for various local education agencies, particularly smaller entities in rural areas with minimal community transmission.

Equitable access

When LEAs did need to incorporate distance learning, effective strategies focused on providing equitable access to the necessary technological resources and enhancing support for the students most at-risk in this educational environment. The Superintendent of Public Instruction, State Department of Education collaborated with LEAs to manage these challenges. For example, the public schools reopening page included guidance to help local IT Directors identify the locations of students without internet service. These students could be assisted by providing an alternate method of internet access or prioritizing them for remaining in-person when hybrid learning was an option. These efforts built on ongoing cross-agency efforts to improve technology access in Idaho, started under the Governor's Broadband Task Force and Digital Divide Committee. For LEAs operating in a hybrid environment, the maintenance of in-person learning was further focused on students for whom online learning would be the most disruptive. NAEP school survey results indicate that Idaho educators were able to prioritize maintaining in-person instruction for traditionally at-risk student groups, including English learners, children with disabilities, and students experiencing homelessness. Many schools also targeted in-person learning for students in lower grades, for whom online learning could be more difficult.

Teacher preparation

Another key strategy was ensuring educators were sufficiently prepared to provide effective instruction online, whether in a hybrid or fully-remote environment. The Superintendent of Public Instruction, State Department of Education offered trainings on virtual classroom strategies and distance education resources, including those contributed by educators and school personal from around the state. The State Department also introduced remote assessment options to help teachers gather ongoing data from formative assessment processes, interim assessments, and progress monitoring tools to help educators track student outcomes and refine teaching and learning strategies.

Although many districts in Idaho modified their operating status multiple times during the year to respond to the existing public health situation, by the spring of 2021 there was a consistent trend towards offering in-person instruction. As of May 13, 2021, among 116 traditional school districts, 108 were in person, eight were hybrid and zero were fully online or closed.

2. <u>Overall Priorities</u>: Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

Response:

Using data to target student needs

The foremost challenge for students and schools across Idaho is continuing to identify and employ effective strategies for assisting students who experienced disrupted learning. Statewide data on summative assessments in English Language Arts/Literacy and Mathematics and several other metrics are not yet available, but results from the State's fall early reading assessment indicated around a five-percentage point reduction in the share of Kindergarten through third grade students reading at grade level from the year prior. Idaho is awaiting spring data from this early reading assessment to determine whether ongoing disruptions caused by COVID-19 further increased that performance gap relative to previous cohorts or if local education agencies were able to narrow it through instruction and specific intervention strategies during the year. Additional assessment results and end-of-year data on course enrollment, course grades, and other metrics will help districts and schools identify academic priorities. The state will help LEAs develop strategies to analyze intervention priorities outside of the academic context, such as student social/emotional health and economic need, which may have changed based on the ongoing COVID-19 disruptions.

<u>Re-connecting with students</u>

As part of that process, one additional challenge is supporting students who have not maintained consistent contact with the educational system during the past school year. These students may not have assessment data to identify their academic needs and, in some cases, may not have current connections to their district or school. Idaho's overall K-12 enrollment fell by several thousand students from the previous school year and some districts' enrollment fell by over five percent. LEAs will continue their efforts to identify and support any "missing' students as well. All of these results will determine priority focus areas for learning during the summer and next fall.

- **3.** <u>Identifying Needs of Underserved Students</u>: Describe your State's 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:
 - i. Students from low-income families,
 - ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
 - iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
 - iv. English learners,
 - v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")),
 - vi. Students experiencing homelessness,
 - vii. Children and youth in foster care,

- viii. Migratory students, and
- ix. Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,¹ chronic absenteeism, student engagement, and social-emotional well-being.

Complete the table below, adding rows as necessary, or provide a narrative description.

Response: The two core priorities for Idaho throughout the rest of this school year and school year 2021-2022 are addressing the academic impact of lost instructional time and the social and emotional challenges created by COVID-19. These general areas of focus are the same for all students, but interventions will focus on the specific needs for each group.

At this point in time, Idaho has limited statewide data to elucidate those needs, but preliminary information suggests that the specific academic, social, and emotional consequences of the COVID-19 disruptions vary by student group in ways that would inform intervention efforts. For instance, the fall early literacy assessment data indicates that the percentage of students from low-income families reading at grade level fell more from 2019 to 2020 than the statewide whole (5.7 percentage points compared to 5.1 percentage points). Similar patterns were seen among many, but not all, traditionally underserved groups, highlighting the need for targeted support.

Improving and maintaining growth for students who have experienced interrupted learning will be a core focus at both the SEA and LEA level. Current data on chronic absenteeism for school year 2020-2021 also highlight disparities by student group. For instance, mid-year results indicate that nearly 12 percent of Hispanic students were identified as chronically absent upon exiting school, which was nearly double the rate among white students.

Additionally, initial data from this year's student engagement survey show areas of disparate need outside the academic context. As an example, the statewide student engagement survey administered to students in grades 3-12 in February and March, 2021 showed that a substantially higher percentage of students with

¹ For the purposes of the plan, "academic impact of lost instructional time" refers to "learning loss" experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act.

disabilities were categorized as disengaged in the behavioral, cognitive, and emotional domains when compared with students without disabilities. More comprehensive data will become available at the end of this school year, allowing Idaho to enter the summer and the 2021-2022 school year with detailed information disaggregated by student group. At that point, Idaho will have information about metrics such as performance relative to grade-level content standards, course grades, credits earned, discipline, student mobility, and chronic absenteeism. Other analyses will include ongoing technology needs, continuing the work of the Governor's Broadband Task Force and Digital Divide Committee.

Forthcoming data points will provide a fuller picture of the COVID-19 disruptions which will help clarify priorities and inform associated interventions. Ongoing areas of focus, such as early literacy, middle grade math performance, and credit recovery in high school, may be further refined or revised based on these results. Beyond identifying patterns at the state level, Idaho will provide training and support for LEAs to help them conduct their own analyses that can inform evidence-based interventions consistent with their specific needs. As this information becomes available, the state and LEAs can use the template in Table A1 below to summarize the highest priority needs and guide programmatic efforts to address interrupted learning and maintain growth.

Table A1. This table will be populated when data is available in summer 2021.

The types of data disaggregated by the student groups below will include assessment results, graduation rate, go-on rate, course grades, and other metrics discussed above, including the extent of the ongoing digital divide. These data will provide critical information about how to best support traditionally underserved groups, such as Native American and Hispanic students. Idaho anticipates all data will be available via standard collection methods and will not require additional data submissions from LEAs.

Student group	Highest priority needs
Students from low-income families	Available summer 2021
Students from each racial or ethnic	Available summer 2021
background used by the State for reporting	
purposes – please add a row for each racial	
or ethnic group (e.g., identifying disparities	
and focusing on underserved student groups	
by race/ethnicity)	
Students by gender – please add a row for	Available summer 2021
each gender (e.g., identifying disparities and	
focusing on underserved student groups by	
gender)	
English learners	Available summer 2021
Children with disabilities	Available summer 2021
Students experiencing homelessness	Available summer 2021
Children and youth in foster care	Available summer 2021
Migratory students	Available summer 2021

ATTACHMENT 2

Student group	Highest priority needs
Other groups of students identified by the	Available summer 2021
State (e.g., youth involved in the criminal	
justice system, students who have missed the	
most in-person instruction during the 2019-	
2020 and 2020-2021 school years, students	
who did not consistently participate in	
remote instruction when offered during	
school building closures, LGBTQ+ students)	

4. <u>Understanding the Impact of the COVID-19 Pandemic</u>: Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.

Response: To support LEAs, Idaho will create both recorded and in-person trainings on using existing reporting tools to identify the academic and social/behavioral impacts of the COVID-19 disruptions. These trainings will address strategies for appropriately using existing data systems for our statewide assessments in English Language Arts/Literacy and Mathematics, the early literacy assessment, the English learner assessment, the student engagement survey, and graduation rates. The State will advertise these training opportunities through newsletters, webinars, and direct outreach to LEA stakeholders. Idaho will also produce a report summarizing the effects of COVID-19 on students across Idaho across myriad metrics, including opportunity to learn, statewide achievement tests, the state's early reading assessment, attendance, and enrollment. These results will be disaggregated by both student and school characteristics. This work will be a priority focus for the Board of Education's Accountability Oversight Committee. The state will also produce this report at the LEA level to help stakeholders contextualize their results and inform ongoing intervention efforts. Upon request, the state will provide LEAs with custom data reports targeted to their specific priorities. Of particular concern are schools previously identified for support and improvement. Idaho will provide customized tools and reports to ensure these schools have ongoing support for their improvement efforts and that this year's disruptions do not derail their progress in improving overall outcomes and narrowing achievement gaps.

5. <u>School Operating Status</u>: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:

- i. A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:
 - a. Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;
 - b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction; and
 - c. Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction.

Response: Throughout the 2021-2022 school year, Idaho employed several approaches to track operating status. At the start of the year, staff monitored district websites and reported the listed status. However, the data were not always completely accurate because district websites did not always reflect operating status changes and the process for manually reviewing websites sometimes took several weeks to complete. In January and February of 2021, staff contacted all districts by phone and email to obtain their correct operating status. Since that time, staff have continued to follow up regularly based on anticipated changes. This manual approach was necessary because the State does not have a single, unified system for tracking operating status.

Enrollment and attendance, disaggregated by student group, have been collected regularly throughout the year via the state's K-12 longitudinal data system. LEAs submit information to the state via this system in October, November, December, March, May, at the end of the school year in June, and in September to cover the summer period. These attendance and enrollment data can be merged with the operating status information via the state's unique LEA identification number.

The State's longitudinal data system also includes information on instructional setting for each course in which a student participates. The available instructional settings can delineate between in-person instruction, synchronous online instruction, and asynchronous online instruction. However, these data are not captured at the individual student level, so a hybrid course would be identified with a single setting while individual students might be participating either inperson or remotely. Furthermore, the setting may have changed at different times during the year without those updates being reflected in the data LEAs provide to the state.

ii. The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be

submitted separately within 14 calendar days after a State submits this plan. The SEA must also make this data publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.

Response: Please see the tables in Appendix A for the data described in A.5.i.a and A.51.b. Using the most current mid-term average daily attendance (ADA) figures in Idaho to address item A.5.1.c, the ADA by operational status is as follows: Remote or online only = 8,837; Hybrid = 126,126; and Full-time inperson instruction = 168,123. All data will be made publicly available on the Superintendent of Public Instruction, State Department of Education website by June 21, 2021 and will be updated regularly.

iii. To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for Summer 2021 and for the 2021-2022 school year.

Response: Idaho expects that nearly all traditional LEAs will offer in-person instruction during Summer 2021 and the 2021-2022 school year, with the exception of fully virtual charter schools or LEAs. However, within traditional LEAs, we anticipate that some districts will continue to offer online school options that they created during the 2020-2021 school year. Idaho will explore options for capturing more detailed and accurate operating status information. In making this decision, the state will weigh the benefits of any new data collection against the additional time and effort necessary for LEAs to report this information. The state will track any available operating status information and report enrollment by student group on the Superintendent of Public Instruction, State Department of Education website.

B. Safely Reopening Schools and Sustaining their Safe Operations

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

- 1. <u>Support for LEAs</u>: Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:
 - i. How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention ("CDC") for the reopening and operation of school

facilities to effectively maintain the health and safety of students, educators, and other staff;

Response: The Idaho Back to School Framework (Framework) 2020 (https://boardofed.idaho.gov/resources/idaho-back-to-school-framework-2020/) provides expectations, guidelines and best practices to ensure a safe and successful school environment. This document was most recently updated on October 21, 2020, and will continue to be updated as necessary to remain current with changes to state and federal guidance. The Framework is a collective effort by the Idaho Governor's Office, the State Board of Education, the Superintendent of Public Instruction's Office, the Idaho Department of Health and Welfare, and representatives from each of Idaho's seven local public health districts. This guidance document addresses each of the mitigation strategies listed in the table below. For reference, the corresponding pages from the Framework 2020 have been provided for each mitigation strategy in the table below.

In addition to the general guidelines provided in the Framework 2020 related to the appropriate accommodations for children with disabilities, the Superintendent of Public Instruction, State Department of Education also distributed a 53-page document that dove deeper into the guidance on this particular topic. The "Guidelines for Providing Special Education Services During the COVID-19 Pandemic" is the SEA's detailed guidance to support districts in meeting the needs of students with disabilities. A link to that guidance document is here, https://www.sde.idaho.gov/coronavirus/sped/SPED-COVID-19-Q-A-06-03-2020.pdf.

The SEA also distributed a separate guidance document specific to the wearing of masks in our schools. A link to that document is provided here, <u>https://www.sde.idaho.gov/re-opening/files/COVID-19-School-Mask-Guidance.pdf</u>.

Complete the table below, adding rows as necessary, or provide a narrative description.

Mitigation strategy	SEA response
Universal and correct wearing of masks	<i>p. 9, 12, 31</i>
Physical distancing (e.g., including use of	p. 7, 8, 10-13, 31
cohorts/podding)	
Handwashing and respiratory etiquette	p. 9, 29-31
Cleaning and maintaining healthy facilities,	p. 9, 29-31
including improving ventilation	
Contact tracing in combination with isolation	<i>p</i> . 7-10
and quarantine, in collaboration with the	
State, local, territorial, or Tribal health	
departments	
Diagnostic and screening testing	p. 9- 11

Table B1.

Mitigation strategy	SEA response
Efforts to provide vaccinations to educators, other staff, and students, if eligible	The Superintendent of Public Instruction, State Department of Education is not involved in the effort to provide vaccinations.
Appropriate accommodations for children with disabilities with respect to the health and safety policies	p. 13, 23, 24, 26- 28

ii. Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the SEA will use to track, monitor, or enforce their implementation;

Response: By May 2021, most Idaho brick-and-mortar LEAs had reopened and returned to full-time, in-person instruction. In the late Summer of 2020, each LEA was required to develop a local plan. With input from the local public health district or other health experts, each LEA developed a plan that outlined their operations, including how it would respond to disease transmission within their community, enabling them to continue to provide instruction and educational services to their students. The Office of the State Board of Education verified with each LEA that a local plan had been drafted, vetted, and adopted by the local school board. It is anticipated that districts will update these plans for the upcoming school year through the Safe Return to In-Person Instruction and Continuity of Services Plan.

During the 2021 legislative session, the Superintendent of Public Instruction introduced and sponsored House Bill 175, which was signed into law later in the session. Beginning July 1, Idaho law will require, "to the greatest extent possible and where safety requirements can be developed by the school district or public charter school, an in-person instruction option will be made available to students." A link to the full text of the bill has been provided here,

https://legislature.idaho.gov/wp

<u>content/uploads/sessioninfo/2021/legislation/H0175.pdf</u>. This new law clearly prioritizes in-person instruction for our traditional brick and mortar schools.

iii. To what extent the SEA and its LEAs consult with Federal, State, and local health officials. This description should include, if available, whether the SEA and its LEAs have received support for screening testing from their State or local health department based on funding awarded by the CDC; and

Response: The State of Idaho coordinated a network of statewide task forces to inform aspects of prevention, mitigation, response, and recovery from the

pandemic events and effects. Federal resource coordination and information flow was primarily accomplished through federal and state agency representatives in the taskforce environment. The primary vehicle for guidance and information to individual LEAs was through regular webinars with Idaho public school administrators and staff, the Idaho Superintendents Network, the Idaho School Boards Association, and formal policy guidance from the Office of the State Board of Education and the Superintendent of Public Instruction, State Department of Education. LEAs were incorporated into technical working groups with Education Liaisons through the 7 Public Health Districts (PHDs) as well as county Emergency Managers to support regional and local decision-making and resource requests. These technical working groups assisted in determining critical information and process development related to screening, testing, essential worker testing, community situational awareness and healthcare resource allocation specific to the education environment. This coordination pattern from federal partners to statewide taskforces to local technical working groups and ultimately to the local governing body comprised the primary support structure for coordination and guidance throughout the preparation and response phase of operations.

iv. Any guidance, professional learning, and technical assistance opportunities the SEA will make available to its LEAs.

Response: The Superintendent of Public Instruction, State Department of Education will continue to hold informational webinars for LEA administrators and staff to provide ongoing and uninterrupted support for their needs in responding to COVID. The Superintendent of Public Instruction, State Department of Education will facilitate the Idaho Superintendents Network, a professional learning community that works with superintendents across Idaho's LEAs. These monthly gatherings allow for direct and timely communication with district administrators, providing information that will facilitate nimble transitions in instruction delivery throughout the highly dynamic environment the pandemic has created in our schools. The SEA will update and maintain the relevant guidance documents described in our responses in Section B.1.i-iii. The SEA will continue to maintain and update a primary webpage focused on COVID resources that support Idaho schools in the year ahead. A link to this website is available here, https://coronavirus.idaho.gov/resources-for-schools/. Additionally, the Superintendent of Public Instruction, State Department of Education will continue to offer professional development opportunities to support educators in implementing instructional practices and programs to address the academic impact of lost instructional time and the social and emotional challenges created by COVID-19. Efforts to address social and emotional impacts include a statewide professional development activity, the Idaho Prevention and Support Conference, for all K-12 educators to learn about school safety and prevention support programs. This event most recently occurred in April of 2021, with more than 800 Idaho educators in virtual attendance. The Superintendent of Public Instruction, State Department of Education will be offering this opportunity again

in the Spring of 2022. Further, the Idaho Rural Education Association has as their mission to expand the quality of learning and educational opportunities in rural schools and communities. Partly in response to the COVID-19 pandemic, this association offers a resource list of mental health providers who will travel to rural and remote locations throughout the state to support the emotional and mental health needs of students.

- 2. Safe Return to In-Person Instruction and Continuity of Services Plans: Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/ (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, including:
 - i. How the SEA will ensure that each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1;
 - ii. How the SEA will ensure that each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services;
 - iii. How the SEA will ensure that the LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023),² and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and
 - iv. Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of the most up-to-date CDC guidance listed in table B1 and its LEAs' needs for support and technical assistance to implement strategies consistent, to the greatest extent practicable, with relevant CDC guidance.

² ARP ESSER funds are subject to the Tydings amendment in section 421(b) of the General Education Provisions Act, 20 U.S.C. 1225(b), and are therefore available to SEAs and LEAs for obligation through September 30, 2024. Review and revisions of these plans, if necessary, are not required during the Tydings period.

Response: In October 2020, all LEAs posted a Back-to-School Plan on each LEA's website, which was verified by the Office of the State Board of Education. This was five months prior to the enactment of ARP ESSER. The stakeholder group for this section developed a checklist form (see Appendix E) by which LEAs can compare their original plan and consider any revisions necessary to meet Federal requirements. LEAs whose Back-to-School plan included input from stakeholders and is publicly available on the LEA's website as identified under Sec. 2001(i)(1) and (2), but does not address all the requirements of the April 22, 2021 Federal Register, will have until November 24, 2021 (6 months after May 24, 2021) to revise and post its plan. Any LEA whose Back-to-School plan does not meet the requirements under Sec. 2001(i)(1) and (2) will have 30 days within receipt of the funds to develop and make publicly available a Safe Return plan that meets statutory requirements (August 1, 2021). All LEAs must complete the Safe Return to In-Person Instruction Checklist and post it on their website with their Back-to-School Plan by August 1, 2021. The Superintendent of Public Instruction, State Department of Education staff will visit each LEA website for these documents beginning August 2, 2021. Technical assistance support will be provided, as needed, for any LEA that does not meet the minimum statutory requirements, which includes meaningful stakeholder input. For a copy of the Safe Return to In-Person Instruction and Continuity of Services Plans Checklist, see Appendix E.

C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

- 1. <u>SEA Consultation</u>: Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. Tribes (if applicable);
 - iv. civil rights organizations (including disability rights organizations);
 - v. school and district administrators (including special education administrators);
 - vi. superintendents;
 - vii. charter school leaders (if applicable);
 - viii. teachers, principals, school leaders, other educators, school staff, and their unions; and
 - ix. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and

youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must include how the SEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the SEA took such input into account.

Response: As soon as Idaho received the ARP ESSER State Plan template on April 22, 2021, the Superintendent of Public Instruction, State Department of Education staff met several times to identify team leads for each section of the plan and to develop a core stakeholder list for the initial communication. On May 5, 2021, a letter went out from the Chief Deputy Superintendent to stakeholders. The purpose of the letter was to invite stakeholders to provide input into the development of Idaho's ARP ESSER Plan. The letter included the timeline for developing and submitting the Plan and a link where stakeholders could identify sections of interest. The same communication was sent out again May 7, 2021 from the Deputy Superintendent of Communications and Policy.

Team leads scheduled meetings for their sections between May 10-May 18, 2021, and invited interested stakeholders to participate. The opportunity to collaborate was communicated to a variety of stakeholders including superintendents, State Board of Education staff, the Governor's Office staff, Division of Financial Management staff, Legislative Services Office staff, Idaho Association of School Administrators, Idaho School Boards Association, Idaho Education Association, LEA business managers, Nez Perce Tribe Education Director, Idaho Business for Education, Idaho Association of Commerce and Industry, Bluum, Idaho PTA Association Board, and the Superintendent of Public Instruction's directors of Special Education, Indian Education, Certification, Student Engagement & Safety Coordination, Assessment and Accountability, and Federal Programs.

Additionally, Superintendent of Public Instruction Sherri Ybarra is currently accepting applications through June 25, 202,1 for a new Student Advisory Council. This statewide panel will include representation from students in grades 2 - 11 from different backgrounds, cultures, and school size. Through this council, Idaho students will have an opportunity to share their voices on important educational topics, including the Idaho ARP ESSER State Plan implementation. This group will meet quarterly either virtually or in person.

A link to the first draft of Idaho's ARP ESSER State Plan was published on the Superintendent of Public Instruction, State Department of Education's website on the front page at <u>www.sde.idaho.gov</u> from May 21– June 1, 2021 for public review. Sixteen individuals and organizations provided input on the draft Plan posted on the Superintendent's webpage. These stakeholders represented district administrators and business managers, a retired counselor, local school board member, a grandparent, United Way, College of Idaho, New Classrooms, and interested citizens. Stakeholder input included support and gratitude in using part of the ARP ESSER State Set-Aside Reserve 3% for LEAs who do not receive

Title I-A allocations. Support for Innovation Zones to address unfinished learning was promoted by New Classrooms. Support was expressed for using the State Set-Aside Reserve for students with unique needs such as those students who are homeless, migratory, English Learners, or with disabilities. Several stakeholders described support for using full-service community-based afterschool and summer enrichment providers as a valuable resource and partner to schools in addressing the academic, social and emotional needs of students. Support for using chronic absenteeism as a measure for identifying students was included. There was some confusion expressed about the two LEA plans and the need for approval by the local school board prior to submission to the State Department of Education. Support was also expressed for additional educator professional development for social emotional health and PBIS as well as the importance of good nutrition and feeding children at school. All feedback documentation is on file at the Superintendent of Public Instruction, State Department of Education office.

The State Board office, Accountability Oversight Committee (AOC) met May 27, 2021 to read the draft plan and make comments. This feedback was provided to the Superintendent of Public Instruction, State Department of Education on June 1st and the input was incorporated into the final draft.

A stakeholder feedback review committee was convened on June 2, 2021 to review the public comment feedback and make recommendations for changes to the plan. Twenty seven participants representing the Idaho Educators Association, LEA administrator, Charter Commission, Idaho State Board office, Idaho School Boards Association, Idaho Business for Education, Idaho Association of Commerce and Industry, Idaho legislator, Bluum, Idaho Hispanic Commission, Idaho Division of Financial Management, Education Northwest REL and Comprehensive Center 17, and State Department of Education executive staff and directors from the Indian Education, Special Education, Assessment and Accountability, Certification, and Federal Programs departments discussed the comments and provided suggestions for plan revisions. The final version of the Idaho ARP ESSER State Plan submitted to the U.S. Department of Education reflects discussion outcomes from this meeting.

State Board members met June 4, 2021 to review and approve Idaho's ARP ESSER State Plan prior to Superintendent Ybarra and the State Board president signing the plan.

Moving forward, Superintendent of Public Instruction, State Department of Education staff will continue to provide weekly ESSER reports on its website, updates on the implementation of the state's ARP ESSER State Plan in State Board meetings, and quarterly virtual/in-person updates to the public.

2. <u>Coordinating Funds</u>: Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:

i. How the SEA and its LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security ("CARES") Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

Complete the table below or provide a narrative description.

Funding Source	Prior/current SEA and LEA uses (including funding amounts, if applicable)	Planned SEA and LEA uses (including funding amounts, if applicable)	
CARES Act ESSER I: \$47,854,695 Idaho allocated 100% of its ESSER I funds, including the State Set- Aside Reserve to LEAs.	LEA: \$43,069,226 total See Appendix F for LEAs' Reimbursement by Category \$3,785,469 – LMS/Blended Learning \$1,000,000 – SEL activities	Idaho does not collect LEAs' future/planned uses of funds.	
CARES Act GEER I:	 \$1,036,000 – funds to Career Technical Ed for PD to teachers \$742,000 – funds to Career Technical Ed for PD to teachers \$3,813,800 – funds to Idaho Digital Learning Alliance \$839,700 – funds to Idaho Public Television \$368,250 - STEM \$25,000 – Building Safety 	Idaho does not collect LEAs' future/planned uses of funds.	
CRRSA Act ESSER II: \$195,890,413	LEA: \$176,301,372 total discretionary flow through. The Governor signed the supplemental appropriation into law May 10, 2021 and LEAs received access to half of these funds May 20, 2021 and the remaining funds July 1, 2021, per the legislature. Data on how LEAs spend these funds are not yet available. SEA: \$19,589,041 total \$11,851,302 – allocations to LEAs who do not receive a Title I-A allocation and low funded ESSER II LEAs \$300,000 – administration costs \$6,137,700 – HB22 \$1,300,000 – Content and Curriculum Digital Tech	100% of the State Set-Aside Reserve has been obligated. There are no additional planned uses of funds at the state level. The state does not collect LEAs' planned uses of funds.	

Table C1.

CRRSA Act GEER II:	These funds have not been obligated yet.	
\$6,857,039		

Response: In addition to the GEER funds, the Governor asked the Superintendent of Public Instruction, State Department of Education through the SEA to administer funds for four flowthrough grants to LEAs:

- \$99 M Special Distribution,
- \$24,920,000 Blended Learning for devices, connectivity, professional development, assistive technology and a learning management system
- \$1,000,000 for Technology for 60 LEAs with high poverty needs
- \$1,000,000 for LEAs that did not receive a Title I-A allocation.
 - ii. To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs, including whether the SEA is able to track LEA obligations.

Response: CARES Act ESSER I funds were awarded to LEAs on June 24, 2020. Idaho allocated 100% of its 10% State Set-Aside Reserve to LEAs for LMS/Blended Learning and SEL activities. Idaho does not track LEA obligations, only reimbursements. In Idaho, Federal funds are subject to legislative appropriation. Governor Little signed the supplemental appropriation for CRRSA Act ESSER II funds into law May 10, 2021. LEAs received access to approximately half of these funds May 20, 2021 and the remaining funds July 1, 2021, per the legislature. The 10% State Set-Aside Reserve of \$19,589,041 has been obligated by the SEA:

- \$11,851,302 allocations to LEAs who did not receive a Title I-A allocation and low funded ESSER II LEAs
- \$300,000 administration costs

The legislature approved:

- \$6,137,700 HB22 an additional appropriation based on increased attendance for two Charter LEAs
- \$1,300,000 Content and Curriculum Digital Tech

Idaho does not track LEA obligations.

iii. In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the

Elementary and Secondary Education Act of 1965 ("ESEA"), IDEA, Workforce Innovation and Opportunity Act ("WIOA"), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.³

Response: LEAs are highly encouraged to coordinate and leverage all their Federal funds, including ESEA, IDEA, McKinney-Vento Homeless Assistance Act, and child nutrition funds, to meet the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic as they plan for the safe return to and continuity of in-person instruction.

D. Maximizing State-Level Funds to Support Students

The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act's required State set-asides to address the academic impact of lost instructional time, provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

- 1. <u>Academic Impact of Lost Instructional Time</u>: Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State's total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those interventions on an ongoing basis to understand if they are working;

Response: The SEA has not chosen specific interventions, as those will be determined at the local level. LEAs will be required to use evidence-based interventions and to provide the appropriate research.

³ Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER SEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is <u>in addition to</u> the supports and services provided with ARP ESSER funds.

Professional development will be provided to LEAs, including administrators, on using data to identify gaps in student learning and implementing accelerated learning strategies to address those gaps. Such strategies may include high-dosage tutoring, extended learning time interventions (during or before/after school), acceleration academies (focused instruction in one subject during vacation breaks), with an emphasis on ensuring strategies are tied closely to classroom content (and aligned to the state content standards) and designed to meet the needs of their local student populations. In addition to strategies focused on addressing disrupted learning, the state will provide professional development to LEAs regarding using ARP ESSER funds to increase resources available to students and families to meet students' social, emotional, and mental health needs. LEAs will be required to indicate how they are addressing these needs in their Use of Funds Plan, as outlined in Section E.

The SEA will use state-level funds to support the evaluation and ongoing monitoring of the impact of strategies implemented by LEAs. This will include costs to program the state longitudinal data system (SLDS) to support expanded data collection and costs related to analysis and research, including engaging with contractors as needed. It may also include providing funds to LEAs to manage data at the local level.

The Accountability Oversight Committee (AOC), an ad hoc committee of the Board, will review data related regarding the effectiveness of the state's implementation of the ARP ESSER Plan no less than two times per year. Based on this analysis, the AOC will make recommendations to the Board regarding any adjustments that should be considered to improve the use of funds or implementation. The data that will be included in the AOC's annual report is provided in Section A and romanette ii below. In addition to that data, the AOC will review the state's interim assessment data. As a part of the state's suite of standardized assessments, the Idaho Standards Achievement Test by Smarter Balanced includes the Smarter Balanced Interim Assessments. LEAs will use the Interim Block and Focused Interim Block assessments throughout the year to provide the state with appropriate data, or may request approval of a locally-identified interim assessment. The AOC will review interim assessment data midyear to identify LEAs that are demonstrating success in accelerating student learning and those that are struggling and need additional support. The state will provide professional development and communications regarding effective use of the Smarter Balanced Interim Assessments.

ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to determine the impact of lost instructional time; and

> **Response:** The SEA will require LEAs to indicate the evidencebased strategies they will use to address the needs of individual students, including students within subgroups disproportionally impacted by the COVID-19 pandemic, in their Use of Funds Plans, as outlined in Section E.

> The statewide data to be used to determine the disproportionate impact of the pandemic on certain groups of students will be compiled annually into Idaho's Student Achievement Report. The Student Achievement Report will be analyzed by the AOC, and the committee will provide recommendations to the Board regarding policies and strategies that need to be adjusted to address student needs and improve achievement. The 2022 Student Achievement Report will include the following data, as outlined in Section A of this plan:

- Opportunity to Learn Survey Results
- Longitudinal representation of cohort performance on state standardized assessments, including the Idaho Standards Achievement Test and the Idaho Reading Indicator
- Comparison of performance on the state standardized assessment by student subgroups (low socioeconomic, special education, English learners, homeless, migrant, and foster).
- Comparison of performance on state standardized assessment by locale designation (rural vs. urban)
- Comparison of performance on state standardized assessment by attendance

As outlined in Sections A and E of this plan, the state will distribute the AOC's Annual Report, including the Student Achievement Report to all LEAs. The state will also support LEAs in conducting similar analyses of their LEA-level data.

iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

Response: The SEA will review the AOC's Annual Report, which will include an analysis of data comparing the performance of students on statewide standardized assessments based on their enrollment (movement between LEAs) and attendance, including those identified as chronically absent. Professional development will be provided to LEAs regarding use of the statewide data and how they can conduct similar analysis at the LEA level. LEAs will be guided to use their attendance and absenteeism data to identify students who missed the most instruction during the 2019-2020 and 2020-2021 school years, and those whose attendance is problematic during the 2021-2022 school year. To support LEAs in addressing the needs of students who missed substantial instruction, professional development will be provided to LEAs regarding how they can use a tiered system of support to improve student attendance and engagement. The tiered system of support will be based on resources available through AttendanceWorks, as previously recommended to the Board by the Accountability Oversight Committee.

The SEA will offer LEAs with no or low formula-based allocations and those who use their LEA-level ARP ESSER funds and have exhausted other funding sources, but still need additional funds to implement the tiered system of support, the opportunity to apply for funds from the state.

- 2. <u>Evidence-Based Summer Learning and Enrichment Programs</u>: Describe how the SEA will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based programs that address the academic, social, emotional, and mental health needs of students (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

Response: The SEA will distribute resources to LEAs regarding evidence-based approaches to implementing effective summer programs that address students academic and social, emotional, and mental health needs. Professional development aligned to these resources will be provided. Evidence-based practices included in the professional development and/or distributed resources could include:

- facilitation by credentialed teachers with content knowledge;
- focus on single-subject intensives;

- use of rigorous curricula aligned to the state content standards and consistent with the curricula used by the LEA during the school year;
- high-quality enrichment experiences; and
- an emphasis on consistent attendance and engagement.

Beginning with summer 2021, LEAs will be required to submit data regarding student enrollment and attendance in summer programs. Gathering this data will allow the SEA to conduct an evaluation of the effectiveness of summer programs. The state may utilize the following data points to evaluate the effectiveness of summer programs:

- Comparison of student scores on the spring Idaho Reading Indicator (prior to participation in summer) and the fall Idaho Reading Indicator (after participation) for grades K-3;
- Comparison of students scores on the spring Idaho Standards Achievement Test by Smarter Balanced and the Smarter Balanced Interim Comprehensive Assessment administered at the end of summer programs for grades 4-8;
- Student grades for secondary students enrolled in specific courses for the purposes of credit recovery; and
- LEA established pre and post test results.
- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3. i.-viii. When possible, please indicate which data sources the SEA will use to identify students most in need of summer learning and enrichment programs; and

Response: Idaho is participating in the Summer Learning and Enrichment Collaborative, and the SEA will gather and distribute information to LEAs regarding effective strategies for meeting students' needs, particularly students disproportionately affected by the pandemic.

The SEA will guide LEAs to use spring data, including statewide standardized assessment results, to review the needs of individual students and determine which students should be enrolled in summer programs. Professional development will provided that includes how LEAs can review their student subgroup data to identify students disproportionately impacted by the pandemic, and how accelerated learning strategies can be implemented to ensure students' individual learning gaps and needs are addressed.

iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

Response: The SEA will use enrollment, attendance, and absenteeism data to identify students who missed the most learning during the 2019-2020 and 2020-2021 school years, as outlined in Section D.1.iii above. Professional development will be provided to guide LEAs in using their attendance and absenteeism data to identify the students who missed the most instruction within their LEA, and LEAs will be guided to prioritize those students for enrollment in summer programs.

Additionally, professional development regarding implementing a tiered support system to address the needs of students demonstrating attendance issues will be provided to LEAs beginning in the 2021-2022 school year. to enter text.

- 3. <u>Evidence-Based Comprehensive Afterschool Programs</u>: Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

Response: The SEA will require LEAs to use evidence-based strategies in implementing before and afterschool programs. Professional development will be provided on effective implementation of accelerated learning strategies. Further, the SEA will require LEAs to report how their before and afterschool programs were created by engaging in community partnerships or building upon existing partnerships, and to indicate if the number of available spots in before and afterschool programs is increased using ARP ESSER funds. The SEA will also require LEAs to provide information regarding their efforts to increase attendance and participation in before and afterschool programs (or maintain high attendance if previous data indicates it was already strong).

Beginning in the 2021-2022 school year, the SEA will require LEAs to submit data about student enrollment and attendance in before and afterschool programs. The SEA will use statewide standardized assessment data, including interim assessments when appropriate, to

compare the performance of students attending before and afterschool programs to their peers who do not attend. The SEA will use state-level funds to support data gathering and analysis, as needed.

 ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to identify students most in need of comprehensive afterschool programming; and

Response: The SEA will guide LEAs to use data, including statewide standardized assessment results, interim assessments, and/or locally-chosen progress monitoring, to review the needs of individual students and determine which students should be enrolled in before and afterschool programs. Professional development will provided that includes how LEAs can review their student subgroup data to identify student disproportionately impacted by the pandemic, and how accelerated learning strategies can be implemented to ensure students' individual learning gaps and needs are addressed.

 iii. the extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

Response: The SEA will use enrollment, attendance, and absenteeism data to identify students who missed the most learning during the 2019-2020 and 2020-2021 school years, as outlined in Section D.1.iii above. Professional development will be provided to guide LEAs in using their attendance and absenteeism data to identify the students who missed the most instruction within their LEA, and LEAs will be guided to prioritize those students for enrollment in summer before and afterschool programs.

Additionally, professional development regarding implementing a tiered support system to address the needs of students demonstrating attendance issues will be provided to LEAs beginning in the 2021-2022 school year.

4. <u>Emergency Needs</u>: If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to

which these funds will build SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.

Response: The SEA will use the statewide emergency needs funds to provide funding to LEAs that receive no or low formula-based ARP ESSER allocations based on Title I to support their implementation of accelerated learning strategies. Additionally, the state will provide funding to the Bureau Deaf Blind, as they have not qualified for allocations, but have students in need of services.

E. Supporting LEAs in Planning for and Meeting Students' Needs

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs' use of ARP ESSER funds to achieve these objectives.

- 1. <u>LEA Plans for the Use of ARP ESSER Funds</u>: Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:
 - i. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;
 - ii. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;
 - iii. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and
 - iv. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families,

students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Response: Ensuring LEAs develop high-quality thoughtful plans identifying how they will use their ARP ESSER funds is critical in addressing the significant impact of COVID-19, including keeping schools open for in-person instruction, lost instructional time, and the social and emotional health of both students and staff. The Superintendent of Public Instruction, State Department of Education has an important role in supporting LEAs in meeting the Federal Register requirements for the ARP ESSER Plan. An LEA ARP ESSER Use of Funds template was developed and will be distributed to LEAs to complete. Signatures are required from the LEA superintendent and the local school board president or Charter Commission representative prior to the LEA submitting the plan to the State Department of Education. See Appendix H for the LEA ARP ESSER Use of Funds template. This template requires LEAs address the impact of lost instruction time on academics, social, emotional, and mental health needs of all students with a targeted focus on the students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory children. Additionally, Idaho requires LEAs to address interventions to support Native American students and Hispanic students experiencing gaps. These underserved population groups are included in the LEA plan template.

Technical assistance and support in developing the plan will be provided to LEAs until all plans are submitted to the state. State support includes an upcoming webinar in June on the four tiers of evidence-based interventions. The Comprehensive Center 17 organized an Idaho team that is currently participating in the Summer Learning & Enrichment Collaborative. This professional learning community supports organizations that are partnering to provide summer programs that engage students academically, socially and emotionally, particularly those students hardest hit by the pandemic. Information is posted on the ARP ESSER webpage at https://www.sde.idaho.gov/federal-programs/american-rescue-plan/index.html , and LEAs are invited to visit the Collaborative website and engage in the series of virtual learning offerings. ESEA Federal Programs coordinators are planning a mini-webinar series later this summer to share specific ideas on how ESSER funds can be used to support the at-risk subgroup populations. This includes students in correctional facilities.

Superintendent Ybarra supports any LEA who want to move to a community school model. Community schools are an evidence-based framework for coordinating recovery efforts and actively engaging families and partner organizations. The Federal Programs' FACE coordinator is actively involved in supporting LEAs to become community schools. On June 10, 2021, a virtual learning presentation will provide LEAs information on how ESSER funds can support the practical

implementation of the community school strategy, ongoing professional development and implementation support. An additional presentation is planned to provide LEAs information on the importance of stakeholder involvement in developing and revising their Back-to-School plans and the LEA ARP ESSER Use of Funds plan.

- 2. <u>LEA Consultation</u>: Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its LEAs engage in meaningful consultation with stakeholders, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. school and district administrators (including special education administrators); and
 - iv. teachers, principals, school leaders, other educators, school staff, and their unions.

The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:

- v. Tribes;
- vi. civil rights organizations (including disability rights organizations); and
- vii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.

Response: As part of the LEA ARP ESSER Plan – Use of Funds, LEAs must identify the stakeholder roles providing input, describe the process, including timeline, for involving stakeholders, and describe how the public was given an opportunity to provide input in the development of the plan. Involving stakeholders includes meaningful participation in conversations, discussions, and meetings where plan components are addressed. Examples of obtaining public input could include conducting a public hearing, posting the plan on the LEA's website and soliciting comment, and conducting a survey on sections of the plan. The Superintendent of Public Instruction, State Department of Education will ensure LEAs are aware of resources available to develop their plan and ensure stakeholder input is included. Staff are currently scheduling a mini-webinar series that includes stakeholder involvement in ESSER use of funds planning and program use of funds for the underserved populations.

- 3. Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:
 - i. How the SEA will support and monitor its LEAs' implementation of evidence-based interventions that respond to students' academic, social,

emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed;

Response: The LEA ARP ESSER Plan template requires the LEA to describe how it will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and wellbeing. The Superintendent of Public Instruction, State Department of Education will review LEA plans for inclusiveness and will provide direct support for LEAs with gaps in their plans. Information from LEA plans will be used to devise ongoing specific support plans and deliver through existing SEA support mechanisms.

The Superintendent of Public Instruction, State Department of Education will collaborate with federal technical assistance providers (e.g., Region 17 Comprehensive Center), to provide professional development and resource support to LEA staff on topics to be determined through analysis of developed LEA plans. It is anticipated, but not limited to, that topics may include the following:

- Acceleration Academies
- Devising and best utilizing additional instructional time
 - Before or After School
 - o Additional School Days
 - o Summer School
- Common formative assessments
- Early learning (K-4 literacy)
- Extended day partnerships (CBOs)
- Extracurricular Activities
- High-quality tutoring
- Mastery learning/Project-based learning
- Multi-tiered system of supports
- Narrowing standards
- SEL and mental health supports
- Strategic staffing (teacher advocates, advisory, looping)
- Student voice and perception
- Transition supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)
- Four tiers of evidence-based interventions
- ii. How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.viii; and

Response: The Accountability Oversight Committee (AOC) is an ad-hoc committee of the State Board of Education that provides the Board with recommendations related to assessment and accountability. The AOC's annual report is focused on analyzing data and providing recommendations regarding policy and implementation strategies the state can put in place to improve student achievement. For its fiscal year 2022 report, the AOC will be including a special focus analyzing the effects of the COVID 19 pandemic on student achievement, including a review of data to determine if disparate impacts exist between subgroups of students. The Superintendent of Public Instruction, State Department of Education will compile the data into the 2020-2021 Student Achievement Report, and the AOC will analyze the data and make recommendations to the Board regarding its use. The data will be distributed to LEAs to improve their understanding of any disparate impacts on student subgroups. Professional development will be provided to LEAs on analyzing the data with support for implementing interventions.

- iii. How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - 1. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
 - 2. Students who did not consistently participate in remote instruction when offered during school building closures; and
 - 3. Students most at-risk of dropping out of school.

Response: The LEA ARP ESSER Use of Funds template includes a section on identifying, re-engaging, and supporting students who have experienced the impact of lost instructional time. These data will be collected from the LEA plan templates and analyzed at the state level to identify the largest gaps. The state will share the information with LEAs, and these data will identify the areas of greatest need which will inform technical assistance and professional development to support LEAs.

- 4. Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds, including but not limited to:
 - i. Allocating funding both to schools and for districtwide activities based on student need, and
 - ii. Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.

Response: In the LEA ARP ESSER Use of Funds template, LEAs must describe how remaining funds will be allocated to schools and for districtwide activities based on student need to support student success both equitably and inclusively. These data will provide a state-level view of where professional development and support is needed. Additionally, Superintendent Ybarra and State Board members feel strongly that LEAs that do not receive a Title I-A allocation and, therefore, do not receive an ESSER allocation also have COVID pandemic needs that require funding to address. As a result, with the ESSER I round of funding, LEAs that did not receive a Title -A allocation received "equitable like" funding from one of the Governor's COVID relief funding sources. With CRRSA Act ESSER II and ARP ESSER, State Board members supported funding these same LEAs using monies from the State Set-Aside Reserve.

In an effort to provide financial transparency, the Every Student Succeeds Act (ESSA) requires public schools to report per-pupil federal and non-federal costs, and for states to collect and publish this information. Idaho reports this information on its report card website at <u>https://idahoschools.org/</u> under the Non-Academics section of each LEA's page. The new maintenance of equity requirement under the American Rescue Plan (ARP) will further protect funding levels for those high poverty LEAs and schools.

F. Supporting the Educator Workforce

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation's educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students' academic, social, emotional, and mental health needs.

- 1. Supporting and Stabilizing the Educator Workforce:
 - i. Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math ("STEM") educators; career and technical education ("CTE") educators; early childhood educators). Cite specific data on shortages and needs where available.

Complete the table below, changing or adding additional rows as needed, or provide a narrative description.

Table F1.

Area	2018-2019	2019-2020	2020-2021
7 Hou	Idaho State	Idaho State	Idaho State
	Student to Area	Student to Area	Student to Area
	Ratio*	Ratio*	Ratio*
Special educators	24 special	23 special	21 special
~r · · · · · · · · · · · · · · · · · · ·	education	education	education
	students per	students per	students per
	special educator	special educator	special educator
Paraprofessionals –	11 special	10 special	11 special
special education	education	education	education
1	students per	students per	students per
	special	special	special
	education	education	education
	paraprofessional	paraprofessional	paraprofessional
English as a second	180 English	145 English	129 English
language educators	language	language	language
	students per	students per	students per
	English as a	English as a	English as a
	second language	second language	second language
	educator	educator	educator
Paraprofessionals –	103 English	113 English	104 English
English as a second	language	language	language
language	students per	students per	students per
	English as a	English as a	English as a
	second language	second language	second language
~	paraprofessional	paraprofessional	paraprofessional
School counselors	421 students per	413 students per	403 students per
	school counselor	school counselor	school counselor
	31 out of 176	31 out of 180	39 out of 185
	districts had no	districts had no	districts had no
	school	school	school
	counselors	counselors	counselors
Social workers	5796 students	5673 students	5822 students
	per school social	per school social	per school social
	worker	worker	worker
	144 out of 176	149 out of 180	152 out of 185
	districts had no	districts had no	districts had no
	school social	school social	school social
	workers	workers	workers
Nurses	1969 students	1902 students	1825 students
	per school nurse	per school nurse	per school nurse
			105
	130 out of 176	131 out of 180	135 out of 185
	districts had no	districts had no	districts had no
	school nurses	school nurses	school nurses
School psychologists	1755 students	1686 students	1704 students
	per school	per school	per school
	psychologist	psychologist	psychologist

Area	2018-2019	2019-2020	2020-2021
	Idaho State	Idaho State	Idaho State
	Student to Area	Student to Area	Student to Area
	Ratio*	Ratio*	Ratio*
	107 out of 176	109 out of 180	117 out of 185
	districts had no	districts had no	districts had no
	school	school	school
	psychologists	psychologists	psychologists

*The number for each area is determined by an individual serving in at least one (1) applicable assignment and counts that person as one individual (full or part time), and does not include those who were contracted by outside vendors.

Describe how the SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages, with particular plans for individual LEAs facing the most significant needs (e.g., by avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.

Response: To recruit and retain certificated individuals in the identified shortage areas, the Superintendent of Public Instruction, State Department of Education will provide the following professional development opportunities which is in alignment with the second recommendation of the Educator Pipeline Subcommittee of the Our Kids, Idaho's Future – Final Report to continue to grow statewide professional development efforts for educators:

- The Superintendent of Public Instruction, State Department of Education partnered with NNU to develop behavioral health and wellness professional development specific to grade level. For a list of opportunities click <u>here</u>.
- Free Youth Mental Health First Aid twice a month
- Free Suicide Prevention Gatekeeper training, both online and community trainings
- Various workshops on behavioral health and wellness at the annual Prevention and Support Conference
- Various workshops on mental health at Idaho School Mental Health conference, in collaboration with the Idaho School Counselors Association, the Idaho School Psychologist Association, and the Association of Idaho School Social Workers.
- Implementation and technical support for student wellness programs in Idaho elementary, middle, and high schools via Idaho Lives Project and Sources of Strength.

- Management and oversight of the Garrett Lee Smith Grant and the ID-AWARE (Addressing Wellness and Resilience in Education) Grant.
- SEA provides PD for educators with a special education focus throughout the year through the SEA and SESTA. For a list of trainings please see the ITC link at https://idahotc.com/

Idaho LEAs have had access to CARES Act ESSER funds since June 24, 2020. Approximately, half of CARES Act funds have been expended and drawn down from LEAs as of May 3, 2021. For CARES Act ESSER, 25% of these expended funds have been used for salaries and benefits to avoid, in part, layoffs during the COVID-19 pandemic. Four of the Governor's CARES Act GEER funds were administered by Superintendent of Public Instruction Sherri Ybarra. They included a Special Distribution, Technology (connectivity and devices), Blended Learning, and Non-ESSER (funds to LEAs who do not receive Title I-A funds). Of these funds, 20% were spent on salaries and benefits to avoid, in part, layoffs during the COVID-19 pandemic.

Idaho has been given spending authority for CRRSA Act funds, and these budget appropriations have been signed into law by the Governor the week of May 10, 2021. These funds are being made available to LEAs in the Grant Reimbursement Application (GRA) program, for which LEAs will have access the week of May 17, 2021.

iii. Describe the actions the SEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the SEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide highdosage tutoring or implementing residencies for teacher candidates).

Response: The following are options provided by the SEA to fill areas of need in certified educators for the 2021-2022 school year.

- Three alternative authorization options to allow educators to serve as a teacher of record, school counselor of record, and social worker of record while they are completing a program that leads to certification.
- Four non-traditional routes to teacher certification that allows teachers to serve as the teacher of record while they are finishing the requirements for certification.
- Emergency provisional certification for areas a school district or charter school identify as a declared emergency hire.

The Superintendent of Public Instruction, State Department of Education has a *Be an Educator* webpage for the recruitment of certified educators. The SEA will continue to update the website to include options and routes for certification.

The Superintendent of Public Instruction, State Department of Education will provide Career Fairs through already established funding to assist local education agencies in recruitment of certified educators. The Career Fair will include information for LEAs on how they can use different types of funding to cover costs for the preparation of their staff that are working toward certification as well as the professional development opportunities provided by the Superintendent of Public Instruction, State Department of Education.

2. <u>Staffing to Support Student Needs</u>: Describe the extent to which the SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).

Response: The Superintendent of Public Instruction, State Department of Education has a *Be an Educator* webpage for the recruitment of certified educators. The SEA will continue to update the website to include options and routes for certification.

The State Board of Education and Superintendent of Public Instruction, State Department of Education will collaborate with Department of Labor and PERSI on ideas for recruiting individuals for employment opportunities.

The Superintendent of Public Instruction, State Department of Education will provide Career Fairs through already established funding to assist LEAs in recruitment of certified educators. The Career Fair will include information on how LEAs can use different types of funding to cover costs for the preparation of their staff that are working toward certification. In addition, information will be provided on opportunities for preparation of paraeducators to increase the number of qualified paraeducators available to LEAs.

The Superintendent of Public Instruction, State Department of Education will provide resources of ideas on options for classified staff/paraprofessionals to free up teachers, school counselors, school social workers, school nurses, and school psychologists to focus on providing services to students.

The Superintendent of Public Instruction, State Department of Education to create a website with resources available for behavioral health and wellness.

G. Monitoring and Measuring Progress

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation's education system is a fundamental responsibility of Federal, State, and local government. In this section, SEAs will describe how they are building capacity at

the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

- <u>Capacity for Data Collection and Reporting</u>: It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA's Grant Award Notification (listed in Appendix B). Describe the SEA's capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:
 - i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;
 - Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);
 - iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);
 - iv. Jobs created and retained (by position type);
 - v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and
 - vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

Response: Idaho will be able to ensure that the state and LEAs have the capacity to collect and report data on many critical metrics, simply by maintaining existing systems. The reporting system for statewide assessments in English Language Arts/Literacy, Mathematics, and Science includes the results of interim assessments that students can participate in throughout the year to identify learning needs relative to state content standards. LEAs who use these optional assessments can view their results in this system and the state can access this information as well. The state's early literacy assessment also incorporates a monthly progress monitoring system that LEAs can use to support younger students and that the state can access as needed.

Data on coursework, chronic absenteeism, exclusionary discipline, and school personnel characteristics will continue to be available in the state's longitudinal

data system, via which LEAs submit information several times throughout the year.

Idaho will also continue to administer student, parent, and staff engagement surveys in the 2021-2022 school year. Fiscal data, including per-pupil expenditures by LEA and school, are also available through the existing data infrastructure and will continue to be included on the state and local report cards, (available at IdahoSchools.org).

Idaho has been thoughtful about taking care in adding requirements for data submission and will be suing existing data as much as possible. However, for metrics relevant to the use of pandemic funds that are not currently collected, such as new summer programs, Idaho will use state-funds to support new data collection mechanisms. To assist LEAs in reporting these data, the state will also generate consistent, streamlined templates with associated guidance. This approach will mirror the process the Superintendent of Public Instruction, State Department of Education already uses for state intervention and remediation funds, where LEAs report the specific amount allocated towards personnel, technology, curriculum, professional development, or other resources.

Consistent with Appendix B, the state will also produce more general guidance to assist LEAs in creating appropriate policies that allow them to safely maintain inperson learning in the summer and during school year 2021-2022. This guidance will build on the state's Back to School Framework.

2. <u>Monitoring and Internal Controls</u>: Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA's current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.

Response: As ARP ESSER funds are released, Idaho will provide regular trainings to LEAs about the rules for using these funds and effective strategies for identifying local high priority needs. The state will base these strategies on the analysis components outlined in Section A. These steps will assist LEAs in setting up appropriate and effective use of these funds at the start of the process. For reporting, Idaho currently maintains a Grant Reimbursement Application (GRA) that educational entities use to provide documentation about the use of funds for federal flow through grants. However, this application does not include all of the reporting information associated with the use of ARP ESSER funds, such as the amount of funds spent on lost instructional time and on social/emotional needs.

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Consequently, to support appropriate monitoring of these funds, the state will create a separate ARP ESSER tracking system that includes all of the associated federal reporting requirements. LEAs receiving these funds will be required to report their use of funds on a quarterly basis. Staff members will review all submissions and follow up with any entities who have not submitted their information or who have submitted information, insufficient data, or a questionable use of funds. Each submission period, staff will randomly select five percent LEAs for more detailed auditing.

The state will also regularly track changes in the identified priority metrics over time to help determine whether interventions have been effective or require refinement. Particular attention will be paid to the effectiveness of support for traditionally underserved student groups, such as Native American and Hispanic students. Idaho anticipates it will be the able to develop and support this new ARP ESSER monitoring framework with existing staff, who are well practiced in assisting LEAs in appropriately using and reporting on other sources of funds.

Appendix A: School Operating Status and Instructional Mode Data Template

Indicate the date or time period represented by the following data.

Response: The data below are current as of 5/13/2021. The data in Table 1 are based on the current LEA-level operating status information that Idaho tracks. The possible values are "Online," "Virtual School," "Hybrid," "In Person with Online School Option," and "In Person." To align with the categories in Table 1, these values are mapped as follows:

- Online and Virtual School entries = Remote or online only
- Hybrid and In Person with Online School Option = School buildings open with remote/online and in-person instruction (hybrid)
- In Person = School buildings open with full-time in-person instruction

Since Idaho only captures these data at the LEA level, all schools within an LEA are considered to have the same status as the LEA as a whole to generate the counts in Table 1. It is also impossible to fully discern with the existing data whether a particular educational environment is being offered to all students or some students. Consequently, schools are listed as offering the option associated with their operating status to all students. All other schools are listed in the "Not offered" category. Based on these caveats, users should cautious in interpreting these data.

Table 1

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the "offered to all students," "offered to some students," and "not offered" columns is equal to the number in the "all schools" column.

Add or change rows as needed

Number of schools	All schools	Offered to all students	Offered to some students	Not offered
Remote or online only	760	17	-	743
School buildings open with both remote/online and in-person instruction (hybrid)	760	294	-	466
School buildings open with full-time in-person instruction	760	449	-	311

To the extent data are available, please complete the above table for 1) all schools in the State, and 2) separately for each instructional level (e.g., pre-kindergarten/elementary schools, middle schools, high schools).

Response: Due to these underlying data limitations discussed above, the state is not able to confidently disaggregate the figures by instructional level.

Table 2

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

Add or change rows as needed

Response: The data in Table 2 are based on enrollment data as of 5/13/2021. Students who are enrolled in more than one entity are counted in each location. Student enrollment data are merged with the operational status information summarized above Table 1.

Number of students	Total	Remote or	Both remote/online and in-	Full-time in-
	enrollment	online only	person instruction (hybrid)	person instruction
Students from low-income	98,070	4,160	38,159	55,751
families				
White, not Hispanic	229,134	7,538	91,784	129,812
Black or African	3,335	64	1,297	1,974
American, not Hispanic				
Hispanic, of any race	57,759	1,418	27,674	28,667
Asian, not Hispanic	3,460	65	1,436	1,959
American Indian or	3,211	70	1,347	1,794
Alaskan Native, not				
Hispanic				
Native Hawaiian or	976	21	429	526
Pacific Islander, not				
Hispanic				
Two or more races, not	9,415	443	4,236	4,736
Hispanic				
Race/Ethnicity	NA	NA	NA	NA
information not available				
English learners	18,601	126	8,725	9,750
Children with disabilities	33,918	1,040	14,691	18,187
Students experiencing	5,521	149	2,132	3,240
homelessness				
Children and youth in	1,105	40	433	632
foster care				
Migratory students	3,758	0	2,236	1,522

Table 2. Enrollment and mode of instruction

Appendix B: Reporting Language Included in the Grant Award Notification ("GAN")

As described in the Grant Award Notification ("GAN"), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act ("FFATA"); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;
- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
 - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
 - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);
- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;
- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;
- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, children and

youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

• The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVIDplan).

Appendix D

OMB Control No. 1894-0005 (Exp. 06/30/2023)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Educations General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for Statelevel uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federallyassisted program for students, teachers, and other program beneficiaries with special This provision allows applicants needs. discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

ATTACHMENT 2

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Click here to enter text.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Appendix E: Safe Return to In-Person Instruction and Continuity of Services **Plan Checklist**

Instructions: All Idaho LEAs must complete this Safe Return to In-Person Instruction Checklist and post it on their website with their Back-to-School Plan by August 1, 2021.

LEA # and Name:

DATE LEA's 2020-2021 Back-to-School Plan was approved by the local school board:

Website link to the LEA's current Back-to-School Plan:

Mitigation Strategies Information Required to be Included in LEA's Plan						
CDC Recommended Prevention/Mitigation strategies required to be addressed in the LEA plan by the U.S. Department of Education (Federal Register/Vol. 86, No. 76/Thursday, April 22, 2021/Rules and Regulations)	Does the LEA's <u>current</u> Back to School Plan include information regarding policies applicab to the mitigation strategy? (Note: the LEA is not required to implement all strategies, but the LEA's plan must include information about the LEA's policy about each mitigation strategy)					
Universal and correct wearing of masks	Yes 🗆	No 🗆				
Modifying facilities to allow for physical distancing (e.g., including use of cohorts/podding)	Yes 🗆	No 🗆				
Handwashing and respiratory etiquette	Yes 🗆	No 🗆				
Cleaning and maintaining healthy facilities, including improving ventilation	Yes 🗆	No 🗆				
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	Yes 🗆	No 🗆				
Diagnostic and screening testing	Yes 🗆	No 🗆				
Efforts to provide vaccinations to school communities	Yes 🗆	No 🗆				
Appropriate accommodations for children with disabilities with respect to the health and safety policies	Yes 🗆	No 🗆				

NARRATIVE Information Required to be Included in LEA's Plan						
Required Information	Does the LEA's <u>current</u> B include this NARRATIVE					
How the LEA is addressing and plans to address students' academic needs	Yes 🗆	No 🗆				
How the LEA is addressing and plans to address students' social, emotional, mental health, and other needs (which may include student health and food services)	Yes 🗆	No 🗆				
How the LEA is addressing and plans to address their staff's social, emotional, mental health, and other needs	Yes 🗆	No 🗆				

The process for review and revision of the plan (including Yes 🗆 No 🗆 gathering community / stakeholder input) no less frequently than every six months through September 30, 2023. The LEA's need for support and/or technical assistance Yes 🗆 No 🗆 related to implementing the strategies identified in Table 1 or Table 2, if applicable. LEA Response Assurances 1. The LEA assures that, to the best of the LEA's No Yes 🗆 knowledge and belief, all information in this plan is true and correct. 2. The LEA engaged in meaningful consultation Yes 🗆 No 🗆 with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. 3. The LEA engaged in meaningful consultation Yes 🗆 No 🗆 with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. 4. The plan is in an understandable and uniform Yes 🗆 No 🗆 format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent. 5. The plan is publicly available on the LEA Yes 🗆 No 🗆 website.

NOTES:

- If the LEA developed a Back-to-School plan before ARP ESSER was enacted (March 11, 2021) and that plan was developed with public input, but the plan does not include *all* of the required information, as outlined in Table 1 and Table 2 above, the LEA must revise its plan to include all required elements..
- LEAs are required to review and revise their Back-to-School / Safe Return to In-Person Instruction Plan no less frequently than every 6 months.

50

Date of most recent review of the LEA's current Back-to-School Plan:

If the LEA answered "No" to any elements in Table 1 or Table 2,

LEA Plan Modification Deadline): November 24, 2021 (6 months after May 24, 2021).

If the LEA answered "Yes" to all elements in Table 1 and Table 2, next planned LEA Plan Review Date (no more than 6 months from the last plan review date):

Appendix F: CARES Act FY20 & FY 21 Reimbursements by Category as of June 1, 2021

CARES ACT GRANTS	Salaries and Benefits	Purchased Services	Professional Development	Supplies Materials	Capital Objects	Transportation	Other	Travel	Indirect Cost Collection	Meals	Total
CARES Coronavirus Relief - CFAC											
CARES Coronavirus Relief - CFAC - Special Distribution	\$ 67,598,460.25	\$ 4,971,951.73	\$ 17,739,312.51	\$ 248,936.92	\$ 6,970,319.55	ş -	\$ 63,565.69	\$ 31,405.90	\$ 1,710.32		\$ 97,625,662.87
CARES Coronavirus Relief - CFAC - Technology	\$ 2,500.00	\$ 88,903.89	\$ 638,356.90	ş -	\$ 253,358.62	ş -	ş -	ş -	ş -		\$ 981,424.41
CARES Coronavirus Relief - CFAC - Blended Learning	\$ 1,410,550.41	\$ 1,731,722.85	\$ 14,242,142.00	\$ 417,246.21	\$ 6,090,141.85	ş -	ş -	\$ 134,992.08	ş -		\$ 24,026,795.40
CARES Coronavirus Relief - CFAC - Non ESSER I	\$ 202,472.69	\$ 118,411.88	\$ 400,386.31	\$ 21,400.46	\$ 109,794.07	ş -	ş -	ş -	\$ 1,483.06		\$ 853,948.47
CARES Coronavirus Relief - CFAC - Child Nutrition	\$ 168,136.42	\$ 1,785.15	ş -	\$ 1,463,231.90	\$ 3,431.91	\$ 27,261.51	ş -	\$ 3,542.34	ş -	ş -	\$ 1,667,389.23
CARES ESSER I											
CARES ESSER I - Flow Through	\$ 12,645,627.61	\$ 1,633,691.44	\$ 5,612,236.83	\$ 32,593.62	\$ 1,986,821.92	\$ 159,820.48	\$ 33,203.34	\$ 455,922.66	\$ 1,743.04		\$ 22,561,660.94
CARES ESSER I - State Set-Aside LMS	\$ 41,675.71	\$ 1,017,667.91	\$ 888,878.30	\$ 42,558.42	\$ 116,898.48	\$ 33,451.36	ş -	\$ 40,868.84	ş -		\$ 2,181,999.02
CARES ESSER I - State Set-Aside SEL	\$ 110,121.47	\$ 64,859.63	\$ 123,272.44	\$ 25,754.67	\$ 8,000.00	\$ 1,211.96	ş -	\$ 4,316.90	\$ 3,315.64		\$ 340,852.71
CARES Child Nutrition State Grant											
CARES Child Nutrition State Grant	\$ -	ş -	\$ -	ş -	ş -	ş -	ş -	ş -	\$ -	\$ 45,481,967.00	\$ 45,481,967.00
Grand Total	\$ 82,179,544.56	\$ 9,628,994.48	\$ 39,644,585.29	\$ 2,251,722.20	\$ 15,538,766.40	\$ 221,745.31	\$ 96,769.03	\$ 671,048.72	\$ 8,252.06	\$ 45,481,967.00	\$ 195,721,700.05
Percentage	41.9880%	4.9197%	20.2556%	1.1505%	7.9392%	0.1133%	0.0494%	0.3429%	0.0042%	23.2381%	100.0000%
CRRSA ACT GRANTS	Salaries and Benefits	Purchased Services	Professional Development	Supplies Materials	Capital Objects	Transportation	Other	Travel	Indirect Cost Collection	Meals	Total
CRRSA Act - ESSER II F/T	\$ 2,991,249.59	\$ 1,588,239.27	\$ 265,666.63	s -	\$ 94,748.60	s -	\$ 1,727.49	\$ 309,295.00	s -		\$ 5,250,926.58
CRRSA Act - ESSER II Set Aside	\$ 145,466.00		\$ 37,750.84		s -	\$ -	s -	s -	\$ -	\$ -	\$ 198,804.80
Grand Total	\$3,136,716	\$1,603,827	\$303,417	\$0	\$94,749	\$0	\$1,727	\$309,295	\$0	\$0	\$5,449,73
Percentage	57.5573%	29.4295%	5.5676%	0.0000%	1.7386%	0.0000%	0.0317%	5.6754%	0.0000%	0.0000%	100.0000%

Appendix G: ARP Section 2001(e)(1-2): Use of LEA Funds

2001(e)(1)

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.

2001(e)(2)

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix H: LEA ARP ESSER Use of Funds Template

Instructions: Complete this plan template by engaging meaningful consultation with stakeholders, as identified in the assurances below, and by giving the public an opportunity to provide input in the development of this plan. Submit this plan, or a Plan developed by the LEA that includes all requirements, to Lisa at <u>lenglish@sde.idaho.gov</u> by October 1, 2021.

LEA # and Name:

Website link to the LEA's ARP ESSER Plan – Use of Funds

Section 1: Using ARP ESSER funds for the continuous and safe operation of in-person learning

- Describe the LEA's process, including timeline, for engaging meaningful consultation with stakeholders. Identify the stakeholder groups involved. Describe how the public was given an opportunity to provide input in the development of this plan. [Open-ended response]
- Describe how funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Centers for Disease Control and Prevention (CDC) guidelines⁴ for reopening and operating schools for in-person learning. [Open-ended response]
- 3. Describe how the LEA will use no less than, 20% of allotted ARP funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Specifically, address how the LEA will utilize funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - a. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
 - b. Students who did not consistently participate in remote instruction when offered during school building closures; and
 - c. Students most at-risk of dropping out of school.
 - d. Subgroups of students disproportionally impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.

[Open-ended response]

4. Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix G). In your description, please identify how funds will be allocated to schools and for districtwide activities based on student need to equitably and inclusively support student success.

⁴ The most recent guidelines can be found here: <u>https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html</u>

[Open-ended response]

- 5. Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. [Open-ended response]
- 6. Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being. [Open-ended response]

Section 2: Assurances

	Assurance	LEA Re	esponse
1.	The LEA assures that, to the best of the LEA's knowledge and belief, all information	Yes	No
	in this plan is true and correct.		
2.	The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes	No □
3.	The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Keep documentation of stakeholder communications and meetings on file at the LEA.	Yes	No □
4.	The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent.	Yes	No □
5.	The plan is publicly available on the LEA website.	Yes	No
[5a] If the LEA response with 'yes', this is an open-ended item for the URL Please provide the URL:		

Submit this plan to Lisa at lenglish@sde.idaho.gov no later than October 1, 2021.		
School Board President's Signature:	Date:	
School Board President's Printed Name:		
Superintendent's Signature:	Date:	
Superintendent's Printed Name:		

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

ATTACHMENT 3

	Organization	Which section(s) of the plan are	
Submission Date	Represented	you providing feedback on?	Submit feedback here
2021/06/01 13:56:42	New Classrooms	13	New Classrooms appreciates the opportunity to provide feedback on the Idaho Department of Education ARP/ESSER plan. We are a national nonprofit on a mission to personalize education to support and advocate for policies that truly enable schools to meet each student's unique strengths and needs and provide an equitable environment for every student. Our organization is actively engaged in building capacity for innovative learning models, supporting demand, and creating some space for new approaches to teaching and learning that ultimately yield better results for students. We strongly encourage the inclusion of Innovation Zones among the recommended programs to address unfinished learning, as the state of Texas has done and several other states are now proposing as part of their ARP plans (for an example, see page 39 of North Dakota's plan - https://www.nd.gov/dpi/sites/www/files/documents/Covid-19/ESSER%2011/ARPESSERStatePlanFINAL.pdf). Innovation Zones provide a state framework to solve unfinished learning by ensuring all students master college and career ready standards, but not through a uniform, grade level-structure. Districts and schools who are accepted into the innovation zone are incentivized to focus on comprehensive learning growth for multiple years across a grade span—instead of the traditional approach of states centering only on a summative assessment of grade-level performance in order for students to accelerate their learning to ultimately master grade level standards. Within an Innovation Zone model, the state is responsible for facilitating connections between schools and providers, and building a stronger system that requires all parties to demonstrate sustained, positive results as students master the standards over time. These Zones allow states to develop a unique approach to reimagine school while introducing new mechanisms for personalization and shared accountability for results. On the following pages you will find a summary document on Innovation-Zones-ESSER-and-ARP.pdf), we encoura
2021/06/01 10:48:27	Jefferson Joint School District #251	Use of Funding	We would love to see a good portion of the funding released to school districts for supporting students with unique needs, such as students experiencing Homelessness, Migrant students, and English Learners.
2021/05/28 19:31:41	Retired counselor	Low income children	An after school program (for students to get help on their homework and not go home to empty homes) with snacks does wonders for children.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

ATTACHMENT 3

2021/05/28 14:42:22	Idaha Out of Cohool	D 2	With regard to D-2 Summer Learning and Enrichment: and D-2 Comprehensive Afterschool: we respectfully ask that you respective the decision to
2021/05/28 14:42:23	ldaho Out-of-School Network	D-2	With regard to D-2 Summer Learning and Enrichment; and D-3 Comprehensive Afterschool; we respectfully ask that you reconsider the decision to allocate all of these set aside funds to LEAs and instead provide all or a portion of the funds to community based afterschool and summer enrichment providers in the state through a competitive grant process either run by the State Department of Education or a third party organization. LEAs will receive 90% of Idaho's ESSER III funds of which 20% must be used by the LEAs to provide learning recovery including afterschool and summer programs. Community based providers including non-profit organizations, park and recreation programs, faith based providers, and other local programs can be a valuable resource and partner to schools in addressing the academic, social and emotional needs of students but only if they are adequately supported with funding.
			Afterschool and summer programs that are jointly planned by school districts and community partners include both academic support and enrichment opportunities, and a mix of certified teachers and youth development professionals. Community-based programs include an array of activities that young people can choose to participate in, along with academic support, culturally responsive supports, and a focus on keeping students engaged and attending school regularly. Programs can engage diverse community partners and help students turn around learning loss, move beyond the digital divide, re-connect with peers and caring adults, re-engage in learning, offer much-need meals to overcome food insecurity, and accelerate students' social, emotional, and academic recovery. Programs can also be a lifeline for families trying to deal with the economic, childcare and social-emotional impact of the pandemic. Afterschool and summer programs serve as community learning hubs for K-12 youth. Ideal afterschool and summer learning models include: coordination with schools and tapping local educators and school staff; staff trained in a youth- centered approach to support well-being and strong social skills, offering mentorship, and providing hands-on learning experiences that build work and life skills; partnerships with arts, STEM, sports, and health organizations, higher education, parks, museums, recreation centers, churches, libraries, local businesses, families, and others.
			To make the most of state funding for comprehensive out of school time, the state of Idaho can create grant programs for Community Based organizations. These organizations often have different relationships with students and families that may break down barriers with forming meaningful relationships, they have staff that can be recruited and trained as additional tutors and may be interested in teacher pathways, they connect and leverage other community resources, and they have "staying power" to help programs and staff continue to serve the community as funds might shift and change over time. This funding method is already being chosen by many states and seen as a supplement to the 90% of funds that will begin in districts. The federal Department of Education has recognized the importance of supporting community based afterschool and summer providers in their guidance to state and local education agencies. In the state plan, question D-3(i) specifically asks for: "A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs. " Additionally in the Department of Education's Handbook to Reopening Schools Volume 2, the introduction list allowable activities under ARP including: "Provide students with evidence-based summer learning and enrichment programs, including through partnerships with community-based organizations, and other summer providers, including summer camps. These partnerships can help to sustain these programs and can also support programs in rural and remote communities. States and LEAs should maximize enrollment in summer programs, with a particular focus on underserved students and students most impacted by the COVID-19 pandemic, including providing transportation and meal services. Programs should target students of all ages, including high school students, and can include work-based or service-learning opportunities or summer bridge programs to suppo
2021/05/28 10:24:38	United Way of Treasure Valley	Section A	Thank you for including chronic absenteeism as a measure for understanding the current need. Based on experience working on an elementary schools' chronic absenteeism monitoring group the scope of chronic absenteeism among students who are from low income families is much greater than the data suggests and an even bigger challenge from this last school year. Schools need processes, training and assistance understanding data tools to begin implementing these type of monitoring groups. I'm glad you specifically named Attendance Works as this group does amazing work and more schools need to be paying attention to who is not there and why. We need to come together around those students and families and support them. I would like to see a lot more transparency and training around this issue.
2021/05/28 10:16:48	United Way of Treasure Valley	Section E	Additionally, we recommend the State Department of Education partner with the Idaho Out-of-School Network to identify programs, data and gaps in service and to tailor, disseminate, and train and embed high quality practices and tools in ARP funded programs both those operated by local education agencies as well as community based providers.
2021/05/27 12:03:36	Post Falls School District	Appendix E	I am confused about why LEAs who have been in school in person this past school year are now required to create a narrative surrounding "Safe Return to In-Person Instruction and Continuity of Services Plan". We were all required to have an operational plan to open during the 20-21 school year and it appears our operational plans will not suffice for this new requirement.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS JUNE 16, 2021

2021/05/27 07:59:33	Trustee Nampa School District Board of Trustees	LEA proposed requirements	It is not clear in the SEA plan the role of the local boards of trustees for school districts and boards of directors for charter schools. It should be clear in the requirements that local boards should approve plans prior to submittal to the SEA with minutes of the minutes of the meeting where approval was given by the Board submitted with the LEP to the SEA. This expectation would align to the new language on the Continuous Improvement Plans that is explicit and clear that Board need to be informed and involved and approve plans. Ideally, this work would be connected to efforts under way in required state CIPs.
2021/05/26 10:37:43	School District	LEA's Plan	Asking LEA's to submit a plan with stakeholders involvement would be good, but the state of Idaho is using this money to supplant state funding. Hard to submit a plan when for the next two years, the state is cutting funding to LEA's. We don't know what all of those cuts are, so how can we formulate a spending plan, when the funding is used to backfill cuts. The cuts we are aware of are the PESF freeze. That funding alone will be \$1.2mm of our operational budget. We will need this to keep the lights on our building open. How do you tell stakeholders that in a plan, we can't use it on learning loss, but to keep the lights on. Additionally, as a matter of contingency how do you then ask to set aside another \$1-2mm for potential cuts that come at any given point in time. Given the state of Idaho has presented no restoration plan to make schools whole, how can we put together a plan. Where is the assurance there will be no more cuts, and the districts are restored at pre-covid levels? Making us put together a spending plan, when the state of idaho, that they are restoring funding to the LEA's, and will support Public Ed going forward. Additionally, we are very understaffed dealing with all of the current issues as a fallout from the pandemic, and this is a huge investment of time, just to not be able to use the money on Learning Loss and or the district's needs, but instead have to backfill lost state dollars. Thumbs down on this measure, unless the state can assure there will be full restoration of state funding.
2021/05/25 18:21:48		All of our	The ARP is garbage that steals from Americans by causing inflating through "quantitative easing" and then "spreading the wealth around", which no American has a right to do. For the love of God and America, just no. Idaho is better than this.
2021/05/25 17:15:52	Hvac	All	We need to ban masking of children since they are not affected by the virus and they cannot carry itsuper stressful and distracting for children. Also, no mandatory vaccinationsI personally have many friends that have been vaccine injured and cannot vaccinate in the way the others canthis is pure discrimination and we will pursue these legal avenues if forced toall children deserve it the same access to in person education
2021/05/25 10:17:27	College of Idaho	D. Maximizing State-Level Funds to Support Students	There is detailed descriptions on what and possibly how students (summer programs, after-school programs etc.) will be provided instruction based on learning loss. However, there are little to no details regarding how students will be identified to participate in such programs. It is noted in section that " LEAs will be guided to use their attendance and absenteeism data to identify students who missed the most instruction during the 2019-2020 and 2020-2021 school years, and those whose attendance is problematic during the 2021-2022 school year". However, students with disabilities have suffered greatly and perhaps have been attending. My son (diagnosed with ADHD and specific learning disabilities), for example, scored level 1 and level 2 on his math and ELA ISATS (7th grade student) and has also had severe social & emotional difficulties throughout the year. There is nothing addressing how this will be addressed and how he could qualify for such services, though he is in dire need. There needs to be some mention of how school counselors or other providers could address these needs. In addition, just using ISAT scores is also not the ticket to identify students that need extra support. Teacher recommendations, parent surveys, administration recommendations all need to be considered.
2021/05/25 09:19:07	Grandparent	Nutrition and learning	Lunches need to be more nutritional, not fast food pre-prepared is okay but more veggies and fruit and quality foods containing meat. Classes need to based in core learning models , back to the basics, math, reading, science, english, technical to some extent, due to that's the continued momentum if our world, I would like to see a skills class and we need emphasis on history from George Washington on. And the core meanings of what our country has fought and died for along with world history. We need some good Art and Culture classes and health class. A good variety of classes they will use later on in life. And allow teachers the freedom to teach without censorship, but following base guidelines. We need the basic hygiene rules lots of soap and water and masks optional for those who want them. It's a fraction of K-12, that have any complications from Covid, flu shots optional.
2021/05/25 07:41:40	Swan Valley School District #92	Non Title 1 Schools	First of all thank you so much for providing non title 1 schools with funds from ESSER I and II. This has been extremely helpful. I just want to continue to advocate for the non title I schools in hopes we can continue to receive funds to help with school operations.
2021/05/24 22:58:27	NSCS 493	K-12 allocation of funds	Please consider spending funds to increase skills for teachers and staff for social emotional health and PBIS.

TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	PANDEMIC ELECTRONIC BENEFIT TRANSFER (PEBT)PROGRAM FOR IDAHO SCHOOLS UPDATE	Information Item
3	FEDERAL CORONAVIRUS RELIEF K-12 FUNDING UPDATE	Information Item
4	ALBION ELEMENTARY SCHOOL – HARDSHIP STATUS UPDATE	Information Item
5	ESSA STATE CONSOLIDATED PLAN – ACCOUNTABILITY WAIVER SY 2020-2021	Action Item
6	PRAXIS II ASSESSMENTS – QUALIFY SCORES	Action Item
7	APPROVED CONTENT ASSESSMENT – UNIFORM STANDARD FOR EVALUATING CONTENT COMPETENCY – AMENDMENT	Action Item

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 Education with the Board, including:

- K-12 Budget for Fiscal Year 2022
- Learning Loss/ Unfinished Learning
- Student Engagement and Safety
- Content Standards

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Pandemic Electronic Benefit Transfer Program for Idaho Schools

REFERENCE

February 2021 August 2020 Board received an update on the P-EBT program. Board received an update on the first round of the P-EBT program as part of the Developments in K-12 Education update.

APPLICABLE STATUTE, RULE, OR POLICY

The Families First Coronavirus Response Act of 2020 (PL 116–127), as amended by the Continuing Appropriations Act, 2021 and Other Extensions Act (PL 116-159),

BACKGROUND/DISCUSSION

The Pandemic Electronic Benefit Transfer (P-EBT) was a new program authorized by the Families First Coronavirus Response Act (FFCRA), which provided assistance to families with children that temporarily lost access to free or reducedprice school meals due to the COVID-19 pandemic.

Congress extended and expanded P-EBT in the Continuing Resolution through federal fiscal year 2021 to accomplish the following:

- Provide benefits to children who have a reduction in the number of days or hours they are physically in school or child care;
- Allow states to use simplifying assumptions to establish benefit levels and eligibility periods for eligible children;
- Provides funding to cover all of states' administrative costs.

Idaho has submitted and received USDA approval on an Idaho School P-EBT plan. An Idaho School P-EBT budget has been submitted to USDA. The Department of Education is currently waiting for budget approval from USDA.

As of Tuesday, April 13th, 2021 JFAC has given spending authority to the Department of Education for a School P-EBT program. Once final approval has been received from the House, Senate and Governor, the Idaho State Department of Education (Department) will proceed the program.

IMPACT

There are approximately 71,000 eligible students within 438 eligible schools. Student benefits range between \$20.46 to \$859.32 and a family with more than one child could potentially have different dollar amounts on each child's P-EBT card. These benefits will help the families and students offset the mentioned meal gap and boost economic activity within Idaho communities.

The Department is in contract with the Idaho Digital Learning Academy to build a software program for the eligible local school districts to upload needed

information. In addition, the Department has collected calendars from eligible schools and from this information has determined the benefit dollar per child using a predominate learning model. Student lists will be uploaded to the new software build and each child will be matched to their school for a benefit amount. After calculating, this information will be sent to DHW for processing of the P-EBT card. A Department call center is being developed to answer questions pertaining to this program.

ATTACHMENTS

Attachment 1 – Pandemic Electronic Benefit Transfer Program Update

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The FFCRA provided the Secretary of Agriculture authority to approve state agency plans for temporary emergency standards of eligibility and levels of benefits under the Food and Nutrition Act of 2008. The P-EBT is part of the U.S. government's response to the COVID-19 pandemic. The FFCRA provides the Secretary of Agriculture authority to approve state agency plans to administer P-EBT. On January 22, 2021, the USDA announced that it was increasing the P-EBT benefit by approximately 15 percent, providing additional funding for low-income eligible families.

The current P-EBT plan is available for school children and children in child care.

The standard eligibility criteria for school children are:

- 1. The child would be eligible for free or reduced-price meals if the National School Lunch Program and School Breakfast Program were operating normally. This includes children who are:
 - a. directly certified or determined "other source categorically eligible" for SY 2020-2021, or
 - b. certified through submission of a household application processed by the child's school district for SY 2020-2021, or
 - c. enrolled in a Community Eligibility Provision school or a school operating under Provisions 2 or 3, or
 - d. directly certified, determined other source categorically eligible, or certified by application in SY 2019-2020 and the school district has not made a new school meal eligibility determination for the child in SY 2020-2021.
- 2. The child does not receive free or reduced-price meals at the school because the school is closed or has been operating with reduced attendance or hours for at least 5 consecutive days in the current school year. Once the minimum 5 consecutive day threshold is met, children are eligible to receive P-EBT benefits for closures or reductions in hours due to COVID-19.

The standard eligibility for children enrolled in a covered child care facility are:

- 1. The child is a member of a household that received SNAP benefits at any time since October 1, 2020.
- 2. The child is enrolled in a covered child care facility (note that under the FFCRA, USDA deems all children under the age of 6 to be enrolled in a covered child care facility).
- 3. During a public health emergency designation, the child's child care facility is closed or is operating with reduced attendance or hours for at least five (5) consecutive days, resulting in the child's inability to attend the facility; or one or more schools in the area of the facility, or in the area of the child's residence, is closed or is operating with reduced attendance or hours.

In Idaho, DHW in collaboration with the Department and the Office of State Board of Education's Technology Services staff, worked to provide benefits to eligible households during the first round of the program to help cover the cost of lunches that would have otherwise been provided in school. This program was administered as a one-time payment of \$302.10 per child and was loaded onto the Electronic Benefits Transaction card used to provide benefits as part of Idaho's SNAP program. As the administrator of the SNAP program, DHW served as the lead agency for this program.

The criteria used to determine eligibility for P-EBT was based on whether a child was eligible and enrolled in the School Meal Program (free or reduced school lunch) through the Idaho school system on March 23, 2020, when schools were closed due to the COVID-19 pandemic. The intent of this one-time payment is to replace the value of free/reduced lunches children would have received during the time Idaho schools were closed. The program automatically identified eligible children using data made available through the Idaho System for Education Excellence (ISEE), Idaho's K-12 longitudinal data system. Students were sent P-EBT cards in the mail if they were in grades K-12 in the 2019-2020 school year and:

- Were eligible for free or reduced-price meals under the National School Lunch Program, OR
- Attended a school where every student gets free meals under the Community Eligibility Provision (CEP)

Families who participate in the SNAP program with eligible children had the funds loaded onto their EBP cards. No family had to apply to participate in the P-EBT program. Due to the complexity of the data needed to determine eligibility of the students the program was very time intensive for the Technology Services staff working with ISEE. Technology Services staff were instrumental in the execution of the first round of the program.

BOARD ACTION

This item is for informational purposes only.



Pandemic Electronic Benefit Transfer (P-EBT) for Idaho Schools

Colleen Asumendi Fillmore, PhD, RDN, LD, SNS Child Nutrition Director Lynda Westphal, MHS,SNS Lead Idaho School P-EBT Coordinator

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

ATTACHMENT 1





- Team
- Definition of P-EBT
 - Purpose
 - Eligibility
 - Students
 - School Status
 - Benefits
- Responsibilities of the Superintendent's office
- Responsibilities of SFAs
- Questions?

ATTACHMENT 1



P-EBT Team

Dr. Colleen Asumendi Fillmore Director, Child Nutrition Programs (208) 332-6823

Lynda Westphal Lead P-EBT Coordinator (208) 332-6825 Heath Ribordy P-EBT Coordinator (208) 332-6979 Kathrine Forstie Financial Specialist (208) 332-6834 Shawn Charters Contracts & Grants Program Specialist (208) 332-6822



Supporting Schools and Students to Achieve

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

What is P-EBT



Through P-EBT, eligible school children receive temporary emergency nutrition benefits loaded on a P- EBT card that is used to purchase food.

Children who would have received free or reduced price meals under the National School Lunch Act if their schools were not closed or operating with reduced hours or attendance.

Student Eligibility Requirements



A child is eligible for P-EBT benefits if two conditions are met:

1. The child would be eligible for free or reduced-price meals if the National School Lunch Program and School Breakfast Program were operating normally. This includes children who are:

- a) directly certified SY 2020-2021, <u>or</u>
- b) certified through submission of a household application processed by the child's school district for SY 2020-2021 at any time from July 15, 2020 through May 1, 2021, <u>or</u>
- c) enrolled in a Community Eligibility Provision (CEP) school or a school operating under Provisions 2 breakfast and lunch

2. The child does not receive free or reduced-price meals at <u>the school</u> because the school is closed or has been operating with reduced attendance or hours for at least 5 consecutive days in the current school year. Once the minimum 5 consecutive day threshold is met, children are eligible to receive P-EBT benefits for closures or reductions in hours due to COVID-19.

Free/Reduced Application Eligibility



- During COVID over 90 percent of SFAs are serving free meals under SSO and SFSP
 - This results in a large number of families who have not submitted an application to the SFA
 - Deadline May 1st for submission timeline
 - This gives time to approve the applications prior to uploading a list of free and reduced students into the software system
 - All free and reduced requirements are in-place
 - If an application is incomplete, it cannot be approved
 - If an application looks suspicious, it must be Verified for Cause

Standard for P-EBT Eligible School Status



- The school is closed (including any delayed start or early closure to the school year), or the school is operating with reduced attendance or hours
 - School closures do not include weekends, weather related closures, or days when the school is closed due to a holiday or regularly scheduled break (Thanksgiving, Holiday Break, Spring Break, etc.)
 - The period of closure or reduced attendance or hours must meet the current school year minimum 5 consecutive day threshold before any child is eligible for P-EBT benefits
 - Once the minimum 5 consecutive day threshold is met, children are eligible to receive P-EBT benefits for closures or reductions in hours and/or attendance due to COVID-19 for the **rest of the school year**.

Benefits to students



- Students may have different benefit amounts
 - Each student will get a separate card
 - Benefits are unique to the school learning model at each <u>school</u>
 - A family with more than one child could potentially have different dollar amounts put on each child's P-EBT card

Benefit Example



SiteName	 Total -
Crimson Point Elementary School	\$92.07
Fremont H Teed Middle School	 \$542.19
Hubbard Elementary School	\$92.07
Indian Creek Elementary School	\$92.07
Initial Point High School	\$542.19
Kuna High School	\$542.19
Kuna Middle School	\$542.19
Reed Elementary School	\$92.07
Ross Elementary School	\$92.07
Silver Trail Elementary School	\$92.07
Swan Falls High School	\$542.19

ATTACHMENT 1

P-EBT Example





Hubbard Elementary \$92.07



Predominant Learning Model



STATE DEPARTMENT OF EDUCA 2020-2021 MIDTERM REPORTING NET ENROLLMENT SCHOOLS REP DISTRICT / BUILDING NUMBER ORDER - Non-W	PERIOD ABC School PORT Total In-Person Enrollment = 330	K-1 came back to school 9/8 2 nd grade came back 10/1
K = 30	EXTENSION O	3 rd grade came back 10/15 4 th grade came back 11/1
1 st = 50	NINE LEVENLEY S ININE S S	5 th -6th grade came back 11/29
2nd = 50		
3rd = 50	INIMIN SE LES SE INIMIN ?	
4 th = 50		
5 th = 50	Half of total enrollment is 165	
6 th = 50		

Virtual students added entirely to one school do not change the in-person enrollment calculation

ATTACHMENT 1

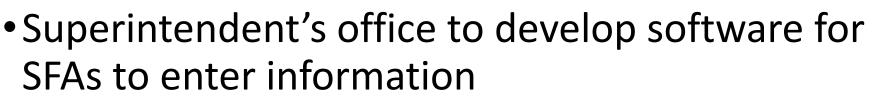
Determining P_EBT Benefits Infographic



P-EBT Eligibility during COVID-19 Eligibility for P-EBT benefits is calculated based on a student's school building enrollment and the Prédomínant Learning Model at the school building. Benefits are paid to students when the school building is closed for at least 5 consecutive days or students experience reduced hours of attendance due to COVID related operational limitations. When the school building opens for inperson students full time, the P-EBT benefit for the school building changes because children are receiving meals at the school while learning in-person. Can students under this model Education Model: Model Specifications: receive P-EBT benefits? Virtual School Per federal regulation 7 CFR 210.2, No and USDA guidance, virtual schools Enrolment do not meet the definition of schools Students enrolled full-time in a virtual under the National School Lunch school (not enrolled in a brick-and-mortar Program (NSLP). school) are not eligible for P-EBT benefits. Virtual schools are not considered a school using USDA's definition, therefore they are not eligible to participate in the Child Nutrition Program (CNP), P-EBT benefits are for CNP participants only. Remote Learning Students remain enrolled in a Yes. Through traditional brick-and-mortar school Brick-and-Mortar Students remain eligible for school meals (school building) that participates and P-EBT benefits when school is in Schoo in the NSLP. session. P-EBT benefit is allowable per USDA regulation. Students may be learning remotely for a period of time due to Benefits are paid to each student based community spread of COVID-19. on the Predominant Learning Model at the school building where they are enrolled. Dual Enrollment Students are dual enrolled in a Yes virtual school and their enrollment is assigned to a brick-and-mortar Students remain eligible for school meals school (school building) for and P-EBT benefits based on the brick and mortar school building where the child's academic purposes. enrollment is assigned. P-EBT benefit is allowable per USDA regulation. Benefits are paid to each student based on the Predominant Learning Model at the school building where their enrollment is assigned. Information is valid as of April 2, 2021 and is subject to change.

This institution is an equal opportunity provider.

Responsibilities of the Superintendent's office



- Working with software vendor, April
- Testing with schools and DHW, May 3-7
- Uploads from schools May 14-June 4
- Transmitted to DHW June 9
- Disburse payments in July
- All payments must be issued by September 30th

Responsibilities of the Superintendent's office Cont.



- Superintendent's office will contract for Call Center Support
 - will field common questions from households of children that are eligible and potentially eligible to participate in P-EBT
 - ensure that all children who are eligible are able to receive their P-EBT benefits
 - refer disputes to schools who will answer eligibility questions
 - 1-833-685-2557
 - Email <u>p-ebt@sde.Idaho.gov</u>
- Returned Mail will be processed by SDE and sent to the SFA

ATTACHMENT 1

Responsibilities of the Superintendent's office Cont.



- P-EBT Outreach
 - Development of
 - SDE P-EBT website
 - Press Releases



have received free or reduced price meals under the National School Lunch Act if their schools were not closed or operating with reduced hours or attendance for at least five consecutive days are eligible to receive P-EBT benefits.

- Work with Homeless, Migrant and Foster liaisons
- Work with non-profits/hunger advocacy groups

ATTACHMENT 1

Responsibilities of the Superintendent's office Cont.

- Develop School Kit
 - Importance of accurate data
 - Flyers
 - Sample Letter to utilize for families

				 ● (833) 685-2557 ■ p-ebt@sde.idaho.
	Check to Se	e if You Qualify for F	Р-ЕВТ →	🖀 Staff »
Files	FAQs	Training	Links	
Resource Files				
General Information	n			
🧏 P-EBT Postcard (ve	ersión en español)			
≽ Determining P-EBT B	Benefits by School Infogra	aphic		
Schools Ineligible fo	r P-EBT			
≽ Parent Guide to P-El	ВТ			

School Responsibilities



- Ensure enrollment entrance and exit dates are accurate
- Let Homeless and Foster families know that the cards for the children can be picked up at a designated SFA location
- Ensure Primary Parent's name is accurate
 - Send out a notice to families to ensure addresses are correct
 - Who is the main custodian of the child?
- How to use newly developed software
 - How to properly enter eligible students into the software
- School Packets sent home to eligible families
 - Resources and ideas for outreach

School Responsibilities for Upload



- Change Foster and Homeless children to have the address of the designated location
- Have a second review of the spreadsheet prior to submission
- Once uploaded into the system, uploads cannot be deleted
- •Only upload the Free and Reduced eligible children at eligible schools not the entire enrollment at the SFA

Excel Upload



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A B C D E F G H I J K L M N O P Q R idStulD lastName firstName middleName gender birthDate schoolD SchoolName gradeLevel schoolEntryDate schoolExtDate econDisStatus econDisDetermination Address1 Address2 City State zip Phone	;

Only a few areas are not required (highlighted in blue)

- Child's Middle Name
- Gender
- Address 2
- Parent Guardian DOB

Foster Care and Homeless Students



- Children reported in Foster Care or who are homeless should have the P-EBT cards sent to the district office to avoid delays
 - Talk to your District Homeless Liaison to help with the distribution of the cards
 - Homeless Families should have the primary parent listed, but the address should be the school building
 - Talk to your District Foster Care Liaison
 - Foster students should list the Foster Liaison as the "parent" and the address of the school building so the cards can be distributed via the liaison
 - Change the address to be the school's address for these cards
 - Let the person receiving the mail know that these are coming to the office for distribution
 - **Do Not** leave an address blank

Questions



- How many students are estimated to be eligible?
 - Because the Superintendent of Public Instruction's office continues to get updates from school districts, the eligible number of 71,110 is only an estimate
- Who will pay for mailers and staff?
 - SDE has requested admin funds per school to help defray costs, however waiting for USDA approval.
 - Families are estimated to receive \$25,573,939 using March F&R data
 - (this number will change based on the applications received by May 1, 2021)

SDE Website



- When will the SDE website be available?
 - The Superintendent's Office is waiting for spending authority to make the site live. The URL will be
 - <u>https://www.sde.idaho.gov/cnp/sch-mp/pebt.html</u>

ATTACHMENT 1

P-EBT Website



Idaho School P-EBT

Through P-EBT, eligible school children receive temporary emergency nutrition benefits loaded on EBT (food stamp) cards that are used to purchase food. Children who would have received free or reduced price meals under the National School Lunch Act if their schools were not closed or operating with reduced hours or attendance for at least five consecutive days are eligible to receive P-EBT benefits.

Idaho State Department of Education is the lead agency for the Idaho School P-EBT.

A child is eligible for P-EBT benefits if two conditions are met:

- The child would be eligible for free or reduced-price meals if the National School Lunch Program and School Breakfast Program were operating normally. This includes children who are:
 - a. directly certified SY 2020-2021, or
 - b. certified through submission of a household application processed by the child's school district for SY 2020-2021, or
 - c. enrolled in a Community Eligibility Provision (CEP) school or a school operating under Provisions 2 breakfast and lunch

The child does not receive free or reduced-price meals at the school because the school is closed or has been operating
with reduced attendance or hours for at least five consecutive days in the current school year. Once the minimum five
consecutive day threshold is met, children are eligible to receive P-EBT benefits for closures or reductions in hours due
to COVID-19.



The 2019-2020 school P-EBT benefits for March-June 2020 closed on September 30, 2020. It is past the deadline to issue benefits for this time period. This page will only be discussing the August 2020-June 2021 P-EBT Benefit

Child Nutrition Programs »

Child and Adult Care Food Program
 School Meal Programs
 Community Eligibility Provision

Fresh Fruit & Vegetable Program

Idaho School Nutrition Reference Guide

Idaho School P-EBT

National School Lunch & Breakfast

Smart Snacks

Summer Food Service Program
 USDA Foods & Processing

Archives » E Resource Center »

Contact Details

Toll-Free Number
(833) 685-2557
P-ebt@sde.idaho.gov

Staff »

ATTACHMENT 1

How Can Schools assist?



- <u>Not all children in Idaho qualify</u>. It depends on the schools predominant learning model and the child's free/reduced status in 20/21.
- Encourage families to update addresses and apply for free or reduced meals prior to May 1st if the school qualifies.
- Let your parents know if the school has been determined ineligible so they are not waiting for a P-EBT card.
- Link to the SDE website
 - We encourage everyone to link to the SDE website once it is live instead of building a website of their own. This will ensure accurate and updated information as the program progresses.

Partial School enrollment?



 Students enrolled in part of the year, even if they unenrolled, qualify for the time at an eligible school.
 Upload lists with students enrolled at any time during the entire year.

AugustAmoi 👻	SeptemberA 🗸	OctoberAmc -	NovemberA -	DecemberAi 🗸	JanuaryAmo 🗸	FebruaryAm 👻	MarchAmou -	AprilAmoun -	MayAmount 🗸	JuneAmoun 👻
\$0.00	\$92.07	\$81.84	\$61.38	\$61.38	\$81.84	\$81.84	\$81.84	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$81.84	\$61.38	\$61.38	\$81.84	\$81.84	\$81.84	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$81.84	\$61.38	\$61.38	\$81.84	\$81.84	\$81.84	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$81.84	\$61.38	\$61.38	\$81.84	\$81.84	\$81.84	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$81.84	\$61.38	\$61.38	\$81.84	\$81.84	\$81.84	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$92.07	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Ineligible Schools



Will be found under General Information on the P-EBT website:

Schools Ineligible for P-EBT

District Number	Site Name
	ndicate School Districts that have some eligible and some ineligible buildings. he ineligible schools as of April 5, 2021.
011	Meadows Valley Elementary
011	Meadows Valley Jr - Sr High School
013	Council Elementary School
013	Council Jr - Sr High School
021	Downey Elementary School
021	Inkom Elementary School
021	Lava Elementary School
021	Marsh Valley High School
021	Marsh Valley Middle School
021	Mountain View Elementary School
025	Chubbuck Elementary School
025	Claude A. Wilcox Elementary School
025	Edahow Elementary School
025	Gate City Elementary School
025	Greenacres Elementary School
025	Indian Hills Elementary School
025	Jefferson Elementary School
025	Lewis & Clark Elementary School
025	

Payment Information - FAQ

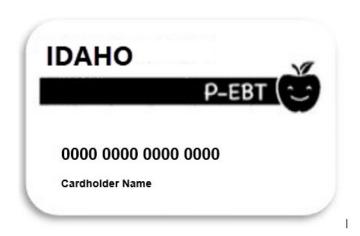


- When will the first families receive their benefit?
 - The Superintendent's office plans on having schools submit one upload with data starting around May 2021 and submit eligible payments to DHW for children by June 2021 for distribution in July.
- Is a FAQ document available?
 - Yes, this will be available on the Idaho State Department of Education P-EBT website.

Pandemic EBT | 28

Will funds be placed on a Quest Card?

- The P-EBT Card will be a white card with black print sent to each eligible child in an amount calculated by eligible school.
- Each child's benefit may be different.
- The Superintendent's Office will not be able to track any spending from the card.









ATTACHMENT 1

Benefit Rules







- A family cannot give their card away to someone
- A family cannot donate their card
 - This is called Welfare Fraud

Allowable and Unallowable Purchases

- There are several rules regarding what purchases can be made with a P-EBT card. These rules are the same as SNAP.
- The Department of Health and Welfare has a list of items that can and cannot be purchased with a P-EBT card. Please refer to the link for SNAP for this information.
- <u>https://healthandwelfare.idaho.gov/services-programs/food-assistance/about-snap</u>

USDA Nondiscrimination Statement



In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the <u>USDA Program Discrimination Complaint Form</u>, (AD-3027) found online at: <u>How to File a Complaint</u>, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;

fax: (202) 690-7442; or

email: program.intake@usda.gov.

This institution is an equal opportunity provider.

ATTACHMENT 1

Contact Information



Idaho State Department of Education 650 W State Street, Boise, ID 83702 208.332.6800 www.sde.idaho.gov



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

SUBJECT

Federal Coronavirus Relief K-12 Funding Update

REFERENCE

March – April 2020	The Board has received weekly updates on the federal response to the coronavirus (COVID-19) pandemic
April 27, 2020	and the availability of funding through the CARES Act. The Board received an update on the allowable uses and amount of funds available to Idaho through the Elementary and Secondary School Emergency Relief Fund and Governor's Emergency Education Relief Fund.
May 4, 2020	The Board directed staff to move forward with data analysis for the discussed proposals and to identify sources of funds for those proposals.
June 10, 2020	The Board approved the use of the ESSER 10% SEA reserve funds for grants to local education agencies and for funding for professional development to provide social emotional and behavioral health supports remotely;
July 15, 2020	The Board approved a methodology and grant application for \$30,000,000 from Idaho's relief funds through the Governor's Coronavirus Financial Advisory Committee.
August 26, 2020	The Board approved a methodology and allocation for \$1,000,000 from the ESSER 10% SEA reserve funds for social emotional and behavioral health supports.
October 21, 2020	The Board received a CARES Act funding source and equitable services update.
February 17, 2021	The Board received a CARES Act funding update and a CRRSA Act overview.
April 5, 2021	The Board approved the distribution of the ESSER II funds to local education agencies (LEAs) under a methodology that assured each LEA received an amount at least equivalent to what they would have received from discretionary funds prior to the 5% hold back and set 2.5% of the APR ESSER SEA Reserve (ESSER III) funds for distribution to schools who receive no Title I or low Title I funds, pending legislative approval of spending authority.
April 22, 2021	The Board received an update on the COVID Relief K- 12 funds, which included CARES Act ESSER, CRRSA Act ESSER, ARP ESSER, CRRSA EANS and ARP EANS.

BACKGROUND/DISCUSSION

The CARES Act, signed into law March 27, 2020, provides financial relief to local educational agencies (LEAs) from the Elementary and Secondary School Emergency Relief (ESSER) Fund and the Coronavirus Relief Fund through the Governor's Coronavirus Financial Advisory Committee. The CARES Act allowed the State Board of Education as the State Education Agency (SEA) to reserve up to 10 percent of the Elementary and Secondary School Emergency Relief (ESSER) Fund for grants to LEAs to be used for emergency needs as determined by the SEA to address issues responding to COVID-19. These funds must be awarded by May 18, 2021, and expended by September 30, 2022. At its July 15, 2020 meeting, the Board adopted the funding distributions, which included \$3.785 million for distance/blended learning with a priority for a learning management system (LMS). At the July 15 meeting, the Board also approved a methodology and grant application for \$30 million in funding from Idaho's relief funds through the Governor's Coronavirus Financial Advisory Committee to close the digital divide. A Review Committee was convened to read the applications and make recommendations for funding.

The Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act was signed into law on December 27, 2020. Included in the CRRSA Act, the performance period for the CARES Act Coronavirus Relief Fund was extended from December 30, 2020 to December 31, 2021. The Division of Financial Management (DFM) will close the Coronavirus Relief Funds June 30, 2021, which means Department's last GRA payment to LEAs will be made June 25, 2021.

The CRRSA Act provides Idaho an additional \$195,890,413 for K-12 public education under ESSER II. Of this amount, 90% or \$176,301,372 has been allocated to LEAs based on each LEA's proportional share of Title I-A funds for 2020-2021. The remaining 10%, or \$19,589,041, represents a state set-aside reserve for emergency needs as determined by the SEA to address issues responding to coronavirus, including measuring and addressing learning loss. Of these state set-aside funds, \$979,452 may be used for administrative costs. The Department has requested \$300,000 of these funds to administer the program. All CRRSA Act ESSER I and ESSER II funds must relate to preventing, preparing for, and responding to COVID-19.

The American Rescue Plan (ARP) ESSER was signed into law March 11, 2021 and provides Idaho \$439,942,041 for K-12 education. Of this amount, 90% will be allocated by formula to LEAs. Of the amount distributed by formula to LEAs, LEAs must spend 20% of their funds on addressing lost instructional time. The remaining 10% State Set-Aside Reserve must be used to address learning loss (5%), summer enrichment (1%), after school programs (1%) and emergency needs and administrative costs (3%) identified by the SEA. Idaho has received 2/3 of the total award. The State will receive the remaining funds after the SEAs ESSER State Plan and Application are submitted by June 7, 2021 and approved by the U.S. Department of Education. The Governor's Emergency Education Relief Fund (GEER) includes a separate program of Emergency Assistance for non-Public Schools (EANS) for which eligible non-public schools may apply to an SEA to receive services or assistance related to the pandemic. The EANS Certification and Agreement application was submitted to and approved by the U.S. Department of Education on February 11, 2021. The State Board identified the State Department of Education as the administrator of this program. Idaho received \$19,581,608 for services and assistance to non-public schools. Twenty non-public schools have applied for these funds for a total of approximately \$4.2 million dollars.

Under ARP EANS, \$21,961,960 may be available to Idaho non-public schools for emergency assistance and services. An application package will be provided to the Governor who is the grantee of the program on or about May 21, 2021. The deadline for submitting the application for funds is July 15, 2021.

IMPACT

This agenda item will provide the Board with an update on the status of the CARES Act, the CRRSA Act, the ARP ESSER funds and the EANS programs.

ATTACHMENTS

Attachment 1 – COVID Relief K-12 Funding Update

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The CARES Act established multiple funds dedicated to addressing impacts to education due to the 2019 Novel Coronavirus (COVID-19) pandemic, two of these provide allocations at the state level, while a third fund, the Higher Education Relief Act is distributed directly to the postsecondary institutions. The two funds that provided allocations at the state level are the Governor's Emergency Education Relief (GEER) Fund and the Elementary and Secondary School Emergency Relief (ESSER) Fund. The CARES Act ESSER Fund allocated funds to the state education agencies based on the same proportion as states receive funds under Part A of Title I of the Elementary and Secondary Education Act in fiscal year 2019. Idaho's share of this fund was \$47,854,695. From this amount a minimum of \$43,069,20226 (90%) had to be distributed to the local education agencies (LEA) based on the LEA's proportional share of the state's Part A. Title I funds. These funds are then distributed based on each LEA's propositional share of Part A, Title I funds received in 2019. Not all LEA's receive Part A, Title I funds. Part A, Title I funds are distributed based on an LEA's share of eligible Title I students. Up to 10 percent (10%) of these funds, \$4,785,470, may be reserved by the SEA "to be used for emergency needs as determined by the SEA to address issues responding to COVID-19." States have one year from date of the federal ESSER award to award or subgrant the funds.

The Coronavirus Response and Relief Supplemental Appropriations Act, 2020 (CRRSA Act) expanded the ESSER Fund. These funds appropriated through the

CRRSA Act are being referred to as the ESSER II funds. Attachment 2 provides a comparison chart provided by the US Department of Education outlining the differences between the ESSER I and ESSER II funds. The ESSER I and ESSER II funds must be accounted for separately and reported on separately. Local education agencies must pull down and use all of their ESSER I dollars prior to pulling down any ESSER II dollars.

The ESSER II Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2020. Idaho will receive \$195,890,413 in ESSER II funding. Of this amount, at least \$176,301,372 must be distributed to local education agencies based on the Title I distribution methodology. Like ESSER I, 10% of the funds may be reserved for use by the SEA. Of these reserve funds ½ of 1% of the total award may be used for administrative costs. The SEA 10% reserve is \$19,589,041, of this, up to \$979,452 could be used for administrative costs. The State Department of Education (SDE) has requested spending authority for \$300,000 of these funds to administer the program.

Due to the timing of the enactment of the CRRSA Act and when Idaho's legislature convenes, spending authority for ESSER II funds is provided through the legislative budget process either as supplemental appropriation for the public schools budget FY 2021 budget or spending authority in the FY 2022 public schools budget.

At the April 5, 2021 Special Board meeting the Board approved use of 2.5% ARP ESSER SEA reserve funds to LEAs that receive no Title I or low Title I funding, pending legislative action granting spending authority of the federal funds for FY 2022.

BOARD ACTION

This item is for informational purposes only.

SUPERINTENDENT'S REPORT TO THE STATE BOARD 6.16.2021

THIS REPORT WILL BE UPDATED PRIOR TO JUNE 16, 2021

CARES Act FY20 and FY 21 DRAW DOWN OVERVIEW (as of 4.26.2021)

CARES ACT GRANTS	Appropriated	Allocated	Expended/ Drawn Down	Balance	Percentage Funds Expended	Total Recipient	Recipient Count - Draw Down	Percentage Recipient that have drawn down funds
CARES Coronavirus Relief - CFAC								
CARES Coronavirus Relief - CFAC - Special Distribution	\$99,272,496	\$99,272,496	\$97,001,224	\$2,271,272	97.71%	183	173	94.54%
CARES Coronavirus Relief - CFAC - Technology	\$1,000,000	\$985,052	\$979,166	\$5,886	99.40%	65	65	100.00%
CARES Coronavirus Relief - CFAC - Blended Learning	\$24,920,000	\$24,476,828	\$23,231,888	\$1,244,940	94.91%	174	169	97.13%
CARES Coronavirus Relief - CFAC - Non ESSER I	\$1,000,000	\$901,263	\$833,837	\$67,425	92.52%	53	47	88.68%
CARES Coronavirus Relief - CFAC - Child Nutrition	\$2,000,000	\$1,723,004	\$1,664,049	\$58,955	96.58%	107	102	95.33%
CARES ESSER I								
CARES ESSER I - Flow Through	\$43,069,226	\$43,069,226	\$20,108,059	\$22,961,167	46.69%	154	123	79.87%
CARES ESSER I - State Set-Aside LMS	\$3,785,469	\$3,785,469	\$2,102,481	\$1,682,988	55.54%	182	94	51.65%
CARES ESSER I - State Set-Aside SEL	\$1,000,000	\$1,000,000	\$289,889	\$710,111	28.99%	182	82	45.05%
CARES Child Nutrition State Grant								
CARES Child Nutrition State Grant	\$45,582,200	\$45,481,967	\$45,481,967	\$0	100.00%	207	207	100.00%
Grand Total	\$221,629,391	\$220,695,304	\$191,692,560	\$29,002,744				

• 80% of LEAs have expended 47% of CARES Act ESSER funds as of 4.26.2021.

• 46 LEAs have expended 100% of their ESSER I funds and another 21 LEAs have less than \$10,000 to draw down.

- The data table above, a Reimbursement by Category table, and an LEA Expenditure by Grant Report are published at https://www.sde.idaho.gov/federal-programs/cares-act/index.html every Monday afternoon.
- The GRA is available for weekly draw-down requests.

4.28.2021

Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA), ESSER II \$195,890,413

- JFAC has authorized spending authority for ESSER II funds in two installments, one for FY 2021 and the remaining funds July 1, 2021.
- The Governor must sign the proposed legislation into law.

American Rescue Plan (ARP) Act ESSER \$439,942,041

- Spending authority has not yet been provided for the ARPA ESSER funds.
- ARPA ESSER is appropriated to states in two installments. Idaho received the Grant Award Notice for the first installment of \$293,294,694, which is 2/3 of the total award, on March 24, 2021. The State will receive the second installment of \$146,647,347 after Idaho submits an application and a plan for the funds.
- 90% of the funds flow through to LEAs. These funds are divided into 20% to address learning loss and 80% discretionary flow-through.
- The remaining 10% is for the State Reserve: \$43,994,204:
 - 5% to address learning loss: \$21,997,103
 - 1% for summer enrichment: \$ 4,399,420
 - 1% for after school programs: \$ 4,399,420
 - 3% for "emergency needs": \$13,048,261
 - and administrative costs: \$ 100,000 (of the 2.2M in administrative costs available to Idaho)
 - USED provided states a State Plan and Application template. The Plan and Application must be submitted to USED by June 7,
 - 2021. The seven sections of the Plan/Application include:
 - 1. State's current status and needs
 - 2. Safely reopening schools and sustaining their safe operations
 - 3. Planning for the use and coordination of ARP ESSER funds
 - 4. Maximizing State-level funds to support students (State Set-Aside Reserve)
 - 5. Supporting LEAs in planning for and meeting student's needs
 - 6. Supporting the educator workforce
 - 7. Monitoring and measuring progress

•

CRRSA, Emergency Assistance to Non-Public Schools (EANS) \$19,581,608

- Governor is the grantee and the SEA administers the grant. The SEA has delegated the administration of the program to Superintendent Ybarra.
- Priority is given to schools that enroll low-income students and are most impacted by the pandemic.
- Non-public schools may be reimbursed for past allowable activities. Otherwise, the program provides services and assistance to the non-public schools.
- 20 non-public schools have submitted an application for funds in the amount of approximately \$4.2 M. We are in the process of consulting with each non-public school and approving applications.
- Funds for services and assistance to the non-public schools must be obligated within six months and any remaining funds not obligated are returned to the Governor's office.

ARPA, Emergency Assistance to Non-Public Schools (ARPA EANS) \$21,961,960 (final)

- ARPA EANS will be awarded to each Governor with an approved application.
- U.S. Department of Education (USED) will provide an application package on or about May 21, 2021. The deadline for states to submit the application is July 15, 2021. States will be awarded funds within 15 days of USED receiving an approvable application.
- ARPA EANS provides services or assistance to eligible non-public elementary and secondary schools to address the impact of COVID-19. No funds will go directly to the non-public schools.
- ARPA EANS is the same as CRRSA EANS with two exceptions:
 - 1) an SEA may only provide services or assistance under ARPA EANS to non-public schools that enroll a significant percentage of low-income students and are most impacted by the COVID-19 emergency; and
 - 2) an SEA may not use ARP EANS funds to provide reimbursements to any non-public school for costs the school incurred to address the impact of COVID-19.

4.28.2021

SUBJECT

Hardship Status, Albion Elementary School

REFERENCE

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

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

IMPACT

Cassia County School District #151 would have received approximately \$152,000 less in FY 2021 if Albion Elementary School had not been considered a separate school.

ATTACHMENTS

Attachment 1 – Letter from Superintendent James Shank to Superintendent Ybarra dated April 26, 2021.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1003, Idaho Code, the State Board of Education is authorized to grant an elementary school(s) status as a separate attendance unit, for the purposes of calculating average daily attendance, when "special conditions exist warranting the retention of the school as a separate attendance unit and the retention results in a substantial increase in cost per pupil in average daily attendance above the average cost per pupil in average daily attendance of the remainder of the district's elementary grade school pupils."

Average daily attendance (ADA) calculations are used to determine the number of support units a school district has, which then in turn affects the amount of funds the school district receives from the state for salary and benefit apportionment and discretionary funds. The ADA calculation is variable based on the number of students a school district has in a specific grade range. As an example, a school district with an elementary school with 170 students in ADA has an attendance divisor of 20, resulting in 8.5 support units and a hardship school with 18 students in ADA, has an attendance divisor of 12 resulting in 1.5 support units. The school district would then receive 10 support units for its elementary school students. Using this same example for a school district that does not have a hardship school, the district would have 188 students in ADA, with a divisor of 20 resulting in 9.4 support units for the school district's elementary students. At \$27,556 (FY21 estimated statewide average distribution factor) per support unit, the school district in the first example would receive \$275,560 while the school district in the second example would receive \$259,026. These numbers are used for illustrative purposes only, and are not the numbers for any specific school district.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1



CASSIA SCHOOL DISTRICT NO. 151

3650 OVERLAND AVE. • BURLEY, ID 83318-2444 • (208) 878-6600 • FAX (208) 878-4231

Ryan Cranney Board Chairman

Heber Loughmiller Vice Chairman

Jeff Rasmussen Board Member

Darin Moon Board Member

Bruce Thompson Board Member

Dr. Jim Smyer Superintendent

Sandra Miller Asst Superintendent

Chris James Fiscal Manager April 26, 2021

Ms. Sheri Ybarra State Superintendent of Public Instruction PO BOX 83720 Boise, ID 83720-0027

Dear Superintendent Ybarra,

In the October 1999 meeting of the State Board of Education it was noted that Albion Elementary School was granted a *hardship* status by the Board. As noted in the minutes of the State Board of Education this status was granted one year at a time. It was also identified that the State Superintendent be the person responsible to present this request annually to the Board through the SBOE agenda.

Please accept this letter from Cassia Joint School District #151 as a request for hardship status for Albion Elementary (School Number 111) for the 2021-2022 school year. The approval conditions granted by the State Board of Education at the time of the initial granting have not changed.

Thank you, and the State Board of Education, for your support of the children of Cassia County and Idaho. Please contact me if you need further information...

Please contact me if you need further information.

Sincerely,

,√im Shank Superintendent

SUBJECT

ESSA Waiver to Address Federal Accountability Requirements for SY 2020-2021

REFERENCE

August 2017	Board approved Idaho's Every Student Succeeds Act Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education.
February 2018	Board approved a revised Consolidated State Plan based on review and feedback from the US Department of Education.
December 2018	Board received the Accountability Oversight Committee 2018 Student Achievement Report and Recommendations.
February 2019	Board approved amendments to the Idaho Consolidated State Plan.
August 2019	State Board received an assessment and accountability update.
March 23, 2020	The Board waived the requirement for the spring 2020 ISAT administration and approved the waiver to be submitted to the U.S. Department of Education requesting flexibility in the ESEA accountability provisions.
April 6, 2020	The Board received an update from the State Superintendent of Public Instruction on the availability of additional waivers from the US Department of Education.
April 13, 2020	The Board approved a waiver for submission to the U.S. Department of Education of several reporting and accountability requirements outlined in the Consolidated Plan in response to COVID-19 disruptions. The Board also waived the requirement in 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.
October 2020	The Board received an update on assessment administration and accountability calculations for the 2020-2021 school year.
January 2021	The Board approved an accountability addendum based on existing U.S. Department of Education guidance for modifying calculations and identifications following the 2020-2021 school year.
April 2021	Board asked to consider a waiver request for submittal to the U.S. Department of Education of federal

accountability requirements and postponed action pending a waiver of the state accountability requirements.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Idaho Code

Administrative Code, IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability

BACKGROUND/DISCUSSION

The current state accountability system was established by the Board through the rulemaking process in 2016 and accepted by the Legislature in 2017, becoming effective for the 2017-2018 school year. The accountability system includes measures of performance and growth based on student performance on the ISAT summative assessments in English Language Arts/Literacy and Math.

On October 20, 2020 the U.S. Department of Education released a preliminary template and guidance for an "Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency." This addendum was for states to use in proposing limited, one-time changes to their accountability plan based on the ongoing effects of the assessment data disruptions associated with COVID-19. The U.S. Department of Education originally indicated states needed to submit their addendum requests by February 1, 2021.

In response, the State Department of Education worked with the Board's Accountability Oversight Committee (AOC) during November and December of 2020 to draft an addendum. Under the addendum, Idaho would extend its long-term goals by one year, pause school identification of low performing schools and exit schools out from being identified where possible, and utilize a modified academic growth calculation to address missing data from 2020. The Board approved this addendum in a January 4, 2021 meeting. The State Department of Education posted the Board-approved addendum for public comment on January 6, 2021.

On January 19, 2021, the U.S. Department of Education released a final addendum template and guidance. This information was consistent with the preliminary addendum information, with the exception of extending the submission deadline and inviting states to submit a separate waiver request for Targeted Support and Improvement (TSI) identification. As a statutory requirement, TSI identification was not subject to the addendum itself. Based on this information, the State Department of Education extended the public comment period for the addendum until February 5, 2021 and drafted a TSI waiver request that it posted for public comment from February 15 through March 5, 2021.

On February 19, 2021, the State Department of Education submitted the addendum request to the U.S. Department of Education and indicated that a

subsequent TSI waiver request would be forthcoming. On February 22, 2021, the U.S. Department of Education released new guidance inviting states to apply for a more comprehensive accountability and identification waiver.

The State Department of Education has drafted a proposed accountability waiver consistent with the previously-approved addendum decisions, along with additional modifications reflecting the new flexibility introduced by the U.S. Department of Education.

IMPACT

The proposed waiver will ensure Idaho is able to pursue accountability calculation and determination decisions following SY 2020-2021 that comply with final U.S. Department of Education requirements.

ATTACHMENTS

Attachment 1 – Idaho Accountably Waiver Attachment 2 – Accountability Waiver Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-110, Idaho Code, designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements. States were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. Idaho, s Consolidated State Plan at the August 2017 Board meeting. Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) – Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) – Public Notice and Outreach and Input, and ESSA § 8540 Governor's Consultation) require much broader stakeholder engagement than was previously required under the Elementary and Secondary Education Act in the development of state plans.

In addition to codifying Idaho's accountability framework requirements for state and federal accountability in administrative rule, IDAPA 08.02.03.112.04. provides that the State Board of Education is responsible for determining methodologies for reporting progress and determining performance on the accountability measures. Any changes to the state accountability framework or the state comprehensive assessment program identified in IDAPA 08.02.03 must be promulgated through the negotiated rulemaking process prior to those amendments being made in the ESEA Consolidated State Plan. Methodologies for determining progress, setting growth and achievement targets, or identifying schools based on the performance measures can be changed through Board action without having to amend or waive any provisions in IDAPA 08.02.03. As the SEA, any amendments or requests for

waivers to the ESEA Idaho Consolidated State Plan must be approved by the Board. Any amendments or waivers that conflict with the accountability provisions in IDAPA 08.02.03 would also require a waiver or amendment to those provisions. IDAPA 08.02.03, sets out the metrics used for school and district accountability and designates the State Board of Education as the body responsible for setting annual measurable progress goals and outcomes for schools not meeting those goals. Due to this flexibility, any amendments to the school identification process only require approval of a waiver or amendment to the provisions established in Idaho's Consolidated State Plan.

The waiver the Board is being asked to consider at this time would waive the following:

- (a) Measure progress toward long-term goals and measurements of interim progress, meaningfully differentiate on an annual basis, and participation rate below 95% and identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020-2021 school year.
- (b) Report card provisions related to accountability (see attachment 1 for specific areas)

Additionally, as part of the waiver process, Idaho will also be committing to:

- (a) Making publicly available chronic absenteeism data; and
- (b) Making publicly available data on student and/or teacher access to technology devices and high-speed internet, disaggregated by student subgroups, to the extent such data are collected at the state or LEA level.

And assuring that:

- (a) Any school that is identified for comprehensive, targeted, or additional targeted support and improvement in the 2019-2020 school year, except for comprehensive support and improvement schools identified based on low graduation rates that meet the State's exit criteria, will maintain that identification status in the 2021-2022 school year, implement its support and improvement plan, and receive appropriate supports and interventions.
- (b) Idaho will identify comprehensive, targeted, and additional targeted support and improvement schools using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

BOARD ACTION

I move to approve the waiver request of provisions in the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) as provided in Attachment 1 and authorize the State Superintendent of Public Instruction to submit the waiver request on behalf of the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

This template is an example that may be used for the submission of a request for waivers of accountability, school identification, and related reporting requirements under the Elementary and Secondary Education Act of 1965, as amended. Note that a State educational agency is not required to use this template. For assistance on this accountability waiver template, or to discuss assessment flexibility that a State may need based on the specific circumstances within the State, please contact <u>OESE.Titlei-a@ed.gov</u>.

The Honorable Ian Rosenblum

Deputy Assistant Secretary for Policy and Programs, Delegated the authority to perform the functions and duties of the Assistant Secretary for Elementary and Secondary Education
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Deputy Assistant Secretary Rosenblum:

I am writing to request a waiver, pursuant to section 8401 of the Elementary and Secondary Education Act of 1965 (ESEA), of the following requirements as a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19):

State: Idaho

Please check all that apply:

Accountability and school identification requirements in ESEA sections 1111(c)(4) and 1111(d)(2)(C)-(D): the requirements that a State measure progress toward long-term goals and measurements of interim progress; meaningfully differentiate, on an annual basis, all public schools, including by adjusting the Academic Achievement indicator based on a participation rate below 95 percent; and identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020- 2021 school year.

Report card provisions related to accountability in ESEA section 1111(h) based on data from the 2020-2021 school year. These include:

- Section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools).
- Section 1111(h)(1)(C)(iii)(I) (Other Academic indicator results for schools that are not high schools).
- Section 1111(h)(1)(C)(v) (School Quality or Student Success indicator results).
- Section 1111(h)(1)(C)(vi) (Progress toward meeting long-terms goals and measurements of interim progress).
- Section 1111(h)(2)(C) with respect, at the local educational agency (LEA) and school levels, to all waived requirements in section 1111(h)(1)(C).

Consistent with the requirements of ESEA section 8401(b)(1)(C), describe how the waiving of such requirements will advance student academic achievement.

Waiving the accountability provisions above will advance student academic achievement by allowing stakeholders to focus on using this year's assessment data to mitigate any learning loss. To support the gathering of that type of actionable data for the statewide assessments in English Language Arts and Mathematics, Idaho has extended the test window, introduced an adjusted test blueprint to shorten testing times, and made remote testing available when needed. The state has set clear expectations for broad participation that will provide critical data about student performance. However, some districts and schools may still face challenges in testing all students. Temporarily waiving the adjustment of proficiency rates for participation below 95 percent would avoid penalties for districts and schools making a good faith effort to test all students and ensure that reported data better reflect actual performance. Extending this flexibility to not identify schools for comprehensive, targeted, or additional targeted support and improvement following school year 2020-2021 is consistent with Idaho's proposed emphasis on using this year's data to inform teaching and learning, rather than high-stakes accountability.

Consistent with the requirements of ESEA section 8401(b)(1)(F), in order to maintain or improve transparency in reporting to parents and the public on student achievement and school performance in school year 2020-2021, including the achievement of subgroups of students, I assure that:

The State will make publicly available chronic absenteeism data, either as defined in the State's School Quality or Student Success indicator, if applicable, or ED*Facts*, disaggregated to the extent such data are available by the subgroups in ESEA section 1111(c)(2), on State and local report cards (or in another publicly available location).

The State will make publicly available data on student and/or teacher access to technology devices and high-speed internet, disaggregated by the subgroups in ESEA section 1111(c)(2), to the extent such data are collected at the state or LEA level.

Idaho's accountability system is built on sharing the results of multiple metrics at the state, district, school, and student-group level. Idaho will continue to share as much information as possible to help stakeholders understand the various components of school performance, including a modified measure of student growth to address data missing from 2020. As part of this transparency effort, Idaho will continue to report data on chronic absenteeism, as well as other metrics, via EdFacts. Idaho will also be introducing an optional questionnaire for use in the field to capture data on various metrics related to the opportunity to learn, including the availability of technology. In addition, Idaho will be participating in the monthly National Assessment of Educational Progress (NAEP) questionnaire on attendance, enrollment, and mode of instruction, as well as the NAEP school and teacher study that addresses instructional resources.

Consistent with the requirements of ESEA section 8401(b)(1)(F), in order to ensure that schools will continue to provide assistance to the same populations served by Title I, Part A (e.g., subgroups in section 1111(c)(2)), I assure that:

Any school that is identified for comprehensive, targeted, or additional targeted support and improvement in the 2019-2020 school year (i.e., any school that was in that status as of the 2019-2020 school year), except for comprehensive support and improvement schools identified based on low graduation rates that meet the State's exit criteria, will maintain that identification status in the 2021-2022 school year, implement its support and improvement plan, and receive appropriate supports and interventions.

Idaho will report and analyze data on various performance metrics and disaggregate the results by student group. We will then use this information to help stakeholders identify gaps and patterns of concern. Beyond highlighting these issues, State Department of Education staff will provide training to help administrators and teachers use these results to support achievement and equity.

The State will identify comprehensive, targeted, and additional targeted support and improvement schools using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

Consistent with the requirements of ESEA section 8401(b)(3)(A), prior to submitting this waiver, the State provided interested LEAs and the public with notice and a reasonable opportunity to comment and provide input on this waiver request and considered the feedback and input in finalizing this request. The comments and input received, as well as the State's description of how it addressed the comments and input, are enclosed with this request.

Thank you for your consideration.

Sincerely,

Chief State School Officer (or Authorized Representative)

Digital Signature OR

Typed Name and Date

By typing my name here, I am affirming submission of this waiver on behalf of the State.

OMB Number: 1810-0752 Expiration Date: September 30, 2021

Public Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0752. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact the Office of School Support and Accountability, 400 Maryland Avenue, SW, LBJ Federal Office Building, Washington, DC, 20202 or <u>OESE.Titlei-a@ed.gov</u>.

ATTACHMENT 2



Accountability Waiver

April 21-22, 2021



Supporting Schools and Students to Achieve

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

Background - Addendum



- October 20, 2020 the U.S. Department of Education released a draft template and guidance for an accountability "addendum"
- Designed to allow states to make limited, onetime changes to their accountability system based on ongoing data disruptions
 - Due February 1, 2021

ATTACHMENT 2

Background - Addendum



- SDE staff drafted an addendum in consultation with Accountability Oversight Committee (AOC)
- Board approved the addendum on January 4, 2021.

Background - Addendum

- The approved addendum included the following:
 - Move long-term goals out one year
 - Report normal metrics on the Report Card
 - Use growth over two years in growth calculation, all other metrics stay the same
 - Move all available identifications and exits out one year
 - Calculate required TSI identification using gaps in 2018, 2019, and 2021

Background - Addendum



- Posted for public comment on January 6, 2021
- The U.S. Department of Education released final versions of the template and guidance on January 19, 2021
 - Extended submission timeline
 - Invited TSI waiver

ATTACHMENT 2

Background - Addendum



- •The SDE extended the public comment period and drafted a TSI waiver (posted for comment February 15 – March 5, 2021)
- Addendum submitted to the U.S. Department of Education on February 19, 2021
 - Noted that TSI waiver would likely be forthcoming

ATTACHMENT 2





And then...

New Accountability Waiver



• On February 22, 2021 the U.S. Department of Education contacted states to announce a new accountability waiver process

• Template released on March 8, 2021

- March 9, 2021 the U.S. Department of Education asked whether Idaho would proceed with the addendum or submit a new waiver
- Confirmed we would use the new waiver to streamline the submission and take advantage of additional flexibility

Waiver Provisions

- No school identification following SY 2020-2021
- No adjusted proficiency rate for ELA and Math participation below 95 percent
- Flexibility to adjust reporting for:
 - List of identified schools
 - Student growth
 - School quality and student success indicators
 - Progress toward meeting long-term goals and interim progress



ATTACHMENT 2

Associated Assurances

Assurances

- Reporting on chronic absenteeism
- Opportunity to learn/technology access
- Maintain support for previously identified schools
- Identify schools in the fall of 2022
- All already in place/planned for Idaho



Waiver Process



- Posted for public comment on March 17-April 7 to fulfill requirement
- Now ready for Board approval prior to submission



Questions?

Kevin Whitman | Director, Assessment & Accountability Idaho State Department of Education 650 W State Street, Boise, ID 83702 208.332.6800 email@sde.idaho.gov www.sde.idaho.gov



Supporting Schools and Students to Achieve

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

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Approval of Praxis II Tests and Idaho Cut Scores

REFERENCE

February 2018	Board accepted the Professional Standards		
	Commission recommendation to approve the current		
	Praxis II assessments and Idaho cut scores		
August 2018	Board approved Content, Pedagogy and Performance		
	Assessments rubric and updated content area		
	assessments and cut scores		
February 2020	Board approved Praxis II assessments and Idaho cut		
	scores and amended the Content, Pedagogy and		
	Performance Assessments rubric		
February 2021	Board accepted the Professional Standards		
-	Commission recommendation to approve amended		
	Praxis II assessments and Idaho cut scores.		

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.02.015.01.d - Standard Instructional Certificate IDAPA 08.02.02.017.01 - Content, Pedagogy and Performance Assessment for Certification

BACKGROUND/DISCUSSION

One of the requirements for obtaining a Standard Instructional Certificate is that proficiency be shown in the area of endorsement being sought (IDAPA 08.02.02.015.01.d). Each candidate must meet or exceed the state qualifying score on the State Board of Education (Board)-approved content area assessment. Praxis II – Subject Assessments have been selected as one of the Board-approved content area assessments. In accordance with IDAPA 08.02.02.017.01, the Professional Standards Commission recommends these assessments and qualifying scores to the Board for approval.

The Standards Committee of the Professional Standards Commission (PSC) reviewed proposed amendments to the list of Board-approved Praxis II assessments and qualifying scores on April 8, 2021. Proposed amendments include:

- Addition of Journalism assessment and cut score; new assessment
- Update of Mathematics assessment and cut score; regenerated test and new cut score
- Update of Middle School Mathematics assessment and cut score; regenerated test and new cut score

 Addition of Physical Science assessment and cut score; new assessment replaces Chemistry, Physics, or General Science assessment for Physical Science endorsement

The Standards Committee brought the proposed amendments to the full PSC on April 9, 2021, and the full PSC voted to recommend adoption of the Praxis II assessments and cut scores to the State Board of Education.

IMPACT

Approval of assessments and cut scores ensures compliance with Idaho Administrative Code.

ATTACHMENTS

Attachment 1 – ETS Praxis II Assessments and Cut Scores

BOARD STAFF COMMENTS AND RECOMMENDATIONS

IDAPA 08.02.02.015 and 017 requires individuals seeking a standard instructional certificate and interim certification and IDAPA 08.02.02.021 as one of the alternate paths for adding endorsements to receive a qualifying score on a state approved content, pedagogy, or performance assessment. The PRAXIS II is a content area assessment approved by the Board in early 2000. Qualifying scores were set by the Board based on recommendations from the PSC at the December 2003 Board meeting, effective September 1, 2004. Since that time, there have been a few updates to the qualifying scores in individual subject areas at the June 2005, April 2006, June 2006, October 2006 and February 2018 and 2019 Board meetings. Consideration of the attached qualifying scores are part of the ongoing process to maintain updated qualifying scores on Board approved content, pedagogy or performance assessments.

BOARD ACTION

I move to approve the Praxis II assessments and Idaho cut scores as provided in Attachment 1 as State Board of Education Approved content assessment qualifying scores.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

Content Assessments and Cut Scores

	Star	idard Instructional Certificate		
Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
		Elementary Education: 5002 Reading and Language Arts Subtest	157	157
All Subjects (Candidates can take 5001 OR	(1/ 0)	Elementary Education: 5003 Mathematics Subtest	157	157
7811)	(K-8)	Elementary Education: 5004 Social Studies Subtest	155	155
		Elementary Education: 5005 Science Subtest	159	159
		CKT Elementary Education: 7812 Reading and Language Arts Subtest	161	161
All Subjects (Candidates can take 5001 OR	(K-8)	CKT Elementary Education: 7813 Mathematics Subtest	150	150
7811)	(10)	CKT Elementary Education: 7814 Science Subtest	154	154
		CKT Elementary Education: 7815 Social Studies Subtest	161	161
American Government/Political Science	(5-9)	5089 Middle School Social Studies	149	-
American Government/ Political Science	(6-12)	5931 Government/Political Science	149	149
American Indian Language	(K-12)	-	-	-
Bilingual Education	(K-12)	5362 English to Speakers of Other Languages	155	155
Biological Science	(5-9)	5442 Middle School Science	152	152
	(6-12)	5235 Biology: Content Knowledge	139	-
Blended Early Childhood Education/Early	(Birth-	5025 Early Childhood Education OR Elementary Subtests (See All Subjects 5001 or 7811)	156	156
Childhood Special Education	Grade 3)	5691 Special Education: Preschool/Early Childhood	159	159
Blended Elementary Education/Elementary Special Education	(Grade 4-6)	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects
Chemistry	(5-9)	5442 Middle School Science	152	152
chemistry	(6-12)	5245 Chemistry: Content Knowledge	139	-
Communication	(5-9)	5221 Speech Communication: Content Knowledge	143	-
	(6-12) (5-9)			
Computer Science	(6-12)	5652 Computer Science	149	149
CTE - Agriculture Science & Technology	(6-12)	5701 Agriculture	147	147
	(6-12)	5101 Business Education: Content Knowledge	147	147
CTE - Business Technology Education CTE - Computer Science	(6-12)	5652 Computer Science	148	134
•	(6-12)	5052 Computer Science	149	149
CTE - Engineering CTE - Family and Consumer Sciences	(6-12)	5122 Family and Consumer Sciences	154	159
CTE - Marketing Technology Education	(6-12)	5561 Marketing Education	158	155
CTE - Technology Education	(6-12)	5051 Technology Education	154	159
cre - rechnology Education	(0-12)	5354 Special Education: Core Knowledge and Applications	145	155
Deaf/Hard of Hearing	(Pre-K-12)	5272 Special Education: Education of Deaf and Hard of Hearing Students	160	160
Early Childhood Special Education	(Pre-K-3)	5025 Early Childhood Education OR Elementary Multiple Subtests (See All Subjects 5001 or 7811)	156	156
	(5691 Special Education: Preschool/Early Childhood	159	159
	(5-9)	5442 Middle School Science	152	152
Earth and Space Science	(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	
	(5-9)	5089 Middle School Social Studies	149	-
Economics	(6-12)	5911 Economics	149	150
	(5-9)			
Engineering	(6-12)	5051 Technology Education	154	159
	(5-9)	5047 Middle School English Language Arts	164	164
English	(6-12)	5038 English Language Arts: Content Knowledge	167	167
English as a Second Language (ESL)	(K-12)	5362 English to Speakers of Other Languages	155	155
	(K-8)	5543 Special Education: Core Knowledge and Mild to Moderate Applications	153	158
Exceptional Child Generalist	(6-12) (K-12)	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects
Coography	(5-9)	5089 Middle School Social Studies	149	-
Geography	(6-12)	5921 Geography	153	-
Goology	(5-9)	5442 Middle School Science	152	152
Geology	(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	-
Gifted and Talented	(K-12)	5358 Gifted Education	157	157
Health	(5-9) (6-12)	5551 Health Education	155	-
	(K-12)	FOOD Middle School Copiel Church	440	+
History	(5-9)	5089 Middle School Social Studies	149	-
	(6-12)	5941 World and U.S. History: Content Knowledge	141	-
Humanities	(5-9)	- I	-	-
	(6-12)			
Journalism	(5-9) (6-12)	5224 Journalism	<u>153</u>	<u>153</u>
Junior ROTC	(6-12)	-		
Literacy	(K-12)	5206 Teaching Reading	156	156

Content Assessments and Cut Scores

Standard Instructional Certificate				
	Content/		Idaho	Multi State
Endorsement	Grade Level	ETS Praxis II Subject Assessment	Cut Score	Cut Score
Mathematics - Middle Level	(5-9)	5169 Middle School Mathematics 5164 Middle School Mathematics	165 157	165 157
Mathematics	(6-12)	5161 Mathematics: Content Knowledge 5165 Mathematics	160 159	160 159
Music	(5-9) (6-12)	5113 Music: Content Knowledge	148	161
Natural Science	(K-12) (5-9)	5442 Middle School Science	152	152
	(6-12)	5435 General Science: Content Knowledge	149	-
Online-Teacher	(Pre-K-12)	-	-	-
Physical Education (PE)	(5-9) (6-12) (K-12)	5091 Physical Education: Content Knowledge	143	-
	(5-9)	5442 Middle School Science	152	152
Physical Science		5485 Physcial Science	<u>157</u>	<u>157</u>
	(6-12)	5245 Chemistry: Content Knowledge OR	139	-
	(0-12)	5265 Physics: Content Knowledge OR	129	-
		5435 General Science: Content Knowledge	149	-
Physics	(5-9)	5442 Middle School Science	152	152
	(6-12)	5265 Physics: Content Knowledge	129	-
Psychology	(5-9) (6-12)	5391 Psychology	154	154
Science - Middle Level	(5-9)	5442 Middle School Science	152	152
Social Studies	(6-12)	5081 Social Studies: Content Knowledge	150	-
Social Studies - Middle Level	(5-9)	5089 Middle School Social Studies	149	-
Sociology	(5-9) (6-12)	5952 Sociology	154	154
Sociology/Anthropology	(5-9) (6-12)	5952 Sociology	154	154
Teacher Leader - Instructional Specialist (K- 12)	-	-	-	-
Teacher Leader - Literacy (K-12)	-	-	-	-
Teacher Leader - Mathematics	-	-	-	-
Teacher Leader - Special Education	-	-	-	-
Teacher Librarian	(K-12)	5311 Library Media Specialist	151	-
Theater Arts	(5-9) (6-12)	5641 Theatre	148	-
Visual Arts	(5-9) (6-12) (K-12)	5134 Art: Content Knowledge	151	158
		5354 Special Education: Core Knowledge and Applications	145	151
Visual Impairment	(Pre-K-12)	5282 Special Education: Teaching Students with Visual Impairments	163	163
World Language (All other languages not listed below)	(5-9) (6-12) (K-12)	5841 World Language Pedagogy	151	158
World Language - American Sign Language	(K-12) (5-9) (6-12) (K-12)	0634 American Sign Language Proficiency Interview (ASLPI) by Gallaudet	3 (score is equivalent to a 160 scale score)	160
World Language - Chinese	(K-12) (5-9) (6-12) (K-12)	5665 Chinese (Mandarin): World Language	164	164
World Language - French	(K-12) (5-9) (6-12) (K-12)	5174 French: World Language	156	162
World Language - German	(K-12) (5-9) (6-12) (K-12)	5183 German: World Language	157	163
World Language - Latin	(K-12) (K-12)	5601 Latin	152	-
World Language - Spanish	(K-12) (5-9) (6-12) (K-12)	5195 Spanish: World Language	163	168

PROFESSIONAL STANDARDS COMMISSON

SUBJECT

Uniform Standard for Evaluating Content Competency

REFERENCE

December 2003	Board approved the PRAXIS II as the state approved assessment for certification purposes and set
April 2017	qualifying scores The Board reviewed an update on the Educator
	Pipeline and recommendations from the workgroup. Recommendations included removing barriers to certification.
October 2017	Board approved concept of mastery-based pathway for educator certification for individuals who meet the requirement of the alternative authorization-Content Specialist route to certification and approved the Uniform Standard for Evaluating Content Competency for individuals entering an alternate authorization certification.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1254, and 33-1258, Idaho Code Idaho Administrative Code, IDAPA 08.02.02, Section 042 – Alternative Authorization – Content Specialist

BACKGROUND/DISCUSSION

Pursuant to IDAPA 08.02.02.042.02, the Alternative Authorization – Content Specialist "allows a local education agency to request an instructional certificate for an individual who possesses distinct content knowledge and skills to teach in an area of need identified by the local education agency." To be eligible to use this route toward certification the individual must "meet or exceed the state qualifying score on an appropriate state-approved content, pedagogy, or performance assessment" prior to entering the classroom, or "shall demonstrate content knowledge through a combination of employment experience and education." An individual who receives an Interim Certificate through an Alternative Authorization – Content Specialist may serve as the teacher of record in the aligning endorsement area as they make progress toward completion of a state board-approved educator preparation program, including the alternate routes to certification or endorsement.

The Uniform Standard for Evaluating Content Competency rubric (USECC) was developed by the Office of the State Board of Education, and last revised in 2018 to assist districts and charters in the identification of candidates who had not met or exceeded a qualifying score on the PRAXIS content assessments (the only state

approved assessment at that time) but could demonstrated content knowledge. The USECC is used to calculate points for coursework completed, work experience, and service. While the USECC for middle/secondary content endorsements requires a score of 100 points for each endorsement content area, the USECC for All Subjects K-8 and Special Education endorsements requires 200 points. Currently, only completed coursework across each of the four elementary core curricular areas-English/reading/language arts, mathematics, science, and social studies-can be counted for candidates seeking All Subjects K-8 and/or Special Education endorsements, while other completed education-related coursework cannot. In result, individuals being prepared in Special Education are often unable to qualify on the USECC and serve as teachers of record in districts and charters in need of a Special Education teacher. While All Subjects K-8 candidates who fall short of the 200-point threshold can work with their hiring district or charter to apply for emergency provisional certification, Special Education candidates cannot. Emergency provisional certification is not an option for those seeking a Special Education endorsement in order to comply with the Individuals with Disabilities Education Act (IDEA).

At their April 8-9, 2021, meeting the Professional Standards Commission (Commission) considered a proposal from the Caldwell School District on behalf of Region III superintendents to allow education-related course credits to count toward the 200 points for Special Education candidates seeking an Alternative Authorization-Content Specialist. The Individuals with Disabilities Education Act defines Special Education as "specially designed instruction ... to meet the unique needs of a child with a disability." It appears reasonable that coursework completed which validates the candidate's ability to design special instruction should be considered on the USECC.

Upon review of the proposal by the Authorizations and Standards Committees on April 8 and a vote of the full Commission on April 9, the Commission recommends that education-related course credits be counted on the USECC toward the 200 points for both All Subjects K-8 and Special Education program endorsements. The Commission makes this recommendation in acknowledgement that pedagogy coursework is integral to the training of both Elementary and Special Education teachers.

IMPACT

Allowing Special Education candidates to count education-related coursework on the USECC will allow a greater number of individuals who are actively seeking endorsement in Special Education to work in an area of high need while completing their preparation in Special Education through an Alternative Authorization – Content Specialist. Allowing All Subjects K-8 candidates to count educationrelated coursework on the USECC will likely result in a decrease in the number of All Subjects K-8 candidates seeking emergency provisional certification through their hiring district or charter.

ATTACHMENTS

Attachment 1 – Uniform Standard for Evaluating Content Competency Rubrics, sections in need of revision highlighted Attachment 2 – Letter from Caldwell School District

STAFF COMMENTS AND RECOMMENDATIONS

In response to the research-based recommendations of the Educator Pipeline Workgroup, the Board approved the concept of a Mastery-Based Route to Certification as a pathway for candidates seeking an Idaho teaching certificate through the Alternative Authorization – Content Specialist route.

Board staff, working with stakeholders, reviewed a variety of alternatives, with the mastery-based evaluation using a Board-approved rubric being the most cost effective and efficient. The currently approved rubric may be found on the Board's website at: <u>https://boardofed.idaho.gov/resources/uniform-standard-for-evaluating-content-competency/</u>. This assessment may be used to meet any administrative rule requirement related to a Board/State-approved Content Assessment.

The Uniform Standard for Evaluating Content Competency is recommended as an alternate assessment for entering the classroom on an alternative authorization, specifically the Content Specialist route, to establish that the candidate has relevant experience and/or knowledge in the desired teaching field. The Alternate Authorization – Content Specialist Route requires: (1) the hiring district ensure the candidate is qualified to teach in the area of identified need; (2) that a consortium made up of a representative of the approved educator preparation program, the school districts, and the candidate determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel; and (3) that the candidate receive ongoing mentoring including at least one classroom observation by the mentor per month. Initially the scoring and evaluation of the new state-approved assessment would be managed by the Board Office. School districts and candidates wishing to use the new assessment would be required to agree to regular reporting on the progress these teachers were making and their impact on student outcomes. Should there be any indication that these educators were performing at a lesser rate than those who entered the Content Specialist Route using the PRAXIS II assessment, then Board staff would return to the Board and request the assessment be discontinued as an approved assessment.

Alternative routes to certification have been authorized by the Board in some form since 1993 and were codified in Idaho Administrative Code, IDAPA 08.02.02, in 1997. In 2003, the Board amended the alternative route to certification with more specific requirements, effective July 1, 2006. The purpose of these authorizations was to provide individuals with strong subject matter background but limited experience with educational methodology, an expedited route to certification. The alternative authorizations for certification were originally defined as routes specific to meeting an emergency district need. Initially, the alternate routes to authorization where in response to the Board's authority to authorize emergency provisional certification. Over the years, the Content Specialist authorization has progressed to a route designed to recognize the value individuals with deep content knowledge may bring to the classroom, and allows for an expedited route to certification for these individuals. These alternate routes are now used to allow individuals who have not gone through the traditional educator preparation program route and are now looking for a way to enter the teaching profession or add additional content area endorsements to current certification.

The Alternative Authorization - Content Specialist requires individuals to meet the initial qualifications described in IDAPA 08.02.02 and to receive an interim certificate and to then complete the additional requirements as specified with all requirements having to be completed by the end of three years. At the conclusion of the three year interim certificate, individuals who have completed the requirements are transitioned to a five-year renewable Standard Instructional Certificate.

As written, IDAPA 08.02.02 allows for a competency or mastery-based process of assessment through the established consortium referenced in administrative code. The minimum requirement is that the individual meet the state certification standards at the completion of the alternative authorization. While this has traditionally been shown through the earning of credits, Administrative Code does not require credits be earned to show competency as long as there has been some form of evaluation/assessment that the applicable standards have been met.

Staff supports the concept of allowing Special Education candidates to count education-related coursework on the USECC.

BOARD ACTION

I move to amend the Uniform Standard for Evaluating Content Competency Rubric as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

Uniform Standard for Evaluating Content Competency Alternative Assessment for the Alternative Authorization – Content Specialist

The Uniform Standard for Evaluating Content Competency (USECC) Rubrics

Pursuant to <u>IDAPA 08.02.02.042.02</u>. any person using the *Alternative Authorization – Content Specialist* route to certification must "meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment" prior to entering the classroom. This rubric can be used as a preliminary, approved assessment of the person's content area expertise. An individual pursing a Content Specialist route may enter into a teaching assignment by scoring the required number of points on the following rubric *prior to having successfully passed the appropriate Praxis or ABCTE exam*. However, **this rubric DOES NOT replace either of these state-approved content area assessments required for** *full certification***.**

A separate USECC rubric must be completed for EACH content area you are assigned to teach.

- For *Middle/Secondary Departmentalized Content assignments*, 100 points on the rubric must be achieved for each subject you will be teaching.
- For *Elementary Self-Contained and Special Education (K-12) assignments*, complete a single rubric for the combined elementary subjects <u>and education-related coursework</u>. Within that one rubric, you will provide evidence across *each of the four* elementary core curricular areas: English/reading/language arts; mathematics; science; AND social studies. A total of 200 points must be achieved.

Directions:

- 1. Fill out each of the three worksheets (A, B, and C), calculating a point total to be recorded on the appropriate rubric. Worksheet A will allow you to list all courses or tests that you have completed in the content area of your teaching assignment, and assign a point value. This total will be recorded at the bottom of Column A on the rubric, and so onuntil all three columns have been completed OR enough points for a passing score have been earned, whichever comesfirst.
- 2.1. Once total points have been recordedRecord points in each of the three columns of the rubric (A. Coursework, B. Work Experience, and C. Service), and calculate the sum of these points and record that number in the TOTAL POINTS EARNED box at the bottom of the rubric.
- **3.2.** Attach documentation to support the evidence presented. Acceptable evidence includes copies of college_transcripts, statements of employment, copies of certificates, score reports for state tests, resume, letters of recognition/ acknowledgement, statements of participation, etc. This is a self- reporting activity; you are responsible for providing the evidence and attesting to its relevance and validity.

If you achieve the required points, sign the *Statement of Assurance Form* and attach it to the documentation package you have created which includes the rubric(s), worksheets and supporting evidence. This will be reviewed by a member of your preparation program/district consortium prior to submittal to the state certification staff pursuant to:

08.02.02.042.02. (a) (ii) The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education. (3-25-163-20-20) AND

08.02.02.042.02. (b) (iv) The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; (3-25-16)

ATTACHMENT 1

WORKSHEET A

College Level Coursework in the Content Area/Content Assessments

SECTION A		
Postsecondary Coursework Courses must be content specific in the area you will be teaching Courses may have an EDU, SPED, liberal arts or appropriate content area prefix- Courses must be specific to content and may include content methods courses- Courses can be from an accredited 2-year and/or 4-year college or university	Credits	Points Accrued @ 5 points per credit hour*
National Content Knowledge Proficiency Test – 5 points per section passed		
Evidence in the form of transcripts/test results must		
TOTAL POIN	TS FOR A:	

ATTACHMENT 1

WORKSHEET B			
Work Experience in the Content Area			
SECTION B			
Work Experience	Years	Points Accrued @ 2 points per year*	
content area			
*Resume and references/other proof of employment	t must be inc	cluded	
	INTS FOR B:		

WORKSHEET C			
Service in the Content Area			
Years	Points Accrued @ 1 point per year*		
ITS FOR C:			
	ent Area		

200 POINT RUBRIC - Unifo	rm Standard for Evaluating	g Content Competency
Elementary Se	If-Contained and Special E	ducation (K-12)
	Elementary Core Curriculum include Language Arts; Mathematics; Scien	
(Some evidence must be provideo	d in each of these subjects - 200 poin	nts total must be earned to qualify)
Name:	District:	
Teaching Assignment:	School:	
A. College Level Coursework in <u>Education and</u> the Content Area and	B. Work Experience in the Content Area	C. Service in the Content Area
 Courses must be <u>education related</u> <u>or content specific</u> in: reading/language arts, mathematics, science, socialstudies Courses may have an EDU, SPED, liberal arts or appropriate content area prefix Courses must be specific to content and may include content methods courses Courses can be from an accredited 2-year and/or 4- year college or university 	Experience must be related to working with children or grounded in any of the core elementary content areas	Service must be related to working with children or grounded in the content area. A "service" is defined as having a distinct set of responsibilities within a defined period of time, or a less well-defined set of responsibilities over time under supervision.
Use Worksheet A - 5 points per		
Content Coursework	Work Experience	Service
Total Points from <i>Worksheet A</i>	Total Points from <i>Worksheet B</i>	Total Points from <i>Worksheet C</i>
	CAL POINTS EARNED e sum of total points in Column A, B, and C	<u> </u>

	form Standard for Evaluatin /Secondary Departmentaliz	
A separate rubric ı	nust be completed for EACH academ	nic subject area taught.
(Evidence must be provided rel	ated to the specific content area - 10	0 points must be earned to qualify.)
Name:	District:	
Teaching Assignment:	School:	
Α.	В.	С.
College Level Coursework in the Content Area and	Work Experience in the Content Area	Service in the Content Area
Courses must be content specific in the	Experience must be related to working with children or	Service must be related to working with children or

 <i>content specific in the</i> <i>area you will be</i> <i>teaching</i> Courses may have an EDU, SPED, liberal arts or appropriate content area prefix Courses must be specific to content and may include content methods courses Courses can be from an accredited 2-year and/or 4- year college or university 	Experience must be related to working with children or grounded in a content area	working with children or grounded in a content area. A "service" is defined as having a distinct set of responsibilities within a defined period of time, or a less well-defined set of responsibilities over time under supervision.
Use Worksheet A - 5 points per credit hour to calculate total points	Use Worksheet B - 2 points per year to calculate total points	Use <i>Worksheet C</i> - 1 point per year to calculate total points
Content Coursework	Work Experience	Service
Total Points from Worksheet A	Total Points from <i>Worksheet B</i>	Total Points from Worksheet C

(The sum of total points in Columns A, B, and C)

ATTACHMENT 1

ALTERNATIVE AUTHORIZATION – CONTENT SPECIALIST

Uniform Standard for Evaluating Content Competency (USECC) Rubric

STATEMENT OF ASSURANCE

NAME: _____

CONTENT AREA:

TOTAL NUMBER OF POINTS SELF-REPORTED ON THE RUBRIC:

I attest and affirm that all descriptions and documentation of coursework, work experience, and service as reported on the *Uniform Standard for Evaluating Content Competency* Rubric are true and correct descriptions to the best of my knowledge.

I understand that penalties, which may include revocation, suspensions, denial, or conditions, will be imposed under Section 33-1208, Idaho Code, for making any false statement(s).

Signature of Applicant

Date

While other members of the consortium are not responsible for *verifying* the information contained herein, it should be reviewed pursuant to Idaho Administrative Rule:

08.02.02.042.02. (a) (ii) The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education. (3-25-163-20-20)

08.02.02.042.02. (b) (iv)The participating college/university or other state board approvedcertification program shall provide procedures to assess and credit equivalent knowledge,dispositions and relevant life/work experiences(3-25-16)

ATTACHMENT 2



CALDWELL SCHOOL DISTRICT #132

1502 Fillmore St. CALDWELL, IDAHO 83605 (208) 455-3300 *FAX (208) 455-3302 www.caldwellschools.org

January 14, 2021

Professional Standards Commission Idaho State Department of Education 650 West State Street Boise, ID 83702

RE: Alternative Authorization - Special Education (K-12) Content Specialist

Dear Members of the Professional Standards Commission,

Thank you for this opportunity to share a concern and recommendation for your consideration. In regards to the Alternative Authorization - Content Specialist as it relates to Special Education (K-12). As per the Uniform Standard for Evaluating Content Competency (USECC) Rubrics:

Pursuant to IDAPA 08.02.02.042.02. any person using the Alternative Authorization – Content Specialist route to certification must "meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment" prior to entering the classroom. This rubric can be used as a preliminary, approved assessment of the person's content area expertise. An individual pursing a Content Specialist route may enter into a teaching assignment by scoring the required number of points on the following rubric prior to having successfully passed the appropriate Praxis/ABCTE Content exam.

A separate USECC rubric must be completed for EACH content area you are assigned to teach.

• For Middle/Secondary Departmentalized Content assignments, 100 points on the rubric must be achieved for each subject you will be teaching.

• For Elementary Self-Contained and Special Education (K-12) assignments, complete a single rubric for the combined elementary subjects. Within that one rubric, you will provide evidence across each of the four elementary core curricular areas: English/reading/language arts; mathematics; science; AND social studies. A total of 200 points must be achieved.

> Board of Trustees: Marisela Pesina Madam Chair – Travis Manning Vice Chairman Andrew Butler – Trustee – Manuel Godina – Trustee – Claudia Suastegui - Trustee

For the middle/secondary content assignments, the candidate must have 100 points on the rubric for each subject area the candidate will be teaching. This seems like a reasonable expectation for a secondary candidate.

Special Education is a specialized content area where the candidate must complete coursework in core subject areas as well as specialized classes for students with learning disabilities. The Special Education (K-12) applicant must have double points (200) on the rubric, but only the elementary curricular areas of math, science, English, and social studies are accepted. The Special Education (K-12) applicant cannot use coursework related to their specific content subject area to count towards the required 200 points.

We would like to propose the following for the Alternative Authorization Special Education (K-12) Content Specialist Assignment:

- Special Education (K-12) candidates are expected to achieve a total of 200 points on the USECC Rubric.
- Special Education (K-12) candidates are allowed to count special education coursework towards the required 200 points.
- Special Education (K-12) candidates are allowed to count the elementary curricular areas of math, science, English, and social studies towards the required 200 points.

We appreciate your time and consideration of this recommendation. If you have questions, or would like further clarification, I would gladly meet with you.

We look forward to hearing from you.

Best Regards,

Dr. N Shelene Mul

Dr. N. Shalene French Superintendent Caldwell School District #132

CC: Patricia Wade, Human Resource Director Caldwell School District #132

AUDIT JUNE 16, 2021

TAB DESCRIPTION

ACTION

IDAHO STATE UNIVERSITY

1 Foundation Operating Agreement

Motion to approve

IDAHO STATE UNIVERSITY

SUBJECT

Operating agreement between Idaho State University (ISU) and the Idaho State University Foundation, Inc.

REFERENCE

June 2018

Board re-approval of ISU Operating Agreement with ISU Foundation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E.

BACKGROUND/DISCUSSION

Board policy requires formal Board recognition of a nonprofit or affiliated foundation to benefit a public college or university in Idaho. The institution and an affiliated foundation must enter an operating agreement to address the topics outlined in Policy V.E. The operating agreement between an institution and an affiliated foundation must be approved by the Board prior to execution and must be re-submitted to the Board every three (3) years, or as otherwise requested by the Board, for review and re-approval.

ISU worked with the ISU Foundation to make changes to the existing operating agreement, which was approved by the Board in June 2018. The substantive change to the agreement allows the Executive Director of Foundation and Advancement Services, an ISU position, to function as the Managing Director for the ISU Foundation. The changes preserve the Foundation's oversight authority over Foundation-related responsibilities, while allowing the position to support University Advancement functions more broadly.

The changes to the Operating Agreement, which are highlighted in the attached documents, are summarized as follows:

- Identify Idaho State University as the Institution/Agency.
- The Managing Director will no longer operate under a loaned employee agreement. Instead, the Managing Director will fulfill all Foundation-related responsibilities as described in the Services Agreement.
- Preserve the right and duty of the Foundation Board of Directors to recommend personnel actions regarding the Managing Director, and to fully participate in the evaluation of the Managing Director's performance.
- Correct minor punctuation, formatting and signatory changes as shown.

Changes to the Attachments are summarized as follows:

- Update the Service Agreement in conformity with the proposed Operating Agreement.
- Replace the Investment Policy with the Foundation's current policy.
- Update the titles of Foundation officers.
- Correct exhibit titles, formatting and grammatical errors.

IMPACT

Approval of the operating agreement maintains compliance with Board policy V.E. and reflects updated operational standards between ISU and the Foundation.

ATTACHMENTS

Attachment 1 - Proposed operating agreement between Idaho State University and Idaho State University Foundation

Attachment 2 – Proposed operating agreement redlined to the Board's Foundation Agreement Template

Attachment 3 – Proposed operating agreement redlined to current operating agreement

Attachment 4 - Exhibit A – Loaned Employment Agreement

Attachment 5 - Exhibit B – Service Agreement

Attachment 6 - Exhibit C – Investment Policy

Attachment 7 - Exhibit D – Articles of Incorporation

Attachment 8 - Exhibit E – Bylaws

Attachment 9 - Exhibit F – Conflict of Interest

Attachment 10 - Exhibit G - Code of Ethical Conduct

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff have reviewed the documents to assure substantial alignment with the template developed in in 2019 as part of Board Policy V.E. The Audit Committee reviewed the Operating Agreement at its meeting on June 8, 2021 and recommended its approval to the Board.

BOARD ACTION

I move to approve the operating agreement between Idaho State University and Idaho State University Foundation, Inc., as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

OPERATING AGREEMENT BETWEEN IDAHO STATE UNIVERSITY FOUNDATION, INC. AND IDAHO STATE UNIVERSITY

This Operating Agreement ("Operating Agreement") between Idaho State University Foundation, Inc. ("Foundation") and Idaho State University ("University") is entered into as of this _____ day of _____, 2021.

WHEREAS, the Foundation was organized and incorporated in 1967 for the purpose of generating voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of the University.

WHEREAS, the Foundation exists to raise and manage private resources supporting the mission and priorities of the University, and provide opportunities for students and a degree of University excellence unavailable with state funding levels.

WHEREAS, the Foundation is dedicated to assisting the University in the building of the endowment to address, through financial support, the long-term academic and other priorities of the University.

WHEREAS, as stated in its articles of incorporation, the Foundation is a separately incorporated 501(c)(3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the University, soliciting cash, securities, real and intellectual property, and other private resources for the support of the University, and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

WHEREAS, in connection with its fund-raising and asset-management activities, the Foundation utilizes, in accordance with this Operating Agreement, personnel experienced in planning for and managing private support.

WHEREAS, the mission of the Foundation is to secure, manage and distribute private contributions and support the growth and development of the University.

WHEREAS, the University and Foundation desire to set forth in writing various aspects of their relationship with respect to matters such as the solicitation, receipt, management, transfer and expenditure of funds.

WHEREAS, the Parties hereby acknowledge that they will at all times conform to and abide by the Idaho State Board of Education's Governing Policies and Procedures, Gifts and

Affiliated Foundations Policy V.E., and that they will submit this Operating Agreement for initial State Board of Education ("State Board") approval, and thereafter every three (3) years, or as otherwise requested by the State Board, for review and re-approval.

WHEREAS, the Foundation and the University intend for this Operating Agreement to be the written operating agreement required by State Board Policy V.E.2.b.

NOW THEREFORE, in consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the Parties agree as follows:

ARTICLE I Foundation's Purposes

The Foundation is the primary affiliated foundation responsible for securing, managing and distributing private support for the University. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall: (1) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the University from the general public (including individuals, corporations, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the University; and (3) support and assist the University in fundraising and donor relations.

In carrying out its purposes, the Foundation shall not engage in activities that: (1) conflict with federal or state laws, rules and regulations (including all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) cause the University to be in violation of applicable polices of the State Board; or (3) conflict with the role and mission of the University.

ARTICLE II Foundation's Organizational Documents

The Foundation shall provide the University with access to its Articles of Incorporation and Bylaws, as amended, via the Foundation's public website. The Foundation, to the extent practicable, also shall provide the University with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws. The University shall provide all such documents to the State Board.

ARTICLE III University Resources and Services

1. <u>University Employees</u>.

a. *University/Foundation Liaison*: The University's Vice President for University Advancement shall serve as the University's Liaison to the Foundation.

- i. The University's Vice President for University Advancement shall be responsible for coordinating the University's and the Foundation's fundraising efforts and for supervising and coordinating the administrative support provided by the University to the Foundation.
- ii. The Vice President for University Advancement or designee shall attend each meeting of the Foundation's Board of Directors and shall report on behalf of the University to the Foundation's Board of Directors regarding the University's fundraising efforts.

b. *Managing Director:* The Managing Director of the Foundation is an employee of the University. The Managing Director shall be responsible for the supervision and control of the day-to-day operations of the Foundation, and subject to the direction and control of the Foundation, as set forth in the Service Agreement attached hereto as Exhibit "B" ("Service Agreement"). More specific duties of the Managing Director are set forth in the Service Agreement.

d. Other University Employees Holding Key Foundation or Administrative or Policy Positions: In the event the University and the Foundation determine it is appropriate for one or more additional University employees who function in a key administrative or policy making capacity for the University (including, but not limited to, any University Vice-President or equivalent position) to serve both the University and the Foundation, then, pursuant to State Board Policy V.E., this Operating Agreement shall be amended to clearly set forth the authority and responsibilities of the position of any such University employee.

e. *Limited Authority of University Employees*. Notwithstanding the foregoing provisions, no University employee who functions in a key administrative or policy making capacity for the University (including, but not limited to, any University Vice-President or equivalent position) shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Foundation employees.

2. <u>Support Services</u>. The University shall provide administrative, financial, accounting, investment, and development services to the Foundation, as set forth in the Service Agreement. All University employees who provide support services to the Foundation shall remain University employees under the direction and control of the University, unless agreed that the direction and control of any such employee will be vested with the Foundation through a written Service Agreement. In consideration of the services provided to the Foundation by the University, the Foundation will pay directly to the University that portion of the overhead costs agreed to between the parties under the Service Agreement. The portion of such costs shall be determined by the agreement of the Parties.

3. <u>University Facilities and Equipment</u>. The University shall provide the use of the University's office space and equipment to the Foundation upon the terms agreed to by the University and the Foundation. The terms of use (including amount of rent) of the University's office space and equipment shall be as set forth in the Service Agreement.

4. <u>No Foundation Payments to University Employees</u>. Notwithstanding any provision of this Operating Agreement to the contrary, the Foundation shall not make any payments directly to an University employee in connection with any resources or services provided to the Foundation pursuant to this Operating Agreement.

ARTICLE IV Management and Operation of Foundation

The management and control of the Foundation shall rest with its Board of Directors.

1. <u>Gift Solicitation</u>.

Authority of Vice President for University Advancement. All Foundation gift solicitations shall be subject to the direction and control of the Vice President for University Advancement.

a. *Form of Solicitation*. Any and all Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the University; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides in the Foundation's Board of Directors.

b. *Foundation is Primary Donee*. Absent unique circumstances, prospective donors shall be requested to make gifts directly to the Foundation rather than to the University.

2. Acceptance of Gifts.

a. *Approval Required Before Acceptance of Certain Gifts*. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by the University, the Foundation shall obtain the prior written approval of the University. Similarly, the Foundation shall also obtain the prior written approval of the University of the acceptance of any gift or grant that would impose a binding financial or contractual obligation on the University.

b. Acceptance of Gifts of Real Property. The Foundation shall conduct adequate due diligence on all gifts of real property that it receives. All gifts of real property intended to be held and used by the University shall be approved by the State Board before acceptance by the University and the Foundation. In cases where the real property is intended to be used by the University in connection with carrying out its proper functions, the real property may be conveyed directly to the University, in which case the University and not the Foundation shall be responsible for the due diligence obligations for such property.

c. *Processing of Accepted Gifts.* All gifts received by the University or the Foundation shall be delivered (if cash) or reported (if any other type of property) to the Foundation's designated gift administration office (a unit of the Foundation) in accordance with the Service Agreement.

3. <u>Fund Transfers</u>. The Foundation agrees to transfer funds, both current gifts and income from endowments, to the University on a regular basis as agreed to by the Parties. The Foundation's Treasurer or other individual to whom such authority has been delegated by the Foundation's Board of Directors shall be responsible for transferring funds as authorized by the Foundation's Board of Directors.

a. *Restricted Gift Transfers.* The Foundation shall inform the University officials into whose program or department funds are transferred of any restrictions on the use of such funds and provide such officials with access to any relevant documentation concerning such restrictions. Such University officials shall account for such restricted funds separate from other program and department funds in accordance with applicable University policies and shall notify the Foundation on a timely basis regarding the uses of such restricted funds.

b. Unrestricted Gift Transfers. The Foundation may utilize any unrestricted gifts it receives for any use consistent with the Foundation's purposes as generally summarized in Article I of this Operating Agreement. If the Foundation elects to use unrestricted gifts to make grants to the University, such grants shall be made at such times and in such amounts as the Foundation's Board of Directors may determine in the Board's sole discretion.

4. Foundation Expenditures and Financial Transactions.

a. *Signature Authority*. The Foundation designates the Foundation Treasurer as the individual with signature authority for the Foundation in all financial transactions. The Foundation may supplement or change this designation with written notice to the University; provided, however, in no event may the person with Foundation signature authority for financial transactions be an University employee.

b. *Expenditures*. All expenditures of the Foundation shall be (1) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.

5. <u>University Report on Distributed Funds</u>. On a regular basis, which shall not be less than annually, the University shall report to the Foundation on the use of restricted and unrestricted funds transferred to the University. This report shall specify the restrictions on any restricted funds and the uses of such funds.

6. <u>Transfer of University Assets to the Foundation</u>. No University funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board except when:

- a. A donor inadvertently directs a contribution to the University that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such indication of donor intent, such funds shall be deposited in an University account, and State Board approval will be required prior to the University's transfer of such funds to the Foundation.
- b. The University has gift funds that were originally transferred to the University from the Foundation and the University wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.
- c. Transfers of a *de minimis* amount not to exceed \$10,000 from the University to the Foundation provided such funds are for investment by the Foundation for scholarship or other general University support purposes. This exception shall not apply to payments by the University to the Foundation for obligations of the University to the Foundation, operating expenses of the Foundation or other costs of the Foundation.
- d. The transfer is of funds raised by the University for scholarship or program support and the funds are deposited with the affiliated foundation for investment and distribution in accordance with the purpose for which the funds were raised.

7. <u>Separation of Funds</u>. All Foundation assets (including bank and investment accounts) shall be held in separate accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some Foundation expenses may be paid through the University such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis.

8. <u>Insurance</u>. The Foundation shall maintain insurance to cover the operations and activities of its directors, officers and employees. The Foundation shall also maintain general liability coverage.

9. <u>Investment Policies</u>. All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of University Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's investment policy which is posted on the Foundation's public website; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted

gifts. The Foundation shall provide the University with access to its investment policy, as amended, via the Foundation's public website.

10. <u>Organization Structure of the Foundation</u>. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation and the Bylaws, as amended. The Foundation shall provide the University and State Board with access to its Articles of Incorporation and Bylaws, as amended, via the Foundation's public website.

ARTICLE V Foundation Relationships with the University

At all times and for all purposes of this Operating Agreement, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party, provided, however, the University and the Foundation acknowledge that the Foundation carries out functions for the benefit of the University. As such, the Parties shall share certain information as provided below.

1. <u>Access to Records</u>. Subject to recognized legal privileges, each Party shall have the right to access the other Party's financial, audit, donor and related books and records as needed to properly conduct its operations.

2. <u>Record Management</u>.

a. The Parties recognize that the records of the Foundation relating to actual or potential donors contain confidential information. Such records shall be kept by the Foundation in such a manner as to protect donor confidentiality to the fullest extent allowed by law. Notwithstanding the access to records permitted above, access to such confidential information by the University shall be limited to the University's President and any designee of the University's President.

b. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, and all other Foundation records as required by applicable laws.

c. Although the Foundation is a private entity and is not subject to the Idaho Public Records Law, the Foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or similar non-personal and nonconfidential financial or policy information.

3. <u>Name and Marks</u>. Consistent with its mission to help to advance the plans and objectives of the University, the University grants the Foundation the limited, non-exclusive use of the name Idaho State University, for use in its support of the University. The Foundation shall

operate under the University's logotype in support of its organizational business and activities. Any use by the Foundation of the University's logotypes or other trademarks must be with prior approval of the University through the Office of Marketing and Communications.

4. <u>Identification of Source</u>. The Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Foundation.

5. <u>Establishing the Foundation's Annual Budget</u>. The Foundation shall provide the University with the Foundation's proposed annual operating budget and capital expenditure plan (if any) prior to the date the Foundation's Board of Directors meeting at which the Foundation's Board will vote to accept such operating budget. Any of the University's funding requests to the Foundation shall be communicated in writing to the Managing Director and the Foundation's Treasurer by April 1 of each year.

6. <u>Attendance of University's President at Foundation's Board of Director Meetings</u>. The University's President shall be invited to attend all meetings of the Foundation's Board of Directors and may act in an advisory capacity in such meetings.

7. <u>Supplemental Compensation of University Employees</u>. Any supplemental compensation of University employees by the Foundation must be preapproved by the State Board. Any such supplemental payment or benefits must be paid by the Foundation to the University, and the University shall then pay compensation to the employee in accordance with the University's normal practice. No University employee shall receive any payments or other benefits directly from the Foundation.

ARTICLE VI Audits and Reporting Requirements

1. <u>Fiscal Year</u>. The Foundation and the University shall have the same fiscal year.

2. Annual Audit. On an annual basis, the Foundation shall have an audit conducted by a qualified, independent certified public accountant who is not a director or officer of the Foundation. The annual audit will be provided on a timely basis to the University's President and the State Board, in accordance with the State Board's schedule for receipt of said annual audit. The Foundation's annual statements will be presented in accordance with standards promulgated by the Financial Accounting Standards Board (FASB). The Foundation is a component unit of the University as defined by the Government Accounting Standards Board (GASB). Accordingly, the University is required to include the Foundation in its financial statements which follow a GASB format. Therefore, the Foundation will prepare schedules reconciling the FASB Statements to GASB standards in the detail required by GASB Standards. The annual audited financial statements, including the auditor's independent opinion regarding such financial statements, and schedules shall be submitted to the University Office of Finance and Business Affairs in sufficient time to incorporate the same into the University's statements. All such reports and any accompanying documentation shall protect donor privacy to the extent allowable by law.

3. <u>Separate Audit Rights</u>. The University agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the University's books and records pertinent to the expenditure of donated funds. The Foundation agrees that the University and the State Board, at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records.

4. <u>Annual Reports to University President</u>. On a regular basis, which shall not be less than annually, the Foundation shall provide a written report to the University President setting forth the following items:

- a. the annual financial audit report;
- b. an annual report of Foundation transfers made to the University, summarized by University department;
- c. an annual report of unrestricted funds received by the Foundation;
- d. an annual report of unrestricted funds available for use during the current fiscal year;
- e. a list of all of the Foundation's officers, directors, and employees;
- f. a list of University employees for whom the Foundation made payments to the University for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
- g. a list of all state and federal contracts and grants managed by the Foundation;
- h. an annual report of the Foundation's major activities;
- i. an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the University; and
- j. an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation.

ARTICLE VII Conflict of Interest and Code of Ethics and Conduct

1. <u>Conflicts of Interest Policy and Code of Ethics and Conduct</u>. The Foundation's Conflict of Interest Policy is attached as Exhibit "F", and its Code of Ethical Conduct is set forth as Exhibit "G".

2. <u>Dual Representation</u>. Under no circumstances may an University employee represent both the University and the Foundation in any negotiation, sign for both entities in transactions, or direct any other University employee under their immediate supervision to sign for the related Party in a transaction between the University and the Foundation. This shall not prohibit University employees from drafting transactional documents that are subsequently provided to the Foundation for its independent review, approval and use.

3. <u>Contractual Obligation of University</u>. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the University without first obtaining the prior written approval of the University. University approval of any such contract shall comply with policies of the State Board with respect to State Board approval of University contracts.

4. <u>Acquisition or Development or Real Estate</u>. The Foundation shall not acquire or develop real estate or otherwise build facilities for the University's use without first obtaining approval of the State Board. In the event of a proposed purchase of real estate by the Foundation for the University, the University shall notify the State Board at the earliest possible date. Any such proposed purchase for the University's use shall be a coordinated effort of the University and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to the open meeting law, set forth in Idaho Code, Title 74, Chapter 2.

ARTICLE VIII General Terms

1. <u>Effective Date</u>. This Operating Agreement shall be effective on the date set forth above.

2. <u>Right to Terminate</u>. This Operating Agreement shall terminate upon the mutual written agreement of both Parties. In addition, either Party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either Party may terminate this Operating Agreement in the event the other Party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting Party specifying the nature of the default. Should the University choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the University to pay, within 180 days of written notice, all debt incurred by the Foundation on the University's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the source for specific initiatives. Should the Foundation choose to terminate this operating Agreement by providing 90 days written notice or in the event of a default by the source for specific initiatives. Should the Foundation choose to terminate this operating Agreement by providing 90 days written notice or in the event of a default by the University that is not cured

within the time frame set forth above, the University may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner. The Parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event negotiations fail, the Parties will initiate the dispute resolution mechanism described below (through reference to the Foundation Chair and the State Board) to further attempt to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

3. <u>Dispute Resolution</u>. The Parties agree that in the event of any dispute arising from this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the Parties. If the staff cannot resolve the dispute, then the dispute will be referred to the Chair of the Board of the Foundation and the University President. If the Foundation Board Chair and University President cannot resolve the dispute, then the dispute will be referred to the Foundation Chair and the State Board for resolution. If they are unable to resolve the dispute, the Parties shall submit the dispute to mediation by an impartial third Party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

4. <u>Dissolution of Foundation</u>. Consistent with provisions appearing in the Foundation's Bylaws and Articles of Incorporation, should the Foundation cease to exist or cease to be an Internal Revenue Code §501(c)(3) organization, the Foundation shall transfer to the State Board (or University, as applicable) the balance of all property and assets of the Foundation from any source, after the payment of all debts and obligations of the Foundation, and such property shall be vested in the State Board in trust for the use and benefit of the University.

5. <u>Board Approval of Operating Agreement</u>. Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every three (3) years or more frequently if otherwise requested by the State Board.

6. <u>Modification</u>. Any modification to the Operating Agreement or Exhibits hereto shall be in writing and signed by both Parties.

7. <u>Providing Document to and Obtaining Approval from the University</u>. Unless otherwise indicated herein, any time documents are to be provided to the University or any time the University's approval of any action is required, such documents shall be provided to, or such

approval shall be obtained from, the University's President or an individual to whom such authority has been properly delegated by the University's President.

8. <u>Providing Documents to and Obtaining Approval from the Foundation</u>. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.

9. <u>Notices</u>. Any notices required under this Operating Agreement may be mailed or delivered as follows:

To the University:

President Idaho State University 921 S 8th Avenue, Stop 8310 Pocatello, ID 83209

To the Foundation:

Managing Director Idaho State University Foundation, Inc. 921 S. 8th Avenue, Stop 8050 Pocatello, ID 83209

10. <u>No Joint Venture</u>. At all times and for all purposes of this Memorandum of Understanding, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party.

11. <u>Liability</u>. The University and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees.

12. <u>Indemnification</u>. To the extent allowed by law, the University and the Foundation each agree to indemnify, defend and hold the other Party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the Party, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one Party who is working for the benefit of the other Party. Nothing in this Operating Agreement shall be construed to extend to the University's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.

13. <u>Assignment</u>. This Operating Agreement is not assignable by either Party, in whole or in part.

14. <u>Governing Law</u>. This Operating Agreement shall be governed by the laws of the State of Idaho.

15. <u>Severability</u>. If any provision of this Operating Agreement is held invalid or unenforceable to any extent, the remainder of this Operating Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

16. <u>Entire Agreement</u>. This Operating Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

IN WITNESS WHEREOF, the University and the Foundation have executed this Operating Agreement on the above specified date.

Idaho State University

By:______ Its: President

Idaho State University Foundation, Inc.

By:_____ Its: Chair

OPERATING AGREEMENT BETWEEN

IDAHO STATE UNIVERSITY FOUNDATION, INC.

AND

INSTITUTION/AGENCY

IDAHO STATE UNIVERSITY

This Operating Agreement <u>("Operating Agreement")</u> between <u>Idaho State University</u> Foundation, Inc. <u>("Foundation")</u> and <u>Institution/Agency ("Operating Agreement")</u>-<u>Idaho State</u> <u>University ("University")</u> is entered into as of this <u>day of ______, 20___, by and</u> between Institution, herein known as "Institution/Agency" and the Foundation, Inc., herein known as "Foundation".2021.

WHEREAS, the Foundation was organized and incorporated in <u>1967</u> for the purpose of generating voluntary private support from <u>salumni, parents</u>, friends, corporations, foundations, and others for the benefit of the <u>Institution/AgeneyUniversity</u>.

WHEREAS, the Foundation exists to raise and manage private resources supporting the mission and priorities of the <u>Institution/AgencyUniversity</u>, and provide opportunities for <u>(e.g.</u> students) and a degree of <u>institutionalUniversity</u> excellence unavailable with state funding levels.

WHEREAS, the Foundation is dedicated to assisting the <u>Institution/AgencyUniversity</u> in the building of the endowment to address, through financial support, the long-term academic and other priorities of the <u>Institution/AgencyUniversity</u>.

WHEREAS, as stated in its articles of incorporation, the Foundation is a separately incorporated 501(c)(3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the <u>Institution/AgencyUniversity</u>, soliciting cash, securities, real and intellectual property, and other private resources for the support of the <u>Institution/AgencyUniversity</u>, and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

WHEREAS, in connection with its fund-raising and asset-management activities, the Foundation utilizes, in accordance with this Operating Agreement, personnel experienced in planning for and managing private support.

WHEREAS, the mission of the Foundation is to secure, manage and distribute private contributions and support the growth and development of the <u>Institution/AgencyUniversity</u>.

WHEREAS, the Institution/AgencyUniversity and Foundation desire to set forth in writing various aspects of their relationship with respect to matters such as the solicitation, receipt, management, transfer and expenditure of funds.

WHEREAS, the Parties hereby acknowledge that they will at all times conform to and abide by the Idaho State Board of Education's Governing Policies and Procedures, Gifts and Affiliated Foundations Policy V.E., and that they will submit this Operating Agreement for initial State Board of Education ("State Board") approval, and thereafter every three (3) years, or as otherwise requested by the State Board, for review and re-approval.

WHEREAS, the Foundation and the <u>Institution/AgencyUniversity</u> intend for this Operating Agreement to be the written operating agreement required by State Board Policy V.E.2.b.

NOW THEREFORE, in consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the Parties agree as follows:

ARTICLE I Foundation's Purposes

The Foundation is the primary affiliated foundation responsible for securing, managing and distributing private support for the Institution/Agency-University. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall: (1) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the Institution/AgencyUniversity from the general public (including individuals, corporations, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the Institution/AgencyUniversity; and (3) support and assist the Institution/AgencyUniversity in fundraising and donor relations.

In carrying out its purposes, the Foundation shall not engage in activities that: -(1) conflict with federal or state laws, rules and regulations (including all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) cause the InstitutionUniversity to be in violation of applicable polices of the State Board; or (3) conflict with the role and mission of the Institution/AgencyUniversity.

ARTICLE II Foundation's Organizational Documents

The Foundation shall provide copies of the University with access to its current Articles of Incorporation and Bylaws to the Institution/Agency, as amended, via the Foundation's public website. The Foundation, to the extent practicable, also shall provide the Institution/AgencyUniversity with an advance copy of any proposed amendments to the

Foundation's Articles of Incorporation and Bylaws. The <u>Institution/AgencyUniversity</u> shall provide all such documents to the State Board.

ARTICLE III Institution/Agency University Resources and Services

1. <u>Institution/AgencyUniversity Employees</u>.

a. <u>Institution/Agency/University</u>/Foundation Liaison: The Institution/Agency'sUniversity's Vice President for Institution/AgencyUniversity Advancement shall serve as the Institution/Agency'sUniversity's Liaison to the Foundation.

- i. The Institution/Agency'sUniversity's Vice President for Institution/AgencyUniversity Advancement shall be responsible for coordinating the Institution/Agency'sUniversity's and the Foundation's fundraising efforts and for supervising and coordinating the administrative support provided by the Institution/AgencyUniversity to the Foundation.
- ii. The Vice President for Institution/AgencyUniversity Advancement or designee shall attend each meeting of the Foundation's Board of Directors and shall report on behalf of the Institution/AgencyUniversity to the Foundation's Board of Directors regarding the Institution/Agency's coordination with the Foundation'sUniversity's fundraising efforts.

<u>b.</u> Managing Director: The Managing Director of the Foundation is an employee_
 b. _____of the Institution/Agency loaned to the Foundation. All of the Managing Director's services shall be provided directly to the Foundation as follows:

<u>University.</u> The Managing Director shall be responsible for the supervision and control of the day-to-day operations of the Foundation..., and subject to the direction and control of the Foundation, as set forth in the Service Agreement attached hereto as Exhibit "B" ("Service Agreement"). More specific duties of the Managing Director may beare set forth in a written job description prepared by the Foundation and attached to the Loaned Employee Agreement described in paragraph (iii) below. The Managing Director shall be subject to the control and direction of the Foundation.Service Agreement.

> ii. The *Managing Director* shall be entitled to Institution/Agency benefits to the same extent and on the same terms as other full-time Institution/Agency employees of the same classification as the

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Managing Director. The Foundation shall reimburse the Institution/Agency for all costs incurred by the Institution/Agency in connection with the Institution/Agency's employment of the *Managing Director* including such expenses as salary, payroll taxes, and benefits.

iii. The Foundation and the Institution/Agency shall enter into a written agreement, in the form of Exhibit "A" hereto, establishing that the Managing *Director* is an employee of the Institution/Agency but subject to the direction and control of the Foundation (generally a "Loaned Employee Agreement"). The Loaned Employee Agreement shall also set forth the relative rights and responsibilities of the Foundation and the Institution/Agency with respect to the Managing *Director*, including the following:

- The Foundation shall have the right to choose to terminate the Loaned Employee Agreement in accordance with Foundation Procedures and applicable law, such termination may include election by the Foundation for non renewal of the Loaned Employee Agreement.
- Termination of the Loaned Employee Agreement in accordance with the Foundation procedures and applicable law shall constitute grounds for a termination proceeding by the Institution/Agency or for non-renewal of any obligation of the Institution/Agency to employ the Loaned Employee, subject to applicable legal and procedural requirements of the State of Idaho and the Institution/Agency.
- The Loaned Employee shall be subject to the supervision, direction and control of the Foundation Board of Directors and shall report directly to the Foundation president or designee.

e. _____Other Loaned Employees. Other loaned employees providing services pursuant to this Operating Agreement shall also serve pursuant to a Loaned Employee Agreement which shall set forth their particular responsibilities and duties.

d. Other Institution/AgencyUniversity Employees Holding Key Foundation or Administrative or Policy Positions: In the event the Institution/AgencyUniversity and the Foundation determine it is appropriate for one or more additional Institution/AgencyUniversity employees who function in a key administrative or policy making capacity for the Institution/AgencyUniversity (including, but not limited to, any Institution/AgencyUniversity Vice-President or equivalent position) to serve both the Institution/AgencyUniversity and the Foundation, then, pursuant to State Board Policy V.E., this Operating Agreement shall be amended to clearly set forth the authority and responsibilities of the position of any such Institution/AgencyUniversity employee.

_e. Limited Authority of <u>Institution/AgencyUniversity</u> Employees. Notwithstanding the foregoing provisions, no <u>Institution/AgencyUniversity</u> employee who functions in a key administrative or policy making capacity for the <u>Institution/AgencyUniversity</u> (including, but not limited to, any <u>Institution/AgencyUniversity</u> Vice-President or equivalent position) shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Foundation employees.

2. <u>Support Services</u>. The <u>Institution/AgencyUniversity</u> shall provide administrative, financial, accounting, investment, and development services to the Foundation, as set forth in the Service Agreement<u>attached hereto as Exhibit</u>"B" ("Service Agreement"). All <u>Institution/AgencyUniversity</u> employees who provide support services to the Foundation shall remain <u>Institution/AgencyUniversity</u> employees under the direction and control of the <u>Institution/AgencyUniversity</u>, unless agreed that the direction and control of any such employee will be vested with the Foundation inthrough a written <u>Loaned EmployeeService</u> Agreement. The <u>Foundation</u> will pay directly to the <u>Institution/Agency theUniversity</u> that portion of the overhead costs associated with the services provided to the Foundation pursuantagreed to between the parties <u>under</u> the Service Agreement. The portion of such costs shall be determined by the agreement of the Parties.

3. <u>Institution/AgencyUniversity</u> Facilities and Equipment. The Institution/AgencyUniversity shall provide the use of the Institution/Agency'sUniversity's office space and equipment to the Foundation upon the terms agreed to by the Institution/AgencyUniversity and the Foundation. The terms of use (including amount of rent) of the Institution/Agency'sUniversity's office space and equipment shall be as set forth in the Service Agreement.

4. <u>No Foundation Payments to Institution/AgencyUniversity Employees</u>. Notwithstanding any provision of this Operating Agreement to the contrary, the Foundation shall not make any payments directly to an <u>Institution/AgencyUniversity</u> employee in connection with any resources or services provided to the Foundation pursuant to this Operating Agreement.

ARTICLE IV Management and Operation of Foundation

The management and control of the Foundation shall rest with its Board of Directors.

1. Gift Solicitation.

Authority of Vice President for Institution/AgencyUniversity Advancement. All Foundation gift solicitations shall be subject to the direction and control of the Vice President for Institution/AgencyUniversity Advancement.

a. *Form of Solicitation*. Any and all Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the <u>Institution/AgencyUniversity</u>; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides in the Foundation's Board of Directors.

b. *Foundation is Primary Donee*. Absent unique circumstances, prospective donors shall be requested to make gifts directly to the Foundation rather than to the Institution/AgencyUniversity.

2. Acceptance of Gifts.

a. Approval Required Before Acceptance of Certain Gifts. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by the Institution/AgencyUniversity, the Foundation shall obtain the prior written approval of the Institution/AgencyUniversity. Similarly, the Foundation shall also obtain the prior written approval of the Institution/AgencyUniversity of the acceptance of any gift or grant that would impose a binding financial or contractual obligation on the Institution/AgencyUniversity.

b. Acceptance of Gifts of Real Property. The Foundation shall conduct adequate due diligence on all gifts of real property that it receives. All gifts of real property intended to be held and used by the <u>Institution/AgencyUniversity</u> shall be approved by the State Board before acceptance by the <u>Institution/AgencyUniversity</u> and the Foundation. In cases where the real property is intended to be used by the <u>Institution/AgencyUniversity</u> in connection with carrying out its proper functions, the real property may be conveyed directly to the <u>Institution/AgencyUniversity</u>, in which case the <u>Institution/AgencyUniversity</u> and not the Foundation shall be responsible for the due diligence obligations for such property.

c. *Processing of Accepted Gifts.* All gifts received by the Institution/AgencyUniversity or the Foundation shall be delivered (if cash) or reported (if any other type of property) to the Foundation's designated gift administration office (a unit of the Foundation) in accordance with the Service Agreement.

3. <u>Fund Transfers</u>. The Foundation agrees to transfer funds, both current gifts and income from endowments, to the <u>Institution/AgencyUniversity</u> on a regular basis as agreed to by the Parties. The Foundation's Treasurer or other individual to whom such authority has been delegated by the Foundation's Board of Directors shall be responsible for transferring funds as authorized by the Foundation's Board of Directors.

a. *Restricted Gift Transfers*. The Foundation shall inform the Institution/AgencyUniversity officials into whose program or department funds are transferred of any restrictions on the use of such funds and provide such officials with access to any relevant documentation concerning such restrictions. Such Institution/AgencyUniversity officials shall account for such restricted funds separate from other program and department funds in accordance with applicable Institution/AgencyUniversity policies and shall notify the Foundation on a timely basis regarding the uses of such restricted funds.

b. Unrestricted Gift Transfers. The Foundation may utilize any unrestricted gifts it receives for any use consistent with the Foundation's purposes as generally summarized in Article I of this Operating Agreement. If the Foundation elects to use unrestricted gifts to make grants to the Institution/AgencyUniversity, such grants shall be made at such times and in such amounts as the Foundation's Board of Directors may determine in the Board's sole discretion.

4. Foundation Expenditures and Financial Transactions.

a. *Signature Authority*. The Foundation designates the Foundation Treasurer as the individual with signature authority for the Foundation in all financial transactions. The Foundation may supplement or change this designation with written notice to the <u>Institution/AgencyUniversity</u>; provided, however, in no event may the person with Foundation signature authority for financial transactions be an <u>Institution/AgencyUniversity</u> employee.

b. *Expenditures*. All expenditures of the Foundation shall be (1) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.

5. <u>Institution/AgencyUniversity Report on Distributed Funds</u>. On a regular basis, which shall not be less than annually, the <u>Institution/AgencyUniversity</u> shall report to the Foundation on the use of restricted and unrestricted funds transferred to the <u>Institution/AgencyUniversity</u>. This report shall specify the restrictions on any restricted funds and the uses of such funds.

6. <u>Transfer of Institution/AgencyUniversity Assets to the Foundation</u>. No <u>Institution/AgencyUniversity</u> funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board except when:

a. A donor inadvertently directs a contribution to the Institution/AgencyUniversity that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such indication of donor intent, such funds shall be deposited in an institutionalUniversity account, and State Board approval will be required prior to the Institution/Agency'sUniversity's transfer of such funds to the Foundation.

- b. The Institution/AgencyUniversity has gift funds that were originally transferred to the Institution/AgencyUniversity from the Foundation and the Institution/AgencyUniversity wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.
- c. Transfers of a *de minimis* amount not to exceed \$10,000 from the InstitutionUniversity to the Foundation provided such funds are for investment by the Foundation for scholarship or other general Institution/AgencyUniversity support purposes. This exception shall not apply to payments by the InstitutionUniversity to the Foundation for obligations of the InstitutionUniversity to the Foundation or other costs of the Foundation.
- d. The transfer is of funds raised by the <u>InstitutionUniversity</u> for scholarship or program support and the funds are deposited with the affiliated foundation for investment and distribution in accordance with the purpose for which the funds were raised.

7. <u>Separation of Funds</u>. All Foundation assets (including bank and investment accounts) shall be held in separate accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some Foundation expenses may be paid through the <u>Institution/AgencyUniversity</u> such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis.

8. <u>Insurance</u>. The Foundation shall maintain insurance to cover the operations and activities of its directors, officers and employees. The Foundation shall also maintain general liability coverage.

9. <u>Investment Policies</u>. All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of <u>InstitutionalUniversity</u> Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's investment policy which is <u>attached hereto as Exhibit "C";posted on the Foundation's public</u> website; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted gifts. The Foundation shall provide to the <u>Institution/Agency any updates to suchUniversity with access to its</u> investment policy-which updates shall also be attached hereto, as <u>Exhibit "C"</u>.amended, via the Foundation's public website.

10. <u>Organization Structure of the Foundation</u>. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation and the Bylaws, as amended. The Foundation agrees toshall provide copies of such the University and State Board with access to its Articles of Incorporation and Bylaws as well, as any subsequent amendments to such documents to both the Institution/Agency and amended, via the State Board. Any such amendments

to the Articles and Bylaws shall be attached hereto as additions to Exhibit "D" and "E", respectively.Foundation's public website.

ARTICLE V

Foundation Relationships with the Institution/AgencyUniversity

At all times and for all purposes of this Operating Agreement, the <u>InstitutionUniversity</u> and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party, provided, however, the <u>InstitutionUniversity</u> and the Foundation acknowledge that the <u>AssociationFoundation</u> carries out functions for the benefit of the <u>InstitutionUniversity</u>. As such, the Parties shall share certain information as provided below.

1. <u>Access to Records</u>. Subject to recognized legal privileges, each Party shall have the right to access the other Party's financial, audit, donor and related books and records as needed to properly conduct its operations.

2. <u>Record Management</u>.

a. The Parties recognize that the records of the Foundation relating to actual or potential donors contain confidential information. Such records shall be kept by the Foundation in such a manner as to protect donor confidentiality to the fullest extent allowed by law. Notwithstanding the access to records permitted above, access to such confidential information by the Institution/AgencyUniversity shall be limited to the Institution/Agency'sUniversity's President and any designee of the Institution/Agency'sUniversity's President.

b. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, and all other Foundation records as required by applicable laws.

c. Although the Foundation is a private entity and is not subject to the Idaho Public Records Law, the Foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or similar non-personal and nonconfidential financial or policy information.

3. <u>Name and Marks</u>. Consistent with its mission to help to advance the plans and objectives of the <u>InstitutionUniversity</u>, the <u>InstitutionUniversity</u> grants the <u>AssociationFoundation</u> the limited, non-exclusive use of the name <u>InstitutionIdaho State University</u>, for use in its support of the <u>InstitutionUniversity</u>. The <u>AssociationFoundation</u> shall operate under the <u>Institution'sUniversity's</u> logotype in support of its organizational business and activities. Any use by the <u>AssociationFoundation</u> of the <u>InstitutionFoundation</u> of the <u>InstitutionYourdetion</u> of the <u>InstitutionYourdetion</u> of the <u>InstitutionYourdetion</u> the <u>InstitutionYourdetion</u> of the <u>InstitutionYourdetion</u> of the <u>InstitutionYourdetion</u> of the <u>InstitutionYourdetion</u> three the <u>InstitutionYourdetion</u> of the <u>InstitutionYourdetion</u> of the <u>InstitutionUniversity</u>'s logotypes or other trademarks must be with prior approval of the <u>InstitutionUniversity</u> through the Office of <u>Trademark LicensingMarketing</u> and <u>EnforcementCommunications</u>.

4. <u>Identification of Source</u>. The Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Foundation.

5. <u>Establishing the Foundation's Annual Budget</u>. The Foundation shall provide the <u>Institution/AgencyUniversity</u> with the Foundation's proposed annual operating budget and capital expenditure plan (if any) prior to the date the Foundation's Board of Directors meeting at which the Foundation's Board will vote to accept such operating budget. Any of the <u>Institution/Agency'sUniversity's</u> funding requests to the Foundation shall be communicated in writing to the <u>Managing Director and the</u> Foundation's <u>Treasurer and Assistant</u> Treasurer by April 1 of each year.

6. <u>Attendance of Institution/Agency'sUniversity's President at Foundation's Board of</u> <u>Director Meetings</u>. The <u>Institution/Agency'sUniversity's</u> President shall be invited to attend all meetings of the Foundation's Board of Directors and may act in an advisory capacity in such meetings.

7. <u>Supplemental Compensation of Institution/AgencyUniversity Employees</u>. Any supplemental compensation of <u>Institution/AgencyUniversity</u> employees by the Foundation must be preapproved by the State Board. Any such supplemental payment or benefits must be paid by the Foundation to the <u>Institution/AgencyUniversity</u>, and the <u>Institution/AgencyUniversity</u> shall then pay compensation to the employee in accordance with the <u>Institution/Agency'sUniversity's</u> normal practice. No <u>Institution/AgencyUniversity</u> employee shall receive any payments or other benefits directly from the Foundation.

ARTICLE VI Audits and Reporting Requirements

1. <u>Fiscal Year</u>. The Foundation and the <u>Institution/AgencyUniversity</u> shall have the same fiscal year.

2. <u>Annual Audit</u>. On an annual basis, the Foundation shall have an audit conducted by a qualified, independent certified public accountant who is not a director or officer of the Foundation. The annual audit will be provided on a timely basis to the Institution/Ageney'sUniversity's President and the State Board, in accordance with the State Board's schedule for receipt of said annual audit. The Foundation's annual statements will be presented in accordance with standards promulgated by the Financial Accounting Standards Board (FASB). The Foundation is a component unit of the Institution/AgeneyUniversity as defined by the Government Accounting Standards Board (GASB). Accordingly, the Institution/AgeneyUniversity is required to include the Foundation in its financial statements which follow a GASB format. Therefore, the Foundation will include in its audited financial statement, prepare schedules reconciling the FASB Statements to GASB standards in the detail required by GASB Standards. The annual audited financial statements, and schedules shall be submitted to the Institution/AgeneyUniversity Office

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of Finance and <u>AdministrationBusiness Affairs</u> in sufficient time to incorporate the same into the <u>Institution/Agency'sUniversity's</u> statements. All such reports and any accompanying documentation shall protect donor privacy to the extent allowable by law.

3. <u>Separate Audit Rights</u>. The <u>Institution/AgencyUniversity</u> agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the <u>Institution/Agency'sUniversity's</u> books and records pertinent to the expenditure of donated funds. The Foundation agrees that the <u>Institution/AgencyUniversity</u> and the State Board, at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records.

4. <u>Annual Reports to Institution/AgencyUniversity President</u>. On a regular basis, which shall not be less than annually, the Foundation shall provide a written report to the <u>Institution/AgencyUniversity</u> President setting forth the following items:

- a. the annual financial audit report;
- an annual report of Foundation transfers made to the <u>Institution/AgencyUniversity</u>, summarized by <u>Institution/AgencyUniversity</u> department;
- c. an annual report of unrestricted funds received by the Foundation;
- d. an annual report of unrestricted funds available for use during the current fiscal year;
- e. a list of all of the Foundation's officers, directors, and employees;
- a list of <u>Institution/AgencyUniversity</u> employees for whom the Foundation made payments to the <u>Institution/AgencyUniversity</u> for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
- g. a list of all state and federal contracts and grants managed by the Foundation;
- h. an annual report of the Foundation's major activities;
- an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the <u>Institution/AgencyUniversity</u>; and
- j. an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation.

ARTICLE VII Conflict of Interest and Code of Ethics and Conduct

1. <u>Conflicts of Interest Policy and Code of Ethics and Conduct</u>. The Foundation's Conflict of Interest Policy is attached as Exhibit "F", and its Code of Ethical Conduct is set forth as Exhibit "G".

2. <u>Dual Representation</u>. Under no circumstances may an <u>Institution/AgencyUniversity</u> employee represent both the <u>Institution/AgencyUniversity</u> and the Foundation in any negotiation, sign for both entities in transactions, or direct any other <u>institutionUniversity</u> employee under their immediate supervision to sign for the related Party in a transaction between the <u>Institution/AgencyUniversity</u> and the Foundation. This shall not prohibit <u>Institution/AgencyUniversity</u> employees from drafting transactional documents that are subsequently provided to the Foundation for its independent review, approval and use.

3. <u>Contractual Obligation of Institution/Agency-University</u>. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the <u>Institution/AgencyUniversity</u> without first obtaining the prior written approval of the <u>Institution/AgencyUniversity</u> upproval of any such contract shall comply with policies of the State Board with respect to State Board approval of <u>Institution/AgencyUniversity</u> contracts.

4. <u>Acquisition or Development or Real Estate</u>. The Foundation shall not acquire or develop real estate or otherwise build facilities for the <u>Institution/Agency'sUniversity's</u> use without first obtaining approval of the State Board. In the event of a proposed purchase of real estate by the Foundation for the <u>Institution/AgencyUniversity</u>, the <u>Institution/AgencyUniversity</u> shall notify the State Board at the earliest possible date. Any such proposed purchase for the <u>Institution/AgencyUniversity</u> and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to the open meeting law, set forth in Idaho Code, Title 74, Chapter 2.

ARTICLE VIII General Terms

1. <u>Effective Date</u>. This Operating Agreement shall be effective on the date set forth above.

2. <u>Right to Terminate</u>. This Operating Agreement shall terminate upon the mutual written agreement of both Parties. In addition, either Party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either Party may terminate this Operating Agreement in the event the other Party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting Party specifying the nature of the default. Should the <u>Institution/AgeneyUniversity</u> choose to terminate

this Operating Agreement by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the Institution/AgencyUniversity to pay, within 180 days of written notice, all debt incurred by the Foundation on the Institution/Agency'sUniversity's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Institution/AgencyUniversity that is not cured within the time frame set forth above, the Institution/AgencyUniversity may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner. The Parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event negotiations fail, the Parties will initiate the dispute resolution mechanism described below (through reference to the Foundation Chair and the State Board) to further attempt to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

Dispute Resolution. The Parties agree that in the event of any dispute arising from 3. this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the Parties. If the staff cannot resolve the dispute, then the dispute will be referred to the Chair of the Board of the Foundation and the Institution/AgencyUniversity President. If the Foundation Board Chair and Institution/AgencyUniversity President cannot resolve the dispute, then the dispute will be referred to the Foundation Chair and the State Board for resolution. If they are unable to resolve the dispute, the Parties shall submit the dispute to mediation by an impartial third Party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

4. <u>Dissolution of Foundation</u>. Consistent with provisions appearing in the Foundation's Bylaws and Articles of Incorporation, should the Foundation cease to exist or cease to be an Internal Revenue Code §501(c)(3) organization, the Foundation shall transfer to the State Board (or <u>InstitutionUniversity</u>, as applicable) the balance of all property and assets of the Foundation from any source, after the payment of all debts and obligations of the Foundation, and such property shall be vested in the State Board in trust for the use and benefit of the <u>Institution/Agency-University</u>.

5. <u>Board Approval of Operating Agreement</u>. Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every three (3) years or more frequently if otherwise requested by the State Board.

6. <u>Modification</u>. Any modification to the Operating Agreement or Exhibits hereto shall be in writing and signed by both Parties.

7. <u>Providing Document to and Obtaining Approval from the</u> <u>Institution/Agency-University</u>. Unless otherwise indicated herein, any time documents are to be provided to the <u>Institution/AgencyUniversity</u> or any time the <u>Institution/Agency'sUniversity's</u> approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the <u>Institution/Agency'sUniversity's</u> President or an individual to whom such authority has been properly delegated by the <u>Institution/Agency'sUniversity's</u> President.

8. <u>Providing Documents to and Obtaining Approval from the Foundation</u>. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.

9. <u>Notices</u>. Any notices required under this Operating Agreement may be mailed or delivered as follows:

To the Institution/AgencyUniversity:

President

Institution/Agency

Street Address

- <u>— City,Idaho</u> State and ZipUniversity
- 921 S 8th Avenue, Stop 8310
- Pocatello, ID 83209

To the Foundation:

Managing Director <u>Idaho State University</u> Foundation, Inc. <u>Street Address</u> <u>City, State and Zip</u> 921 S. 8th Avenue, Stop 8050 <u>Pocatello, ID 83209</u>

10. <u>No Joint Venture</u>. At all times and for all purposes of this Memorandum of Understanding, the <u>Institution/AgencyUniversity</u> and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party.

11. <u>Liability</u>. The <u>Institution/AgencyUniversity</u> and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees.

12. <u>Indemnification</u>. To the extent allowed by law, the <u>Institution/AgencyUniversity</u> and the Foundation each agree to indemnify, defend and hold the other Party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the Party, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one Party who is working for the benefit of the other Party. Nothing in this Operating Agreement shall be construed to extend to the <u>Institution/Agency'sUniversity's</u> liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.

13. <u>Assignment</u>. This Operating Agreement is not assignable by either Party, in whole or in part.

14. <u>Governing Law</u>. This Operating Agreement shall be governed by the laws of the State of Idaho.

15. <u>Severability</u>. If any provision of this Operating Agreement is held invalid or unenforceable to any extent, the remainder of this Operating Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

16. <u>Entire Agreement</u>. This Operating Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

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IN WITNESS WHEREOF, the $\underline{Institution/Agency}\underline{University}$ and the Foundation have executed this Operating Agreement on the above specified date.

Institution/AgencyIdaho State University

By:_____ Its: President

-Institution/Agency_

Idaho State University Foundation, Inc.

By:______ Its: <u>ChairmanChair</u>

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OPERATING AGREEMENT BETWEEN IDAHO

STATE UNIVERSITY FOUNDATION, INC.

AND

IDAHO STATE UNIVERSITY

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WHEREAS, the parties hereby acknowledge that they will at all times conform to and abide by, the Idaho State Board of Education's Governing Policies and Procedures, Gifts and Affiliated Foundations policy § V.E., and that they will submit this <u>Operating</u> -Agreement for initial- prior State Board of Education ("State Board") approval, and thereafter every three (3) years, or as otherwise requested by the State Board, for review and re-approval.	
WHEREAS, the Foundation and University entered into an Operating Agreement on February 5, 2009, which was amended on September 17, 2013 and again on September 24, 2015.	
WHEREAS, the Foundation and the University intend for this Operating Agreement to be the written operating agreement required by State Board Policy V.E.2.b.	Formatted: Font: 12 pt
NOW THEREFORE, in consideration of the mutual commitments herein contained, and \leftarrow other good and valuable consideration, receipt of which is hereby acknowledged, the <u>pP</u> arties agree as follows:	Formatted: Indent: First line: 0.5"
ARTICLE I Foundation's Purposes	
The Foundation is the primary affiliated foundation responsible for securing, managing, and distributing private support for the University. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall: (I) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the University from the general public (including individuals, corporations, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the University; and (3) support and assist the University in fundraising and donor relations.	Formatted: Indent: First line: 0.5"
In carrying out its purposes the Foundation shall not engage in activities that conflict with (1) federal or state laws, rules, and regulations (including, but not limited to all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) cause the University to be in violation of applicable polices of the State Board; or (3) conflict with the role and mission of the University.	Formatted: Indent: First line: 0.5"
ARTICLE II Foundation's Organizational Documents	
The Foundation <u>shall provide the University with access to its posts its current</u> Articles of Incorporation and–Bylaws, <u>as amended</u> , <u>via the Foundation's</u> on its public website. The Foundation will update its public website for any amendments to such documents, as soon as possible, after they are adopted. Furthermore, <u>T</u> the Foundation <u>shall</u> , to the extent practicable, <u>also</u> <u>shall</u> provide the University with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws. <u>The University shall provide all such</u> <u>documents to the State Board</u> .	Formatted: Indent: First line: 0.5"
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ARTICLE III University Resources and Services

1. University Employees.

- a. *University/Foundation Liaison*: The University's Vice President for University Advancement shall serve as the University's Liaison to the Foundation.
 - i. The University's Vice President for University Advancement shall be responsible for coordinating the University's and the Foundation's fundraising efforts and for supervising and coordinating the administrative support provided by the University to the Foundation.
 - ii. The Vice President for University Advancement or her/his-designee shall attend each meeting of the Foundation's Board of Directors and shall report on behalf of the University to the Foundation's Board of Directors regarding the University's coordination with the Foundation's fundraising efforts.
- a.b.Finance Managing Director; The FinanceManaging Director of the Foundation is an employee of the University. loaned to the Foundation. The Managing Director shall be responsible for the supervision and control of the day-to-day operations of the Foundation, and subject to the direction and control of the Foundation, as set forth in the Service Agreement attached hereto as Exhibit "B" ("Service Agreement."). More specific duties of the Managing Director are set forth in the Service Agreement. All of the Finance Director's services shall be provided directly to the Foundation as follows:
 - iii. The Finance Director shall be responsible for the supervision and control of the day to day operations of the Foundation. More specific duties of the Finance Director may be set forth in a written job description prepared by the Foundation and attached to the Loaned Employee Agreement described in iii below. The Finance Director shall be subject to the control- and direction of the Foundation.
 - iv. The Finance Director shall be an employee of the University and entitled to University benefits to the same extent and on the same terms as other fulltime University employees of the same classification as the Finance Director. The Foundation shall reimburse the University for all costs incurred by the University in connection with the University's employment of the Finance Director, including such expenses as salary, payroll taxes, and benefits.
 - v. The Foundation and the University shall enter into a written agreement, in the form of Exhibit "A" hereto, establishing that the Finance Director is an employee of the University but subject to the direction and control of the Foundation (generally a "Loaned Employee Agreement"). The Loaned Employee Agreement shall also set forth the relative rights and

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responsibilities of the Foundation and the University with respect to the Finance Director, including the following:

1. The Foundation shall have the right to choose to terminate the Loaned Employee Agreement in accordance with Foundation procedures and applicable law; such termination may include election by the Foundation for non-renewal of the Loaned Employee Agreement.

- 2.Termination of the Loaned Employee Agreement in accordance with the Foundation procedures and applicable law shall also result in termination of any obligation of the University to employ the Loaned Employee, subject to applicable legal and procedural requirements of the State of Idaho and the University.
- 3.Loaned Employee shall be subject to the supervision, direction and controlof the Foundation Board of Directors and shall report directly to the Foundation president or her/his designee. Further, the Foundation shall have the primary role in hiring a Loaned Employee, subject to applicable State or University requirements.
- b. Other Loaned Employees. Other loaned employees providing services pursuant to this Agreement shall also serve pursuant to a Loaned Employee Agreement, Exhibit "A," which shall set forth their particular responsibilities and duties. The effective dates of all loaned employee agreements, the names and duties of the loaned employees, and the compensation amount shall be revised and updated asneeded by the University and Foundation.-

Other University Employees Holding Key Foundation or Administrative or Policy Positions: In the event the University and the Foundation determine it is appropriate for one or more additional University employees who function in a key administrative or policy making capacity for the University (including, but not limited to, any University Vice-President or equivalent position) to serve both the University and the Foundation, then, pursuant to State Board Policy V.E., this Operating Agreement shall be amended to clearly set forth the authority and responsibilities of the position of any such University employee.

- c. *Limited Authority of University Employees*. Notwithstanding the foregoing provisions, no University employee who functions in a key administrative or policy making capacity for the University (including, but not limited to, any University Vice-President or equivalent position) shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Foundation employees.
- Support Staff Services. The University shall provide administrative, financial, accounting, investment, and development services to the Foundation, as set forth in the Services Agreement attached hereto as Exhibit "B" ("Services Agreement"). All University

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- 3. <u>University Facilities and Equipment.</u> The University shall provide the use of the University's office space, and equipment and associated services to the Foundation's employees upon the terms agreed to by the University and the Foundation. The terms of use (including amount of rent) of the University's office space, and equipment and associated services shall be as set forth in the Services Agreement, Exhibit "B" hereto.
- 4. <u>No Foundation Payments to University Employees.</u> Notwithstanding any provision of this <u>Operating</u>. Agreement to the contrary, the Foundation shall not make any payments directly to a University employee in connection with any resources or services provided to the Foundation pursuant to this Article of this Operating Agreement.

ARTICLE IV Management and Operation of Foundation

The management and	control of the	Foundation shall	rest with its	Board of Directors.

1. Gift Solicitation.

a. Authority of Vice President for University Advancement. All Foundation gift solicitations _______shall be subject to the direction and control of the Vice President for University Advancement.

b.a. Form of Solicitation. Any and all Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the University; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides in the Foundation's Board of Directors.

- e-b.*Foundation is Primary Donee.* Absent unique circumstances, prospective donors shall_____be requested to make gifts directly to the Foundation rather than to the University.
- 2. Acceptance of Gifts.
 - a. Approval Required Before Acceptance of Certain Gifts. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by the University, the Foundation shall obtain the prior written approval of

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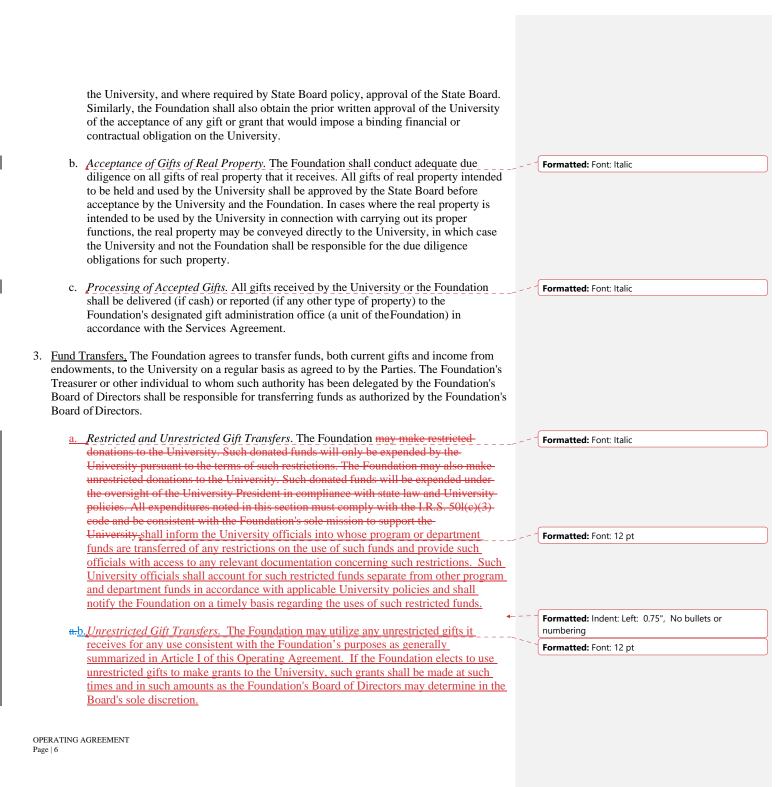
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4. Foundation Expenditures and Financial Transactions.

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a. <i>Signature Authority</i> . The Foundation designates the Foundation Treasurer as the individual with signature authority for the Foundation in all financial transactions with the University. The Foundation may supplement or change this designation with written notice to the University; provided, however, in no event may the person with Foundation signature authority for financial transactions with the University be a University employee nor a "Loaned Employee" as that term is used in this Agreement.		Formatted: Font: Italic	
b. <i>Expenditures</i> . All expenditures of the Foundation shall be (I) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.	(Formatted: Font: Italic	
<u>University Report on Distributed Funds.</u> On a regular basis, which shall not be less than annually, the University shall report to the Foundation on the use of restricted and unrestricted funds transferred to the University. This report shall specify the restrictions on any restricted funds and the uses of such funds.			
Transfer of University Assets to the Foundation. No University funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board except when:			
a. A donor inadvertently directs a contribution to the University that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such indication of donor intent, such funds shall be deposited in an institutional account, and State Board approval will be required prior to the University's transfer of such funds to the Foundation.			
b. The University has gift funds that were originally transferred to the University from the Foundation and the University wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.			
e. The institution has raised scholarship funds through an institution activity and the institution wishes to deposit the funds with the Foundation for investment and distribution consistent with the scholarship nature of the funds.			
c. Transfers of a de Minimis amount not to exceed \$10,000 from the institution to the Foundation provided such funds are for investment by the Foundation for scholarship or other general University support <i>purposes</i> . This exception shall not apply to payments by the institution to the Foundation for obligations of the institution to the Foundation, operating expenses of the Foundation or other costs of the Foundation.			
- d. The transfer is of funds raised by the University for scholarship or program support and		Formatted: List Paragraph,	No bullets or n
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the funds are deposited with the affiliated foundation for investment and distribution in

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accordance with the purpose for which the funds were raised.

- 7. Separation of Funds. All Foundation assets (including bank and investment accounts) shall be held in separate, password protected accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some Foundation expenses may be paid through the University such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis. Further, the Foundation shall make data available to external auditors as necessary to complete audit responsibilities.
- 8. <u>Insurance</u>. To the extent that the Foundation is not covered by the State of Idaho Retained Risk program, <u>T</u>the Foundation shall maintain insurance to cover the operations and activities of its directors, officers, and employees. The Foundation shall also maintain general liability coverage.
- 9. Investment Policies. All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of Institutional Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's current investment policy which is posted on the Foundation's public website; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted gifts. The Foundation shall, to the extent practicable, provide the University with an advance copy of any proposed amendments access to the its investment policy, as amended, via the Foundation's public website, and will update its public website for any amendments, as soon as possible, after they are adopted.
- 10. Organization Structure of the Foundation. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation and the Foundation's Amended and Restated Bylaws, as amended. The Foundation posts the current version of such documents on its public website. The Foundation will update its public website for any amendments to such documents, as soon as possible, after they are adopted. The Foundation shall provide the University and State Board with access to its Articles of Incorporation and Bylaws, as amended, via the Foundation's public website.
- 11. <u>Conflicts of Interest and Ethical Conduct.</u> The Foundation has adopted a written policyaddressing the manner the Foundation will address conflict of interest situations. The Foundation's Conflict of Interest Policy and the Foundations Code of Ethical Conduct will beprovided to the Board as requested.

ARTICLE V Foundation Relationships with the University

At all times and for all purposes of this Operating Agreement, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party, provided, however, the University and the Foundation acknowledge that the Foundation carries out functions for the benefit of the University. As such, the Parties shall share certain information

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as provided below.

1. <u>Access to Records.</u><u>The Foundation shall establish and enforce policies to protect donorconfidentiality and rights. The donor database, as well as other data, materials and informationof the Foundation pertaining to past, current or prospective donors, are proprietary to the Foundation and constitute its confidential information and trade secrets. The University shallnot access such information except in compliance with the Foundation's donor confidentialitypolicies. The Foundation and University shall take the steps necessary to monitor and controlaccess to the donor database and to protect the security of the server and software relevant to the database. Subject to recognized legal privileges, each Party shall have the right to access the other Party's financial, audit, donor and related books and records as needed to properly conduct its operations.</u>

The Foundation will provide access to data and records to the University on a need to knowbasis in accordance with applicable laws, Foundation policies, and guidelines. The Universityshall, at any time, have access to the financial records of the Foundation. The scope of thisright of the University shall be construed as broadly as needed to conduct a complete audit of the Foundation as such an audit would be conducted under generally accepted auditingstandards if the University should so require. Provided, however, that the University need notconduct an audit to be provided such access, but shall be provided such access at any time.

The University's access shall not include donor specific data such that would provideindividually identifiable information about donors or their donations made to the Foundation.

2. Record Management.

- a. The Parties recognize that the records of the Foundation relating to actual or potential donors contain confidential information. Such records shall be kept by the Foundation in such a manner as to protect donor confidentiality to the fullest extent allowed by law. Notwithstanding the access to records permitted above, access to such confidential information by the University shall be limited to the University's President and any designee of the University's President.
- b. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, and all other Foundation records as required by applicable laws.
- c. Except to the extent that records are confidential (including confidential donorinformation), the Foundation agrees to be open to public inquiries for information thatwould normally be open in the conduct of University affairs and to provide suchinformation in a manner consistent with the Idaho Public Records Law, set forth in Idaho Code Sections 9-337 – 9-350, except where otherwise required by state andfederal law.Although the Foundation is a private entity and is not subject to the Idaho Public Records Law, the Foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent reasonable, to be open to

public inquiries related to revenue, expenditure policies, investment performance and/or similar non-personal and non-confidential financial or policy information.

3. <u>Name and Marks</u>. Each Party hereby is granted a general, non-exclusive, royalty free licenseto use the corporate name of the other, specifically: "Idaho State University" and "The Idaho State University Foundation" in all activities conducted in association with or for the benefit of the other. Use of the other Party's name must be in manner that clearly identifies the Parties as separate entities, and neither Party may use the other Party's name to imply approval or actionof the other Party. Neither Party may delegate, assign, or sublicense the rights grantedhereunder without express written consent from the other Party. This license does not extendto any identifying marks of either Party other than the specified corporate name. Use of othermarks must receive prior written approval. Consistent with its mission to help to advance the plans and objectives of the University, the University grants the Foundation the limited, nonexclusive use of the name Idaho State University, for use in its support of the University. The Foundation shall operate under the University's logotype in support of its organizational business and activities. Any use by the Foundation of the University's logotypes or other trademarks must be with prior approval of the University through the Office of Marketing and <u>Communications</u>.

- 4. <u>Identification of Source</u>. The Foundation shall be clearly identified as the source of any correspondence, activities, and advertisements emanating from the Foundation.
- 5. <u>Establishing the Foundation's Annual Budget</u>. The Foundation shall provide the University with the Foundation's proposed annual operating budget and capital expenditure plan (if any) prior to the date the Foundation's Board of Directors meeting at which the Foundation's Board of Directors will vote to accept such operating budget. Any of the University's funding requests to the Foundation shall be communicated in writing to the Foundation's <u>Managing</u> <u>Director and</u> Treasurer and <u>Assistant Treasurerby</u> <u>April 1 of each year</u>. If the request is for reimbursement, the University shall provide appropriate documentation to the Foundation to ensure that the funds to be reimbursed were used in compliance with donor intent.
- 6. <u>Attendance of University's President at Foundation's Board of Director Meetings.</u> The University's President shall be invited to attend all meetings of the Foundation's Board of Directors and may act in an advisory capacity in such meetings.
- 7. Supplemental Compensation of University Employees. No supplemental compensation of University employees may be made by the Foundation. Provided the Foundation may reimburse the University for those benefits that are necessary for its normal course of operations, including, but not limited to, travel and continuing professional education. This is not intended to proscribe reimbursement by the Foundation of the University's expenses associated with "Loaned Employees" as set forth elsewhere in this Agreement, nor the payment of funds by the Foundation to the University in support of endowed chairs or similar faculty positions. Any supplemental compensation of University employees by the Foundation must be preapproved by the State Board. Any such supplemental payment or benefits must be paid by the Foundation to the University shall then pay compensation to the employee in accordance with the University's normal practice. No University employee

shall receive any payments or other benefits directly from the Foundation.

ARTICLE VI Audits and Reporting Requirements

- 1. Fiscal Year. The Foundation and the University shall have the same fiscal year.
- 2. Annual Audit. On an annual basis, the Foundation shall have an audit conducted by a qualified, independent certified public accountant who is not a director or officer of the Foundation. The annual audit will be provided on a timely basis to the University's President and the Board, in accordance with the Board's schedule for receipt of said annual audit. The Foundation's Annual Audited Financial Statements may be presented in accordance with standards promulgated by the Financial Accounting Standards Board (FASB). The Foundation is a component unit of the University as defined by the Government Accounting Board Standards Board (GASB). Accordingly, the University, which follows a GASB format, is required to include the Foundation in its Financial Statements. Therefore, if the Foundation presents its audited Financial Statement under FASB, will prepare schedules reconciling the FASB Statements to GASB standards must be provided to the Idaho State University Controller in the detail required by GASB standards. The annual audited Ffinancial Statements, including the auditor's independent opinion regarding such financial statements, and <u>Sechedules shall be submitted to the University's Office of Finance and Business</u> AffairsAdministration in sufficient time to incorporate the same into the University's statements. State of Idaho's Comprehensive Annual Financial Review statements. All such reports and any accompanying documentation shall protect donor privacy to the extent allowable by law.
- 3. <u>Separate Audit Rights.</u> The University agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the University's books and records pertinent to the expenditure of donated funds. The Foundation agrees that the University and the State Board, at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records.
- 4. <u>Annual Reports to University President.</u> On a regular basis, which shall not be less than annually, the Foundation shall provide a written report to the University President and the State Board setting forth the following items:
 - a. the annual financial audit report;
 - b. an annual report of Foundation transfers made to the University, <u>summarized by</u> <u>University department</u>;
 - c. an annual report of unrestricted funds received by the Foundation;
 - d. an annual report of unrestricted funds available for use during the current fiscal year;

- e. a list of all of the Foundation's officers, directors, and employees;
- f. a list of University employees for whom the Foundation made payments to the University for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
- g. a list of all state and federal contracts and grants managed by the Foundation;
- h. an annual report of the Foundation's major activities;
- i. an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the University; and
- j. an annual report of (I) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation.

ARTICLE VII Conflict of Interest and Code of Ethics and Conduct

- <u>Conflicts of Interest and Code of Ethics and Conduct Policy Statement</u>. The Foundation hasadopted a written policy addressing the manner the Foundation will address conflict of interestsituations. The Foundation's Conflict of Interest Policy is attached as Exhibit "F", and its Code of Ethical Conduct is set forth as Exhibit "G".
- 2. <u>Dual Representation</u>. Under no circumstances may a University employee represent both the University and the Foundation in any negotiation, sign for both entities in transactions, or direct any other institution employee under their immediate supervision to sign for the related party in a transaction between the University and the Foundation. This shall not prohibit University employees from drafting transactional documents that are subsequently provided to the Foundation for its independent review, approval, and use.
- 3. <u>Contractual Obligation of University.</u> The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the University without first obtaining the prior written approval of the <u>University and, if applicable under law or policy, the State Board of Education</u>. University approval of any such contract shall comply with policies of the State Board of Education with respect to <u>State Board</u> approval of University contracts.
- 4. <u>Acquisition or Development or Real Estate.</u> The Foundation shall not acquire or develop real estate or otherwise build facilities for the University's use without first obtaining approval of the State Board. In the event of a proposed purchase of real estate for such purposes by the Foundation, the University shall notify the State Board and where appropriate, the Idaho-Legislature, at the earliest possible date, of such proposed purchase for such purposes.

Furthermore, a<u>A</u>ny such proposed purchase of real estate for the University's use shall be a coordinated effort of the University and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to <u>the open meeting law, set forth in</u> Idaho Code-Section-67-2345(1)(c). Title 74, Chapter 2.

ARTICLE VIII General Terms

. Effective Date. This Operating Agreement shall be effective on the date set forth above.

4.2.Right to Terminate. This Operating Agreement shall terminate upon the mutual written agreement of both Pparties. In addition, either Pparty may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either Pparty may terminate this Operating Agreement in the event the other party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the nondefaulting party specifying the nature of the default. Should the University choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the University to pay, within 180 days of written notice, all debt incurred by the Foundation on the University's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the University that is not cured within the time frame set forth above, the University may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner. The Pparties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event negotiations fail, the Parties will initiate the dispute resolution mechanism described below (through reference to the Foundation Chair and the State Board) to further attempt to negotiate a new agreementthe parties are unable to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

3. Dispute Resolution. The Parties agree that in the event of any dispute arising from this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the Parties. If the staff cannot resolve the dispute, then the dispute will be referred to the Chair of the Board of the Foundation and the University President. If the Foundation Board Chair and University President cannot resolve the dispute, then the dispute will be referred to the Foundation Chair and the State Board for resolution. If they are unable to resolve the dispute, the Parties shall submit the dispute to mediation by an impartial third Party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

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- 4. Dissolution of Foundation. Consistent with provisions appearing in the Foundation's Bylaws and Articles of Incorporation, should the Foundation cease to exist or cease to be an Internal Revenue Code §501(c)(3) organization, the Foundation shall transfer to the State Board (or University, as applicable) the balance of all property and assets of the Foundation from any source, after the payment of all debts and obligations of the Foundation, and such property shall be vested in the State Board in trust for the use and benefit of the University.
- 2.5.Board Approval of Operating Agreement. Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every three (3) years or more frequently if otherwise requested by the State Board.
- <u>3.6.Modification.</u> Any modification to the Agreement or Exhibits hereto shall be in writing and signed by both Parties.
- 4.7.Providing Documents to and Obtaining Approval from the University. Unless otherwise indicated herein, any time documents are to be provided to the University or any time the University's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the University's President or an individual to whom such authority has been properly delegated by the University's President.
- 5-8. Providing Documents to and Obtaining Approval from the Foundation. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.

6.9. Notices. Any notices required under this agreement may be mailed or delivered as follows:

To the University:

President Idaho State University 921 South 8th Ave. Stop 83I 0 Pocatello, ID 83209-8410

To the Foundation:

Vice President for Advancement Idaho-State University 921 South 8th Ave. Stop 8024 Pocatello, ID 83209-8024

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ManagingFinance Director Idaho State University Foundation 921 South 8th Ave. Stop 8050 Pocatello, ID 83209-8050

- 7.<u>10. No Joint Venture.</u> At all times and for all purposes of this Agreement, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other party.
- 8-<u>11. Liability.</u> The University and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members, or employees.
- 9.12. Indemnification. The University and the Foundation each agree to indemnify, defend and hold the other party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the party, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one party who is working for the benefit of the other party. Nothing in this Operating Agreement shall be construed to extend the University's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.
- 10. <u>Dispute Resolution.</u> The parties agree that in the event of any dispute arising from this Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the parties. If the staff cannot resolve the dispute, the dispute will be referred to the Chair of the Foundation and the University President. If the Foundation and University President cannot resolve the dispute, then the dispute will be referred to the Foundation for resolution. If they are unable to resolve the dispute, the parties shall submit the dispute to mediation by an impartial third party or professional mediator mutually acceptable to the parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unsolved, then, in such case, either party shall have the right to initiate litigation arising from this Agreement. In the event of litigation, the prevailing party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including ourt costs, attorney fees, and other professional expenses.
- 11. <u>Dissolution of Foundation</u>. Consistent with provisions appearing in the Foundation's Bylaws and/or Articles of Incorporation, should the Foundation cease to exist or cease to qualify as an Internal Revenue Code §50l(c)(3) organization, the Foundation will transfer its assets and property to the University, to a reincorporated successor Foundation organized to benefit the University, or to the State of Idaho for public purposes, in accordance with Idaho law.
- 12.13. Assignment. This Agreement is not assignable by either Pparty, in whole or in part.
- 13.14. Governing Law. This Agreement shall be governed by the laws of the State of Idaho
- 14.15. Severability. If any provision of this Agreement is held invalid or unenforceable to any extent, the remainder of this Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

15.16. Entire Agreement. This Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

IN WITNESS WHEREOF, the University and the Foundation have executed this agreement on the above effective date.

Idaho State University

By

Its: President

Valerie Hoyl By:

Idaho State University Foundation, Inc. Its: <u>PresidentChair</u>

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EXHIBIT "A"

Loaned Employee Agreement

Not applicable at this time

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EXHIBIT "A"

AGREEMENT FOR LOANED EMPLOYEE IDAHO STATE UNIVERSITY/IDAHO STATE UNIVERSITY FOUNDATION

THIS AGREEMENT is entered into by and between IDAHO STATE UNIVERSITY, a state educational institution, and a body politic and corporate organized and existing under the laws of the state of Idaho ("University"), and IDAHO STATE UNIVERSITY FOUNDATION, a private nonprofit corporation ("ISUF") effective for the period <u>Insert Beginning and Ending Dates</u>.

BACKGROUND

- A. The ISUF, incorporated as a 501(c)(3) organization in 1967, raises and manages private funds for the benefit of the University, and
- B. University has agreed to loan its employee, <u>Insert Name</u> ("Loaned Employee"), to ISUF to act in the capacity of Finance Director for ISUF.

AGREEMENT

The parties agree as follows:

- 1. Relationship between Loaned Employee and University.
 - a. Loaned Employee may be an exempt, fiscal year employee of the University subject to all applicable policies and procedures of the Board and the University, or a classified employee subject to the applicable State of Idaho, State Board, and/or-University rules and procedures.
 - b. Loaned Employee will be paid at a fiscal year salary rate of <u>Insert Amount</u>, payable on the regular bi-weekly paydays of the University. Loaned Employee will be entitled to University benefits to the same extent and on the same terms as other fulltime University employees of her/his classification.
 - c. University shall be responsible for the payment of all salary and benefits to Loaned Employee. University shall be responsible for all payroll related taxes, benefits costs, and other related payroll costs arising out of the Loaned Employee's employmentwith University.
- 2. Relationship between ISUF and Loaned Employee.
 - a. Loaned Employee will work full time and shall be under the exclusive supervision, direction, and control of the ISUF Board of Directors during the performance of

her/his duties under this Agreement. Such duties shall include, but shall not belimited to, supervision of the back office operational processing of gifts and reporting to various stakeholders; responsibility for the management and operations of thedonor system; support of development staff and other personnel associated with theutilization of the donor system; relations with the University relative to IT supportand security; oversight and management of ISUF operational policies; and, directsupervision of the Finance Manager, and other staff. Loaned Employees will reportdirectly to ISUF President or her/his designee, who shall determine her/his duties. Loaned Employee will be considered a loaned employee under the workers' compensation law of the State of Idaho.

- b. ISUF is solely responsible for payment of income, social security, and otheremployment taxes, if any, due to the proper taxing authorities arising from its payment of reimbursements to Loaned Employee. ISUF agrees to indemnify, defend, and hold the University harmless from any and all liabilities, losses, claims, or judgmentsrelating to the payment of these taxes.
- c. No later than ninety (90) days prior to the end of the term of this Agreement, and each subsequent term, if any, ISUF will evaluate the performance of Loaned Employee. In the case where the Loaned Employee is a classified employee, such evaluation shall occur in accordance with rules and procedures applicable to such employees. ISUF will provide a copy of the evaluation document to the University no later than fourteen (14) days after the evaluation is completed.
- a. ISUF may terminate or non-renew Loaned Employee's employment contract, or discipline Loaned Employee in accordance with ISUF's procedures and applicable law, any such termination or non-renewal shall constitute grounds for termination, non-renewal or discipline of Loaned Employee by the University. Provided however, particularly when the Loaned Employee is a classified employee, any contemplated termination shall be subject to applicable legal and procedural requirements of the State of Idaho and the University.
- 3. Relationship between ISUF and University.
 - a. ISUF will reimburse University for one hundred percent (100%) of the University's total cost of Loaned Employee's salary and benefits including payroll-related taxes, benefits, and other related payroll costs and the costs associated with travel approved by ISUF. Such costs will be billed quarterly and paid to the University.
 - b. University shall maintain accurate books and account records reflecting the actual cost of all items of direct cost for which payment is sought under this Agreement. At all reasonable times, ISUF shall have the right to inspect and copy said books and records, which the University agrees to retain for a minimum period of one year following the completion of this Agreement.
 - c. The furnishing of Loaned Employee shall not be considered a professional service of

the University. At no time during the performance of this Agreement shall the Loaned Employee receive or act under instructions from the University regarding the work performed on behalf of ISUF.

d. University shall have no liability to ISUF for loss or damage growing out of or resulting from the activities of the Loaned Employee. ISUF therefore agrees to release, defend, indemnify and hold harmless the state of Idaho, University, its governing board, officers, employees, and agents, and the Loaned Employee from and against any and all claims, demands, losses, damages, costs, expenses, and liabilities, including but not limited to injuries (including death) to persons and for damages to property (including damage to property of ISUF or others) arising out of or inconnection with the activities of the Loaned Employee under this Agreement. The limitation on liability and any agreement to defend, indemnify, or hold harmless expressed in the Agreement shall apply even in the event of the fault or negligence of the Loaned Employee.

4. General Terms

- a. Term, Termination. This Agreement will terminate on the same day as Loaned-Employee's contract as an exempt employee of the University terminates, or in the caseof classified employees, after applicable rules and procedures have been followed, orupon Employee's resignation or other separation from employment, whichever isearlier. By mutual written consent, in conjunction with any renewal of the Loaned-Employee's contract as an exempt employee of the University, the parties mayextend the term of this Agreement for a term equal to the term of the exempt Loaned-Employee's renewed contract with the University, or in the case of a classifiedemployee, continued into the next ensuing fiscal year, such that the term of this-Agreement shall always be equal to the term of Loaned Employee's status as an exempt or classified employee of the University. The Loaned Employee remains subject to allapplicable Board and University policies, including but not limited to policiesregarding nonrenewal of fixed term appointments and termination or discipline foradequate cause, and where applicable, rules and procedures pertaining to classified employees.
- b. Governing Law. This Agreement will be governed by the laws of the State of Idaho as an agreement to be performed within the State of Idaho. The venue for any legal action under this Agreement shall be in Bannock County.
- c. Notice. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

To ISUF:

Idaho State University Foundation	Phone: (208) 282-3470
President	Fax: (208) 282-4994
921 South 8th Ave. Stop 8050	
Pocatello, ID 83209-8050	
To the University:	

Idaho State University	Phone:	(208) 282-3198
Vice President for Advancement	Fax:	(208) 282-4487
821 South 8 th Ave, Stop 8024		
Pocatello, ID 83209-8024		

To the Loaned Employee:

EMPLOYEE NAME Last address on file with University's Human Resources

Notice shall be deemed given on its date of mailing, faxing, or upon written acknowledgment of its receipt by personal delivery, whichever shall be earlier.

- d. Waiver. Waiver by either party of any breach of any term, covenant or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition, or any subsequent breach of the same or any other term, covenant or condition herein contained.
- e. Attorney's Fees. In the event an action is brought to enforce any of the terms, covenants or conditions of this Agreement, or in the event this Agreement is placed with an attorney for collection or enforcement, the successful party to such an action or collection shall be entitled to recover from the losing party a reasonable attorney's fee, together with such other costs as may be authorized by law.

IDAHO STATE UNIVERSITY	IDAHO STATE
	UNIVERSITY
	FOUNDATION

Brian Hickenlooper	Valerie Hoybjerg
Interim Vice President	- Chair
Finance and Administration	ISUF Board of Directors

Date:_____ Date:_____

ATTACHMENT 4

Date:_____

LOANED EMPLOYEE concurrence and commitment:

Date:_____

EXHIBIT "B"

SERVICES AGREEMENT

THIS SERVICES AGREEMENT is entered into by and between IDAHO STATE UNIVERSITY, a state educational institution and a body politic and corporate organized and existing under the Constitution and laws of the State of Idaho ("University"), and IDAHO STATE UNIVERSITY FOUNDATION, a private Idaho nonprofit corporation ("Foundation").

RECITALS

- a. As stated in the Operating Agreement, the Foundation exists to support the mission and priorities of the University, including but not limited to managing private resources and providing opportunities for students that may not otherwise occur.
- b. Currently, each and every one of the employees in the University's Advancement office are employees of the University. Currently, there are no employees employed by the Foundation.
- c. Because the Foundation has no employees, it relies entirely and exclusively upon one or more University employees to provide the support services it needs to fulfill its responsibilities, mission and purpose timely, adequately and competently. The Vice President for University Advancement has committed the necessary support and services to enable the Foundation to timely, adequately and competently fulfill its responsibilities and mission.
- d. At this time, the University and Foundation are entering into this Service Agreement with the purpose of memorializing their discussions and understanding.

NOW, THEREFORE in consideration of the foregoing and the mutual covenants herein contained, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereby agree as follows:

A. The University agrees to provide to the Foundation the following services:

1. The Executive Director of Advancement and Foundation Services, an employee of the University, shall serve as the Managing Director of the Foundation and provide administrative, financial, accounting, investment, development and support services to the Foundation, as directed by the Foundation. The University is responsible for the employment and compensation of all University Advancement Staff who provide services to the Foundation, including the Executive Director of Advancement and Foundation Services in his or her capacity as the Managing Director of the Foundation. While providing services to the Foundation, University employees are subject to the oversight and direction of the Foundation's Board of Directors. The University acknowledges and agrees that the Executive Director of Advancement and Foundation Services will prioritize the work of the Foundation, as necessary, to ensure the timely, adequate and competent fulfillment of the Foundation's mission and responsibilities.

- 2. The University agrees to provide the following specific services to the Foundation:
 - a. The University's Advancement employees will provide support services required to enable the Foundation to fulfill its administrative and fiduciary duties, including but not limited to: (1) gift acknowledgment, processing and receipting; (2) management and operation of the donor database/system; (3) records maintenance; (4) routine, day to day, accounting (4) preparation of the annual financial audit; (5) filing of tax documents; (6) management of endowment and other investments under UPMIFA and in compliance with Foundation policies and procedures; (7) IT security and support; (8) maintenance of Foundation operational policies and (8) all other administrative and support services as required and requested by the Foundation.
 - b. Access to the University's financial system to receive, disburse and account for funds of the Foundation.
 - c. Accounting services, to include cash receipts and disbursements, accounts receivable and payable, bank reconciliation, reporting and analysis, and internal auditing.
 - d. Development services, including but not limited to document preparation, donor records, research, communications and special events.
- 3. The Managing Director shall:
 - a. Supervise the University Advancement staff who are also employees of the University and who will provide support services to the Foundation.
 - b. At the direction of the Foundation's Investment and/or Finance Committees, facilitate investment transactions on behalf of the Foundation. Signature authority to facilitate any investment transaction, will be subject to limits and controls specified by the Foundation, including internal controls established by any financial institution. Specifically, the Managing Director's authority to assist in investment transactions is limited to the administrative task of transferring funds: (1) between accounts within the Foundation's operational bank account; (2) between the Foundation's operational bank account and the Foundation's investment account. All other financial transactions must be executed by officers of the Foundation.
 - c. Review proposed gift agreements between the University, Foundation and donors, and execute the agreements on behalf of the Foundation. Any agreement that contains an exception to the Foundation's gift acceptance policy will be reviewed by the Executive Committee of the Foundation prior to gift acceptance and execution.
 - d. Attend regularly scheduled Foundation Board meetings, including monthly and specially called committee meetings. Additionally, the Managing Director will attend all other meetings as requested by the Foundation, its board members or officers.
 - e. Promptly perform any and all tasks requested by the Foundation, consistent with the Managing Director job description.
- 4. The President, and the Vice President for University Advancement, of the University

shall serve as Ex Officio Foundation Board members, but shall have no voting rights. Executive officers of the University (President and Vice Presidents) shall not serve as Foundation Board officers.

B. Facilities, Furnishings and Office Equipment:

- 1. The business office of the Foundation shall be located in the University Advancement Office, the nature and location of which shall be in the University's discretion.
- 2. The University will provide office space to the Foundation, including providing all maintenance and utilities, and local and long-distance telephone service for use in the business of the Foundation. The furnishings, computers, copiers and other items of office equipment used in the Foundation's office are owned by the University but shall be made available for use in the business of the Foundation. The cost of repairing, maintaining and replacing such furnishings and equipment shall be paid by the University.

C. Reimbursement:

- 1. The Foundation is responsible to reimburse the University for the Managing Director's personnel costs, including benefits. Other than that responsibility, the Foundation shall have no further obligation to reimburse the University for the costs incurred by the University for personnel, use of facilities or equipment or for other services provided to the Foundation by the University. No payments shall be made directly from the Foundation to College employees in connection with resources or services provided to the Foundation under this Agreement.
- 2. The Foundation shall provide unrestricted support to the University based on its annual budget, with consideration of requests made by the University.

D. Performance:

The Foundation via the Board Chair shall, at a minimum annually, have the right and responsibility to provide performance evaluation information and a performance rating for the Managing Director position and duties. The parties agree that one or more Foundation board members or officers have the option to be present during the performance evaluation review of the Executive Director of Advancement and Foundation Services, specifically and only for the Managing Director role and duties portion. The Foundation agrees to provide the written performance information via the University performance management system and in alignment with the University performance management timelines. Upon request, the University likewise agrees to provide the Foundation with a copy of any written performance evaluations prepared by the University for employees who provide support services to the Foundation.

This Services Agreement shall be effective as of the date of the last signature thereto and shall continue in annual terms matched to the University's fiscal year until terminated by either party. This Services Agreement may be terminated by either party upon written notice of termination, such termination to be effective 30 days after notice thereof. This Services Agreement shall also

terminate at the same time as any termination of the most recently signed Operating Agreement between the University and the Foundation. In the event of termination, all obligations of the parties hereto shall cease as of the date of termination except for obligations for payment or reimbursement which accrued prior to the date of termination.

Idaho State University:

Kevin Satterlee, President

Date

Idaho State University Foundation:

David Jeppesen, Chair

Date

EXHIBIT,"B"

SERVICES AGREEMENT

IDAHO STATE UNIVERSITY IDAHO STATE UNIVERSITY FOUNDATION

THIS SERVICES AGREEMENT is entered into by and between Idaho State UniversityIDAHO⁺ STATE UNIVERSITY, a state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the stateState of Idaho ("("University"),"), and IDAHO STATE UNIVERSITY FOUNDATION, a private Idaho_nonprofit corporation ("ISUF").("Foundation").

RECITALS

- a. As stated in the Operating Agreement, the Foundation exists to support the mission and priorities of the University, including but not limited to managing private resources and providing opportunities for students that may not otherwise occur.
- b. Currently, each and every one of the employees in the University's Advancement office are employees of the University. Currently, there are no employees employed by the Foundation.
- c. Because the Foundation has no employees, it relies entirely and exclusively upon one or more University employees to provide the support services it needs to fulfill its responsibilities, mission and purpose timely, adequately and competently. The Vice President for University Advancement has committed the necessary support and services to enable the Foundation to timely, adequately and competently fulfill its responsibilities and mission.
- d. At this time, the University and Foundation are entering into this Service Agreement with the purpose of memorializing their discussions and understanding.

NOW, THEREFORE in consideration of the foregoing and the mutual covenants herein contained, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereby agree as follows:

A. The University agrees to provide to the ISUFFoundation the following services:

1. The Executive Director of Advancement and Foundation Services, an employee of the University, shall serve as the Managing Director of the Foundation and provide administrative, financial, accounting, and investment support services, development and support services to the Foundation, as directed by the Foundation. The University is responsible for the employment and compensation of all University Advancement Staff who provide services to the Foundation, including the Executive Director of Advancement and Foundation Services in his or her capacity as the Managing Director of the Foundation. While providing services to the Foundation, University employees are subject to the oversight and direction of the Foundation's Board of Directors. The University acknowledges and agrees that the Executive Director of Advancement and Foundation Services will prioritize the work of the Foundation, as necessary, to ensure the timely,

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adequate and competent fulfillment of the Foundation's mission and responsibilities. Administrative support for reconciliation between appropriate ISUF and ISU accounts such as scholarship and spendable accounts and appropriate revenue reports between ISUF and ISU, assist with transfer of gift funds to ISU, assist with monitoring gift fund use to ensure compliancewith wishes of donor, ISUF policies and applicable laws.

2. Administrative support for ISUF gift acceptance committee including analysis forevaluation of proposed gifts of real estate and analysis of gifts with unusual restrictions and/orfinancial/legal consequences, assist with transfers of gifted marketable securities and approved realestate to ISUF, assist with receipt of distributions from estates and trusts to ISUF.

B. All University employees who provide support services to the ISUF shall remain University employees under the direction and control of the University.

2. The University agrees to provide the following specific services to the Foundation:

- a. The University's Advancement employees will supply provide support services required to enable the Foundation to fulfill its administrative and fiduciary duties, including but not limited to: (1) gift acknowledgment, processing and receipting; (2) management and operation of the facilities, equipment, software and operating supplies necessary for donor database/system; (3) records maintenance; (4) routine, day to day, accounting (4) preparation of the University employees supplying the above support services to the ISUFannual financial audit; (5) filing of tax documents; (6) management of endowment and other investments under UPMIFA and in compliance with Foundation policies and procedures; (7) IT security and support; (8) maintenance of Foundation operational policies and (9) all other administrative and support services as required and requested by the Foundation.
- b. Access to the University's financial system to receive, disburse and account for funds of the Foundation.
- c. Accounting services, to include cash receipts and disbursements, accounts receivable and payable, bank reconciliation, reporting and analysis, and internal auditing.
- d. Development services, including but not limited to document preparation, donor records, research, communications and special events.
- 3. The Managing Director shall:
 - a. Supervise the University Advancement staff who are also employees of the University and who will provide support services to the Foundation.
 - b. At the direction of the Foundation's Investment and/or Finance Committees, facilitate investment transactions on behalf of the Foundation. Signature authority to facilitate any investment transaction, will be subject to limits and controls specified by the Foundation, including internal controls established by any financial institution. Specifically, the Managing Director's authority to assist in investment transactions is limited to the administrative task of transferring funds: (1) between accounts within the Foundation's operational bank account; (2) between the Foundation's operational bank account and the Foundation's investment account. All other financial transactions must be executed by officers of the Foundation.

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AUDIT

c. Review proposed gift agreements between the University, Foundation and donors, and execute the agreements on behalf of the Foundation. Any agreement that contains an exception to the Foundation's gift acceptance policy will be reviewed by the Executive Committee of the Foundation prior to gift acceptance and execution.

- d. Attend regularly scheduled Foundation Board meetings, including monthly and specially called committee meetings. Additionally, the Managing Director will attend all other meetings as requested by the Foundation, its board members or officers.
- e. Promptly perform any and all tasks requested by the Foundation, consistent with the Managing Director job description.
- 4. The President, and the Vice President for University Advancement, of the University shall serve as Ex Officio Foundation Board members, but shall have no voting rights. Executive officers of the University (President and Vice Presidents) shall not serve as Foundation Board officers.

B. Facilities, Furnishings and Office Equipment:

- 1. The business office of the Foundation shall be located in the University Advancement Office, the nature and location of which shall be in the <u>University'sUniversity's</u> discretion. In addition, the
- 2. The University shall furnishwill provide office space and officeto the Foundation, including providing all maintenance and utilities, and local and long-distance telephone service for use in the business of the Foundation. The furnishings, computers, copiers and other items of office equipment used in the Foundation's office are owned by the University but shall be made available for use in the business of the Foundation. The cost of repairing, maintaining and replacing such furnishings and equipment for use by the loaned employees," the nature and location of which shall be subject to agreement of the partiesshall be paid by the University.

C. Reimbursement:

- 1. The ISUF will pay directly Foundation is responsible to reimburse the University a reasonable of consideration for the services, facilities, equipment, software and operating supplies provided to the services and operations described herein. In conjunction with the University's annual budget process, Managing Director's personnel costs, including benefits. Other than that responsibility, the Foundation shall have no further obligation to reimburse the University, will prepare and present to the SUF for the costs incurred by the University for consideration and acceptance an operating budget personnel, use of facilities or equipment or for other services provided to the Foundation by the University. No payments shall be made directly from the services and operations to be Foundation to College employees in connection with resources or services provided to the Foundation under this Agreement upon which the consideration shall.
- The Foundation shall provide unrestricted support to the University based on its annual budget, with consideration of requests made by the University.

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Foundation board members or officers have the option to be based-present during the performance evaluation review of the Executive Director of Advancement and Foundation Services, specifically and only for the Managing Director role and duties portion. The Foundation agrees to provide the written performance information via the University performance management system and in alignment with the University performance management timelines. Upon request, the University likewise agrees to provide the Foundation with a copy of any written performance evaluations prepared by	Formatted: Font: 12 pt
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EXHIBIT "C"

Investment Policy

See Foundation's Public Website

I

EXHIBIT "C"

Idaho State University Foundation

Policy V D Investments

INVESTMENT POLICIES OF THE IDAHO STATE UNIVERSITY FOUNDATION

Preamble

It is the policy of the Board to treat all assets of the Idaho State University Foundation, including funds that are legally unrestricted, as if held by the Idaho State University Foundation in a fiduciary capacity for the sake of accomplishing its mission and purposes. The following investment objectives and directions are to be judged and understood in light of that overall sense of stewardship. In that regard, the basic investment standards shall be those of a prudent investor as articulated in applicable state laws.

Investment Assets

For purposes of these policies, investment assets are those assets of the Idaho State University Foundation that are managed under Policies of the Investment Committee.

Supervision and Delegation

The Board of the Idaho State University Foundation has adopted these policies and has formed an Investment Committee (the Committee), to whom it has delegated authority to supervise the Idaho-State University Foundation investments. The committee and its counselors will act in accord with this investment policy (hereinafter "policy"), and all applicable laws and state and federal-regulations that apply to nonprofit agencies including, but not limited to, the Uniform Prudent-Investors Act and the Uniform Management of Institutional Funds Act. The Board reserves to-itself the exclusive right to amend or revise these policies.

Investment Committee

See Section 9.05 for a description of the Investment Committee.

Investment Consultant, Advisors, and Agents

The committee is specifically authorized to retain one or more investment advisors (advisors) aswell as any administrators, custodians, or other investment service providers required for the proper management of the Idaho State University Foundation's funds. See Section 9.05 for further details.

Objectives

The Idaho State University Foundation's primary investment objective is to preserve and protect its assets by earning a total return for each category of assets (a "fund"), which is appropriate for each fund's time horizon, distribution requirements, and risk tolerance.

Tax-Based Restrictions

The Idaho State University Foundation is a charitable organization under § 501(c)(3) of the Internal Revenue Code. Consequently, its income is generally exempt from federal and state income tax with the exception of income that constitutes unrelated business taxable income (UBTI). The committee is to determine if a particular strategy or investment will generate UBTI, for which it may rely on advice of counsel. Since UBTI can be generated by leveraged investments (resulting in "debt-financed income"), the Idaho State University Foundation will

not utilize margin, short selling, or other leveraged investment strategies unless the Investment Committee grants a specific exception. When granting exceptions, the committee mustdetermine that the potential rewards outweigh the incremental risks and costs of UBTI. Allsuch exceptions shall be made in writing and shall be communicated to the Board as part of thenext regular Investment Committee report.

Reporting Requirements

1. Monthly — The Committee Chair will have the option to obtain written monthly custodial statements. Such statements should contain all pertinent transaction details for each account that holds all or a portion of any the Idaho State University Foundationinvestment funds. Each monthly statement should include

- The name and quantity of each security purchased or sold, with the price and transaction date; and,
- A description of each security holding as of month-end, including itspercentage of the total portfolio, purchase date, quantity, average cost basis, current market value, unrealized gain or loss, and indicated annual income-(yield) at market.
- In addition, if not included in the custodial reports, the consultant and/or the investment advisor(s) should provide a report for each fund or portfolio showing the month-end allocation of assets between equities, fixed-income securities, and cash. The monthly review of custodial statements may be delegated to the Idaho State University Foundation accounting staff.

2. Quarterly The committee should obtain from its investment consultant and/orinvestment advisors, a detailed review of the Idaho State University Foundation'sinvestmentperformance for the preceding quarter and for longer trailing periods asappropriate. Such reports should be provided as to each fund and as to the Idaho State-University Foundation investment assets in the aggregate. As to each fund, the committeeshould establish with its investment consultant and/or investment advisors the specificcriteria for monitoring each fund's performance including the index or blend of indices that are appropriate for the objectives of each fund and for the investment style or asset class ofeach portfolio within a fund. The committee shall meet with the consultant to conduct such reviews to the extent it deems necessary.

3. Periodically — The committee should meet with its investment consultant at least annually to review all aspects of the Idaho State University Foundation's investment assets. Such a review should include

- a) Strategic asset allocation,
- b) Manager and investment entity performance,
- c) Investment management expenses,
- d) Anticipated additions to or withdrawals from funds,
- e) Future investment strategies,
- f) Any other matters of interest to the committee.

Person responsible for the periodic review of policy: Investment Committee Chair

2018 Policy Manual Page 133

Section 9 Committees

Section 9.05 - Investment Committee

Investment Committee Job Description

9.05.01 -- Membership

The Investment Committee shall be comprised of the Board Chair, Ex Officio, three or more voting Board members appointed by the Board Chair, and others who may be appointed by the Board Chair who are non-voting. The Committee Chair shall be elected by the Investment Committee and must be a voting Board member unless an exception is granted by a vote of the Board. It shall be the responsibility of the Investment Committee to

- a. Prepare and update annually an investment plan that will contain the Investment Committee's policies, asset allocation strategies, risk-based fund objectives, and appropriate investment management structures. The Plan will be presented and discussed with the Board annually.
- b. Supervise the overall implementation of the Idaho State University Foundation's investment policies by the Idaho State University Foundation's staff and outside advisors
- c. Monitor and evaluate the investment performance of the Idaho State University Foundation's funds
- d. Set performance goals for the portfolio.
- e. Follow closely the markets and their development.
- f. Follow new regulations and judicial interpretation of investment-related rules.
- g. Plan scenarios for unforeseen situations affecting invested assets.
- h. Consider all morally responsible investment concerns.
- i. Report on the Idaho State University Foundation investment matters to the Board at each Board meeting
- j. Grant exceptions as permitted in these policies and recommend changes in approved policy, guidelines, and objectives as needed
- k. Execute such other duties as may be delegated by the Board

The policies contained in the ISUF Policy manual contain all amendments, if any, made to them through the April 13, 2018 Board of Director's meeting.

Section 9 - Committees - Page 11

Investment Policy Statement

Idaho State University Foundation, Inc. 921 South 8th Ave., Stop 8050 Pocatello, ID 83209-8050

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PURPOSE

This Investment Policy Statement (IPS) sets forth the standards and guidelines governing the investment and management of the Foundation's financial assets in compliance with donor restrictions,

the Foundation's governing policies and procedures, and state and federal laws and regulations including, but not limited to, the Uniform Prudent Investors Act and the Uniform Management of Institutional Funds Act.

This policy defines the responsibilities of the Foundation Board of Directors (Board) and any other parties involved in managing the Foundation's investments. It identifies or provides permissible investments, target asset allocations, and diversification requirements.

The IPS serves to guide the Investment Committee (Committee) in effectively supervising and monitoring the overall management of the various investments of the Foundation, and to provide direction to investment managers employed to manage its assets on behalf of the Foundation Board. The Investment Committee has considered the following in the development of this Policy:

- Primary Investment Goals and Constraints;
- Rate of Return Objective;
- Investment Risks;
- Investment Time Horizon;
- Role of different asset classes;
- Liquidity;
- Spending Policy;
- Asset Allocation;
- Laws and Regulations; and
- Tax Considerations.

This IPS shall be reviewed from time to time to ensure that it continues to reflect the appropriate expectations, goals, and objectives for the various investments of the Endowment.

DUTIES AND RESPONSIBILITIES

Board of Directors

The Board has the ultimate fiduciary responsibility for the prudent and effective investment of the assets of the Foundation. The Board has delegated responsibility for the investment management process to the Investment Committee (Committee) as indicated in Policy Section 5.04 – Investments.

Investment Committee

The Committee shall perform the functions of an investment fiduciary responsible for the prudent management of the Foundation's investments. The Committee has the authority to establish all investment policy statements for the Foundation's investments, as delegated by the Board in Policy Section 5 – Investments and Policy Section 9.05 – Investment Committee.

A Committee member shall act in good faith with the care an ordinarily prudent person in a like position would exercise under similar circumstances and in a manner the member reasonably believes to be in the best interests of the Foundation. In discharging Committee duties, a Committee member shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by the Foundation officers or employees whom the member reasonably believes are reliable and competent in the matters presented, including from legal counsel, investment consultants, OCIOs, advisors, public accountants or other persons as to matters the member reasonably believes are within the person's professional or expert competence or a committee of the Board of which the committee member is not a member if the member reasonably believes the committee merits confidence.

<u>A member who meets the foregoing standards shall be presumed to have discharged his or her duties as a</u> <u>Committee member.</u>

Outsourced Chief Investment Officer

The Board has specifically authorized the Committee to retain and direct one or more investment advisors in Policy Section 9.05.03. The Outsourced Chief Investment Officer (OCIO) advises the Committee with regard to the implementation of this Policy and manages certain investment assets on a day-to-day discretionary basis within the guidelines of this Policy. The specific responsibilities of the OCIO are listed in Policy Section 9.05.03.

<u>Custodian</u>

The Committee shall review and consider a custodian to hold and account for certain Foundation assets. The investment custodian is responsible for safekeeping the investment assets, reporting on holdings and transactions, pricing assets using independent pricing mechanisms, collecting interest and dividends and effecting transactions.

<u>Governance Matrix</u>

	Set and approve Investment and spending policy	Asset allocation guidelines	Investment strategy	Evaluate/ select investment managers	Portfolio rebalancing	Monitor ongoing activities and reports performance	Portfolio holdings	Committee education/ Asset allocation studies	Fiduciary responsibility
ISUF, Inc. Board of Directors	Decides	Delegates				Delegates			Yes (ultimate)
Investment Committee		Implements	Approves	Recommends	Sets ranges	Oversees			Yes
SEI as OCIO*		Advises	Implements	Researches/ Selects	Implements	Assists/ Provides	Decides/ Monitors	Provides	Yes*
SEI as Custodian							Safeguards		No

*Outsourced provider assumes fiduciary responsibility and performs all of the functions of the investment manager(s), investment consultants and custodian. Only a fiduciary with respect to the investment manager selection (where delegated the responsibility) and possibly co-fiduciary if given discretion over asset allocation

INVESTMENT CATEGORIES

This Policy governs the investment of six distinct groups of funds: the endowment pool, the medium-term cash pool, the short-term cash pool, the split-interest agreement account, the Foundation account and miscellaneous other investments. Because each group of investments has a different objective, this Policy addresses them separately.

The Foundation's primary investment objective is to preserve and protect its assets by earning a total return for each category of assets which is appropriate for each category's time horizon, distribution requirements, and risk tolerance.

ENDOWMENT POOL Objectives

The primary objective of the endowment pool is to preserve the long-term purchasing power of the investments after withdrawals are taken. The objectives for the endowment have been established in conjunction with a comprehensive review of the current and projected requirements. With its endowment management practices, the Foundation seeks to:

- <u>1. Support and augment Idaho State University's programs by responsible stewardship of the money donated to the endowment funds.</u>
- 2. Promote growth of the endowment in order to realize the greatest return on the endowment assets. Growth is expected to occur through positive net returns, building reserves and attracting new donors as a result of responsible management of the assets.

- 3. Achieve on average, over a full market cycle, the hurdle rate (net of investment management fees) or higher as it relates to annualized endowment performance. The hurdle rate is the aggregate of:
 - Spending rate (currently 4%)
 - Administrative fee (currently 1.5%)
 - Inflation rate (CPI; variable; approximately 2%)
- <u>4. Exceed, over a full market cycle, the average return (net of investment management fees) of appropriate indexes weighted by asset allocation target percentages. This total portfolio benchmark is viewable on the monthly performance statement for the endowment provided by the OCIO; this benchmark can change throughout time as the asset mix changes.</u>
- 5. Exceed, over a full market cycle, appropriate index returns in each asset class.

Due to the nature of the financial markets, there can be no assurance that these objectives will be met. The Committee also realizes and agrees that historical performance is no guarantee of future performance.

Asset Allocation Targets

It is the policy of the Endowment to invest assets with an allocation as shown below:

Asset Class	Permitted Ranges*	
Growth	<u>80% - 90%</u>	
Risk Reduction	<u>5% - 15%</u>	
Inflation Hedge	<u> 3% - 10%</u>	
* Specific weightings to each strategy within each asset class is viewable on the latest Investment Management Agreement Schedule A document.		

MEDIUM-TERM CASH POOL <u>Objectives</u>

<u>The Foundation holds funds that are not intended for long-term investment as part of the</u> <u>endowment pool. These funds are expected to be called by the University within a 1-3 year</u> <u>time frame, but could be called at any time.</u>

Asset Allocation Targets

In order to maximize the investment revenues, these funds may be invested in securities or other investment vehicles assuming a level of risk and commensurate return less than the endowment pool, but more than the short-term cash pool.

SHORT-TERM CASH POOL

Objectives

<u>The Foundation holds funds that are not intended for long-term investment as part of the</u> <u>endowment pool. These funds are expected to be called by the University within a 1-3 year</u> <u>time frame, but could be called at any time.</u>

Asset Allocation Targets

In order to maximize the investment revenues, these funds may be invested in securities or other investment vehicles assuming a level of risk and commensurate return less than the endowment or medium-term cash pools, but more than would be earned if carried as cash.

SPLIT-INTEREST ACCOUNT Objectives

The Foundation has oversight of funds that will be paid to beneficiaries over a period of years. Trust documents specify the amount or rate of payment. The annual spending rate to fund these payments is approximately 5% and may change over time depending on the beneficiaries remaining in the account. The objective is for the account to pay beneficiaries until all liabilities are funded based on the terms outlined in each beneficiary's agreement. Funds that remain after all liabilities are satisfied revert to the Foundation to be administered according to the donor's intent.

Asset Allocation Targets

The investment allocation is structured to achieve expected returns and risk commensurate with funding beneficiary liabilities.

It is the policy of the Split-Interest Account to invest assets with an allocation as shown below:

Asset Class	Permitted Ranges*	
<u>Growth</u>	<u>45% - 65%</u>	
Risk Reduction	<u> 25% - 45%</u>	
Inflation Hedge	<u>0% - 20%</u>	
* Specific weightings to each strategy within each asset class is viewable on the latest Investment Management Agreement Schedule A document.		

FOUNDATION ACCOUNT Objectives

The Foundation holds funds that are intended for long-term investment. Funds are used as reserves in the case additional funds are required to meet cash needs. However, it is not expected these assets will be drawn upon. There is no specified hurdle rate or spend rate required for this account.

Asset Allocation Targets

The allocation for these assets shall follow the allocation of the Endowment account but will be modified so as not to include alternative asset classes.

OTHER INVESTMENTS

From time to time, the Foundation may hold other investments that are not appropriately included in any other category. These investments may include certificates of deposits, gifts of securities intended for immediate liquidation and interests in partnerships, joint ventures or limited liability companies that have been donated to or purchased by the Foundation.

Within each asset class in all of the Investment Categories preceding this section, assets will be invested in accordance with the Guidelines set out below.

In accordance with the terms of the Investment Management Agreement, Manager will retain discretion with respect to the SEI mutual funds utilized by Manager to implement the Strategy. Additionally, Investment Manager will retain discretion with respect to modifications required to the asset allocation identified above.

Adherence to Policy Targets and Rebalancing

The asset allocation established by this Investment Policy Statement represents a long-term perspective. As such, rapid unanticipated market shifts or changes in economic conditions may cause the asset mix to fall outside of the policy range. These divergences should be of a short-term nature.

To ensure divergence from the target policy is within acceptable limits, rebalancing of assets may be necessary. Rebalancing procedures are authorized in accordance with the Investment Management Agreement and are implemented by the Investment Manager.

Rebalancing among funds will occur to ensure that the target asset allocation specified in this Investment Policy is maintained within acceptable ranges as determined by the Investment Manager. The Investment Manager will identify the amount of assets that must be reallocated in order to bring the Endowment back into compliance with this Investment Policy and will issue the necessary instructions for the transfer of funds.

Investment Securities, Strategies and Diversification

As described in the Investment Management Agreement, the Investment Manager implements this Investment Policy through pooled investment vehicles, including mutual fund products, separate managed accounts, collective investment trust funds, and/or other alternative fund products (the "SEI Funds"). The principal investment objectives and strategies of the SEI Funds can be found in the Fund's prospectus, offering documents, and related fund fact sheets which govern and control any SEI Fund's objective, strategy and permitted investments.

It is the responsibility of the Investment Manager to provide a prospectus (or other offering documents) for each investment and the responsibility of the Committee to read and understand the information contained in the prospectus. Investment Manager will provide additional copies of mutual fund

prospectuses, other offering documents or fact sheets upon request.

<u>Volatility</u>

<u>Consistent with the desire for adequate diversification, the investment policy is based on the assumption</u> that the volatility of the combined equity investment will be similar or less than that of the market opportunity available to institutional investors with similar return objectives. The volatility of fixed income portfolios may be greater than the market during periods when the portfolio duration exceeds that of the market.

CONTROL PROCEDURES

Review of Assumptions

All major assumptions regarding spending, fundraising, inflation, and liquidity needs will be subject to an annual review by the Committee. This review will focus on an analysis of major differences between the Foundation's assumptions and actual experience.

<u>Review of Investment Objectives</u>

Investment performance will be reviewed annually to determine the continued feasibility of achieving the investment objectives and the appropriateness of the Investment Policy for achieving these objectives. In addition, the validity of the stated objective will be reviewed annually.

It is not expected that the Investment Policy will change frequently. In particular, short-term changes in the financial markets should not require an adjustment to the Investment Policy.

Review of Investment Manager and Investments

The Investment Manager will report on a quarterly basis to review the total Endowment investment performance.

The Investment Manager will be responsible for keeping the Committee advised of any material change in its personnel, the investment strategy, or other pertinent information potentially affecting performance of all investments.

Performance reviews will focus on:

- Comparison of investment results to appropriate benchmarks, as well as market index returns in both equity and debt markets.
- Investment adherence to this Investment Policy and guidelines.
- Material changes in the investment organizations, such as in investment philosophy and personnel, etc.

Performance Expectations

The most important performance expectation is the achievement of long-term investment results that are consistent with the Endowment's Investment Policy. Implementation of the policy will be directed toward achieving this return and not toward maximizing return without regard to risk.

The Committee recognizes that this real return objective may not be meaningful during some time periods. In order to ensure that investment opportunities available over a specific time period are fairly evaluated, comparative performance statistics (including benchmark indices) will be used to evaluate investment results.

EXHIBIT D

ARTICLES OF INCORPORATION

OF

IDAHO STATE UNIVERSITY FOUNDATION, INC.

BE IT KNOWN That We, the undersigned, being natural persons of full age and citizens of the United States, in order to form a corporation for the purposes hereinafter stated, under and pursuant to the provisions of the general corporation laws of the State of Idaho, and in particular Chapter 11 of Title 30, and the Acts amendatory thereof and supplemental thereto, do hereby associate ourselves, together with such other persons as may associate themselves and their successors, for the purpose in incorporation and do hereby certify as follows:

ARTICLE I.

NAME

The name of this corporation is "Idaho State University Foundation, Inc.

ARTICLE II.

PERIOD OF DURATION

This corporation shall have perpetual existence.

ARTICLE III.

PURPOSES

The purposes for which this corporation was formed and now exists are:

1. To solicit and receive contributions, gifts, grants, devises or bequests of real or personal property or both from individuals, foundations, partnerships, associations, governmental bodies or public or private corporations and to maintain, use and apply the whole or any part of the income therefrom and the principal thereof exclusively for charitable, scientific, literary or educational purposes either directly or by contribution to the Idaho State University or other organizations duly authorized to carry on charitable, scientific, literary or educational activities in order to aid and benefit the Idaho State University, provided, however, that no part of such income or principal shall be contributed to any organization whose net earnings or any part thereof enure to the benefit of any private shareholder or individual or any substantial part of the activities of which involve carrying on propaganda or otherwise attempting to influence legislation, or

-1-

participating in or intervening in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office.

- 2. No part of the net earnings of the corporation shall enure to the benefit of any member, trustee, officer of the corporation or any private individual (except that reasonable compensation may be paid for services rendered to or for the corporation in connection with one or more of its purposes) and no member, trustee, officer of the corporation or any private individual shall be entitled to share in the distribution of any of the corporation's assets on dissolution of the corporation.
- 3. No part of the activities of the corporation shall involve carrying on propaganda or otherwise attempting to influence legislation or participating in or intervening (including the publishing or distributing of statements) in any political campaign on behalf of any candidate for public office.
- 4. Upon dissolution of the corporation or the winding up of its affairs except by merger with corporation of similar purposes, the assets of the corporation shall be distributed exclusively to the Idaho State University.

ARTICLE IV.

POWERS

Subject to the express limitation that the corporation shall not have or possess any power at any time, the effect of which prevents the corporation from qualifying as an exempt organization under paragraph 501 of the Internal Revenue Code of 1954 as it now exists or as it may be amended hereafter or which prevents any gifts, grant, devise or bequest from qualifying as a charitable contribution for Federal Estate Tax purposes or for Federal Income Tax purposes, the corporation shall have and possess the following powers, any or all of which must be exercised exclusively in the furtherance of the purposes for which the corporation exists:

- (a) To have perpetual succession by its corporate name.
- (b) To sue and be sued, complain and defend, in its corporate name.
- (c) To have a corporate seal which may be altered at pleasure, and to use the same by causing it, or a facsimile thereof, to be impressed or affixed or in any other manner reproduced.
- (d) To purchase, take, receive, lease, take by gifts, devise, or bequest, or otherwise acquire, own, hold, improve, use and otherwise deal in and with real or personal property or any interest therein wherever situated.

-2-

AUDIT

- (e) To sell, convey, mortgage, pledge, lease, exchange, transfer and otherwise dispose of all or any part of its property and assets.
- (f) To purchase, take, receive, subscribe for or otherwise acquire, own, hold, vote, use, employ, sell, mortgage, lend, pledge or otherwise dispose of and otherwise use and deal in and with shares or other interests in or obligations of other domestic or foreign corporations, whether for profit or not for profit, associations, partnerships or individuals or direct or indirect obligations of the United States or of any other government, state, territory, governmental district or municipality, or of any instrumentality thereof.
- (g) To make contracts and incur liabilities, borrow money at such rates of interest as the corporation may determine, issue its notes, bonds, and other obligations, and secure any of its obligations by mortgage or pledge of all or any of its property, franchises and income.
- (h) To lend money for its corporate purposes, invest and reinvest its funds and take and hold real and personal property as security for the payment of funds so loaned or invested.
- (i) To conduct its affairs, carry on its operations and have offices and exercise the powers granted by the provisions of Chapter 11, Title 30, Idaho Corporation Code, as that act presently exists or as it may be amended in the future, in any state, territory, district or possession of the United States or in any foreign country.
- (j) To elect or appoint any committees and any officers or agents of the corporation as the Board of Directors may determine and to define their duties and fix the compensation to be paid to any officer or agent.
- (k) To make and alter By-Laws not inconsistent with these Articles of Incorporation or with the Laws of the State of Idaho for the administration and regulation of the affairs of the corporation.
- (1) To make donations for the general welfare of the Idaho State University and for charitable, scientific, literary, and educational purposes incident to the operation of the Idaho State University.
- (m) To indemnify any director or officer or former director or officer of the corporation or any person who may have served at its request as a director or officer of another corporation whether for profit or not for profit against expenses actually and necessarily incurred by him in connection with the defense of any action, suit or proceeding in which he is made a party by reason of being or having been such director or officer, except in relation to matters as to which he shall be adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of duty; but such indemnification shall not be deemed exclusive of any other rights to which such director or officer may be otherwise entitled.
- (n) To cease its corporate activities and surrender its corporate franchise, or to merge with similar non-profit corporations.

AUDIT

- (o) To have and exercise all powers necessary or convenient to effect any and all of the purposes for which the corporation is organized and exists.
- (p) To execute trust agreements and accept and administer trust funds relating to the purposes for which the corporation has been organized and exists and not in conflict with the exempt status of the corporation under the Internal Revenue Code.
- (q) To pay the reasonable and necessary expenses for the operation of the corporation out of the principal or income from gifts, grants, devises or bequests made expressly for that purpose or unrestricted as to their use by the donors or unless expressly provided to the contrary by the agreement controlling the use of such funds, from income received from other gifts, grants, devises or bequests during the period said funds are held by the foundation and are not required for the purposes specified by the donor, grantor or testator.
- (r) Unless otherwise specifically restricted by the donor, grantor, or testator, the corporation shall have and possess the following powers with reference to its investments:
 - (1) To receive and accept in kind and to hold and administer as an investment as long as it shall seem to it best, any and all property which may come to it without liability for depreciation or loss through errors of judgment or otherwise.
 - (2) To mingle funds of different gifts for the purpose of investment and reinvestment.
 - (3) To acquire, invest, reinvest, exchange, retain, sell or otherwise dispose of stocks, bonds, or other securities in the exercise of the judgment and care under the circumstances then prevailing which men of prudence, discretion and intelligence generally exercise in the management of their own affairs, not in regard to speculation but in making investments of their own funds with a view to probable increase of principal as well as safety of their capital and current income. Within the limitations of this standard, the corporation is authorized to acquire and retain every kind of property, real, personal or mixed, and every kind of investment including specifically, but without limiting the generality of the foregoing, bonds, debentures and other corporate obligations, stocks, preferred or common, and real estate mortgages and to retain any property properly acquired without limitation as to time and without regard to its suitability for original purchase. The corporation shall not be limited or restricted to authorized investments for trustees under the laws of Idaho or any other law as now existing or as hereafter enacted.
 - (4) To determine whether money or other property received is principal or income, or partly one and partly the other; and to charge and apportion expenses and losses to principal and income as it may deem just and equitable; to make good any "wasting investment," losses of principal or premiums paid for securities, out of income over such periods of time as it may deem advisable.

-4-

(5) To invest and reinvest expendable principal received by the Foundation for specific purposes but not presently required for the purposes specified by the donor, grantor or testator in such investments as the Board of Directors shall determine after taking into account the time when said principal funds will be required and the necessity to preserve said funds without loss of principal and to use or accumulate the net income received therefrom for reasonable expenses or operations of the Foundation, as the Board of Directors shall determine; provided, such expendable principal funds shall be available when required for use for the purposes specified by the donor, grantor or testator.

v.

REGISTERED OFFICE AND AGENT

The official registered office of the corporation shall be in the Administration Building on the Idaho State University Campus, Pocatello, Idaho. The Resident agent of the corporation until otherwise designated by the Board of Directors is Herman J. McDevitt, address: First Security Bank Building, Pocatello, Idaho. The Board of Directors from time to time by appropriate resolution shall have the power and authority to change the location of the registered office of the corporation and to change the designation of the resident agent of the corporation.

VI.

THE BOARD OF DIRECTORS

(1) The affairs of the corporation shall be conducted by a Board of Directors of at least three members. The exact number of Directors shall be fixed from time to time by the By-Laws of the corporation. Until otherwise provided by the By-Laws, and until their successors are elected and qualified the Board of Directors shall consist of the following members: Dee Bogert, Member, State Board of Education; Dr. William E. Davis, President Idaho State University; Dr. Donald F. Kline; Frank D. Seelye; William J. Ryan, Jr., Executive Secretary of Alumni Association; Herman J. McDevitt, Attorney; and Charles H. Kegel.

In addition, the President of the Foundation and the Treasurer are ex-officio members of the Board.

(2) The qualifications of members of the Board, their manner of selection and the voting rights of ex-officio members shall be determined by the By-Laws.

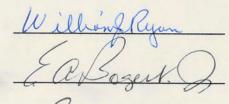
-5-

(3) The real estate and personal property of the corporation shall be under the complete control of the Board of Directors which is charged with the responsibility of administering and expending said property in accordance with the purposes for which the corporation has been organized and exists and in accordance with the terms and conditions of the gift, grant, devise or bequest under which the corporation has received the property in question. The Board of Directors may appoint an Investment Committee and may also appoint a fiscal agent or agents to handle its investments and financial affairs in such manner as may be determined advisable by the Board.

VII.

ORIGINAL INCORPORATORS

The names and Post Office addresses of the incorporators, who shall serve as Trustees until their successors are elected and qualified are:



Address
161 16th Place
Pocatello, Kaho
724 So 19th-
Pocatello Ideles
300 myel st.
- Paratello, Soluto
28 Willowood
Bocatello Decho
42 Calgate
Prestello, Idalio
_341 S. 7+h
Portillo Idako
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AUDIT

VIII.

BOARD OF TRUSTEES

The corporation shall have a Board of Trustees which shall be unlimited in number. Members of the Board shall serve without compensation of any kind. The qualifications and method of selection of trustees shall be determined by the By-Laws. The Board of Trustees shall have the power to adopt amendments to these Articles of Incorporation and shall elect the Directors of the corporation in such manner as shall be provided by the By-Laws.

In addition the holders of the following offices are trustees by virtue of their office: President of the Idaho State University, the Secretary of the Idaho State University Alumni Association, a member of the Board of Trustees of the Idaho State University to be designated by the Board of Trustees and the President of the Idaho State University Alumni Association.

ARTICLE IX.

AMENDMENTS

These Articles of Incorporation may be amended at any time in the manner and form provided by the Idaho Code as existing at the time of the adoption of these Articles of Incorporation or as provided by any other applicable law but no amendment may be adopted which changes or affects in any way the exempt status of the corporation as an organization existing exclusively for charitable, educational, literary or scientific purposes.

CERTIFICATE

IN WITNESS WHEREOF, the undersigned President and Secretary of the corporation hereby certify and state that these Articles of Incorporation were adopted by the incorporators of the Idaho State University Foundation, Inc. at a special meeting of said incorporators held at the Conference Room; Administration Building, on February 9, 1967, that a quorum was present at such meeting and that these Articles received unanimous approval of the incorporators, and members present at said meeting.

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That due notice of said meeting and purposes thereof was given by publication in the Idaho State Journal, a legal newspaper as provided by law. That the Directors & Trustees herein named were elected at such meeting pursuant to such notice.

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race Stilling

STATE OF IDAHO) : ss County of Bannock)

On this <u>13</u> day of <u>Mack</u>, 1967, before me the undersigned, a Notary Public in and for Bannock County, Idaho, personally appeared <u>Um. E. Davis</u> and <u>Dora/1 7. KLine</u> to me known to be the President and Secretary, respectively, of the Idaho State

University Foundation, Inc., and upon being first duly sworn upon oath, deposed and stated that the facts set forth in the foregoing instrument and certificate were in all respects true and correct.

Notary Public for Idaho Residing at Pocatello, Idaho

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IDAHO STATE UNIVERSITY

Office of the Director Development and Institutional Research POCATELLO, IDAHO 83201

March 13, 1967

UNIVERSITY FOUNDATION

It was moved by <u>Mr. Smith</u>, seconded by <u>Mr. Hampton</u>, and carried, that the State Board of Education, acting as Trustees for Idaho State University, approve the use of the name "Idaho State University" for the proposed corporation to be known as the Idaho State University Foundation, Inc. In accordance with Section 2, A, of the By-Laws of the Idaho State University Foundation, Inc., the State Board of Education names **Beex Novers** to serve on the Board of Directors of the Foundation. Edmund A. Bogert, Jr.

Copies of the Articles of Incorporation and the By-Laws are attached for the information of the Board. (Appendix B.)

This is to certify that the foregoing is an exact and true excerpt taken from the minutes of the State Board of Education acting as trustees for Idaho State University in a duly called meeting in Moscow, Idaho, March 2-3, 1967.

William J. Bartz Financial Vice President

STATE OF IDAHO) : ss County of Bannock)

On this 13th day of March, 1967, before me the undersigned, a Notary

Public in and for Bannock County, Idaho, personally appeared Mr. William J. Bartz to me known to be the Financial Vice President of Idaho State University and upon being first duly sworn upon oath, deposed and stated that the facts set forth in the foregoing instrument were in all respects true and correct.

Notary Public for Idaho Residing at Pocatello, Idaho. No.__38255

Articles of Incorporation

of

IDAHO STATE UNIVERSITY FOUNDATION, INC.

Place of busine	ess_ Pocat	e110
Existence	Perpe	tual
Capital Stock_	NONE	
STA	TE OF IDAHO	,
Depo	irtment of Sta	te
B	oise, Idaho	
Approved, file records of A of the State o issued this	rticles of Inc	orporation
day of	March	1967
at 10:00	o'clock A,	
at 10:00		
at 10:00 FEES PAID	_o'clock_A,	
at 10:00 FEES PAID Filing	o'clock <u>A</u> , \$ 15.00	
at 10:00 FEES PAID Filing Recording	o'clock <u>A</u> , \$ 15.00	
at 10:00 FEES PAID Filing Recording CatCopy	o'clock <u>A</u> , \$ 15.00	
at 10:00 FEES PAID Filing Recording CentCopy Certificate	o'clock <u>A</u> , \$ 15.00	

BDSON H. DEAL SECRETARY OF STATE e B CORPORATION CLERK Ass t.

10

Department of State

EDSON H. DEAL

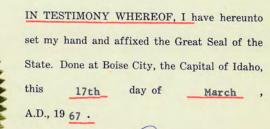
I, **XENNOLIXENANCE**, Secretary of State of the State of Idaho, and legal custodian of the corporation records of the State of Idaho, do hereby certify that the original of the articles of incorporation of

IDAHO STATE UNIVERSITY FOUNDATION, INC.

was filed in the office of the	Secretary of State on the	Seventeenth	day of
March will be /xix duly recorded on XXXXXXXX.	A. D. One Thousand Nine Hu microfilm / of Record of Domestic	undred <u>Sixty-seven</u> Corporations of the State o	and f Idaho,
and that the said articles co	ntain the statement of facts re	equired by Sections 30-103,	30-1101
and 30-1102, Idaho Code.			
AND I FUPTHER CERT		And a state of the	

AND I FURTHER CERTIFY, That the persons executing the articles and their associates and successors are hereby constituted a corporation, by the name stated in the articles, and for perpetual existence from the date hereof, with its registered office in this State located at Pocatello in the County of Bannock

and as such are subject to the rights, privileges and limitations granted to Religious, Ex-Service Men, Benevolent, Charitable and Fraternal Corporations, as provided in Chapter 11, Title 30, Idaho Code.



TTACHMENT 7

MAY 13 8 35 AM '83 SECRETARY OF STATE

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Mar 5 8 52 AM '83

SEORE LARY OF STATE

AMENDMENT OF ARTICLES OF INCORPORATION OF IDAHO STATE UNIVERSITY FOUNDATION, INC.

Harry F. Magnuson, President, and Dennis Holter, Secretary Executive Vice President/ of the above-named corporation, respectfully show that:

The above-named corporation was organized under the laws of the State of Idaho and was issued a charter by the Secretary of State dated February 9, 1967, with its principal place of business in Pocatello, Bannock County, Idaho.

The undersigned, the duly elected and qualified President and Executive Vice President/ of the said corporation, hereby certify that statutory notice was given to each Director of the said corporation of a special meeting of Directors to be held on April 22, 1983, and notice stated the time and place of meeting and the purposes thereof.

And, further, that the meeting was duly held pursuant to notice, and a resolution was offered and unanimously adopted by vote of said Directors, to amend Articles V and VIII of the Articles of Incorporation of said corporation to read as follows:

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REGISTERED OFFICE AND AGENT

The official registered office of the corporation shall be in the Administration Building on the Idaho State University Campus, Pocatello, Idaho. The resident agent of the corporation until otherwise designated by the Board of Directors is Dennis A. Hoiter, address: Campus Box 8050, Idaho State University, Pocatello, Idaho. The Board of Directors from time to time by appropriate resolution shall have the power and authority to change the location of the registered office of the corporation and to change the designation of the resident agent of the corporation."

AUDIT

"VIII.

BOARD OF TRUSTEES

The corporation may have a Board of Trustees which shall be unlimited in number. Members of the Board of Trustee shall serve without compensation and without requirements for duties or responsibilities. The qualifications and method of selection of Trustees shall be determined by the By-Laws."

And, further, your petitioners certify that they have complied in all respects with the laws of the State of Idaho and amendments thereto to amend the Articles of Incorporation of the Idaho State University Foundation, Inc.

WHEREFORE, we pray that the said Articles of Incorporation of the Idaho State University Foundation, Inc. be so amended.

DATED and signed this 22 day of April, 1983.

IDAHO STATE UNIVERSITY FOUNDATION, INC.

ATTEST:

the resident & Secretary

STATE OF IDAHO) : ss County of Bannock)

I, Gerald W. Olson, a Notary Public, do hereby certify that on this 22^{24} day of April, 1983, personally appeared before Harry F. Magnuson, who, being by me first duly sworn, declared that he is the President of the Idaho State University Foundation, Inc., that he signed the foregoing document as President of the corporation, and that the statements therein contained are true.

NOTARY Residing at Pocatello, Idaho

(SEAL)

My Commission Expires: Lifetime

STATE OF IDAHO) : ss County of Bannock)

I, Gerald W. Olson, a Notary Public, do hereby certify that on this and day of April, 1983, personally appeared Dennis Holter, who, being by me first duly sworn, declared that he is the Executive Vice President of the Idaho State University Foundation, Inc., that he signed the foregoing document as Executive Vice President of the corporation, and that the statements therein contained are true.

OR IDAHO

Residing at Pocatello, Idaho

(SEAL)

My Commission Expires: Lifetime

	ARTICLES OF A			LED EER
) (Non-pr		2005 JUN 10	TECT
	To the Secretary of State of the Pursuant to Title 30, Chap non-profit corporation am follows:		2005 JUN 19 a under Spired porporation as TATE OF	FILED EFFECTI AN 10: 04 STATE
1. The na	ame of the corporation is:		- (4 12)	etto (
Idaho	State University Foundation, In	IC.		
	If the corporation has been a available for use, the ame	administratively dissolve indment(s) below must i	and the corporate name	me is no longer
2. The te	ext of each amendment is as follo			
See a	ttached for Amended and Resta	ated Article III.		
	en en en de la de			
3. The da	ate of adoption of the amendment		June	7 ,2006
o. The da	the of adoption of the amendmen	nu(s) was:		,2000
4. Manne	er of adoption (check one):			
[7] Ea	ach amendment consists exclusion	ively of matters which	do not require membe	r approval pursuant to
se	ction 30-3-90, Idaho Code, and	was, therefore, adopt	ed by the board of dire	ectors. (Please fill spaces below
a.	The number of directors entitle	ed to vote was: 22		
D. C.	The number of directors that ve The number of directors that ve	oted for each amendm	malana ant sure as	
		sted against each ante	noment was: 0	
_	e amendment consists of matte	ers other than those de	scribed in section 30-3	3-90, Idaho Code, and was
Th	erefore adopted by the member	S. (Please fill spaces below)	
the		ed to vote		
a.	The number of members entitle			
a. wa	The number of members entitle as:			
a. wa b.	The number of members entitle as: The number of members that v			
a. wa b.	The number of members entitle as:		Customer Acct #:	
a. wa b. an c.	The number of members entitle as: The number of members that v nendment was: The number of members that v	voted for each	Customer Acct #: (if using pre-paid account)	
a. wa b. an c.	The number of members entitle as: The number of members that v nendment was:	voted for each	(if using pre-paid account)	tary of State use only
a. wa b. an c.	The number of members entitle as: The number of members that v nendment was: The number of members that v	voted for each	(if using pre-paid account)	tary of State use only
th a. wa b. an c. ea	The number of members entitle as: The number of members that v nendment was: The number of members that v	voted for each	(if using pre-paid account)	tary of State use only
n a. wa b. an c. ea Dated:	The number of members entitle as: The number of members that v nendment was: The number of members that v ich amendment was:	voted for each	(if using pre-paid account)	tary of State use only
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AMENDED AND RESTATED

ARTICLE III

PURPOSES

- A. Said organization is organized exclusively for charitable, religious, educational and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.
- B. No part of the net earnings of the organization shall inure to the benefit of, or be distributed to, its members, trustees, officers or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.
- C. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.
- D. Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the District Court of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

EXHIBIT "E"

Amended and Restated Bylaws

See Foundation's Public Website

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Amended and Restated Bylaws

EXHIBIT E

of

Idaho State University Foundation, Inc.

Adopted February 25, 2011 October 11, 2019

Idaho State University Foundation

Policy I D Bylaws

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SECRETARY'S CERTIFICATION

Amended and Restated Bylaws of-Idaho State University Foundation, Inc.

Article **I** Purpose and Duration of the Foundation

The Idaho State University Foundation, Inc., an Idaho nonprofit corporation (the "Foundation") exists for the purpose of soliciting, securing and managing various sources of funding to promote the growth and operations of Idaho State University in the furtherance of the University's goals to provide a meaningful and valued educational experience for its students. The Foundation shall have no termination date and shall exist in perpetuity.

Article <mark>H2</mark>	Offices		
Section 2.01	Principal Office.		Formatted: No underline
Idaho State U	office of the Foundation shall be located at the administrative building on the niversity Campus. The Foundation may have such other offices as the Board of "Board") may designate or as the business of the Foundation may require from		
Section 2.02	Registered Office.		Formatted: No underline
	l office of the Foundation to be maintained in the state of Idaho shall be located at office of the Foundation, and may be changed from time to time by the Board.		
Article <u>III3</u>	Board of Directors		
Section 3.01	General Powers and Standard of Care.		Formatted: No underline
the Foundatio provided in th (the "Articles" or imposed up	powers shall be exercised by or under authority of, and the business and affairs of n shall be managed under the direction of, the Board except as may be otherwise e Idaho Nonprofit Corporation Act (the "Act") or the Articles of Incorporation "). If any such provision is made in the Articles, the powers and duties conferred bon the Board by the Act shall be exercised or performed to such extent and by r persons as shall be provided in the Articles.		
a member of a manner such l such care as a circumstances information, c	all perform such Director's duties as a Director, including such Director's duties as any committee of the Board upon which such Director may serve, in good faith, in a Director reasonably believes to be in the best interests of the Foundation, and with n ordinarily prudent person in a like position would use under similar s. In performing such Director's duties, a Director shall be entitled to rely on opinions, reports or statements, including financial statements and other financial case prepared or presented by:		
(a) <u>a.</u> reaso	One (1) or more officers or employees of the Foundation whom the director nably believes to be reliable and competent in the matters presented;	←	Formatted
(b) b. reaso or	_Counsel, public accountants, or other persons as to matters which the director nably believes to be within such person's professional or expert competence;	-	Formatted
(c) <u>c.</u> desig	_A committee of the Board upon which such director does not serve, duly nated in accordance with a provision of these Bylaws, as to matters within its	-	Formatted

designated

Amended and Restated Bylaws of Idaho State University Foundation, Inc. authority, which committee the director reasonably believes to merit confidence, but such director shall not be considered to be acting in good faith if such director has knowledge concerning the matter in question that would cause such reliance to be unwarranted. A person who so performs such duties shall have no liability by reason of being or having been a director of the Foundation.

Section 3.02 Composition and Term.

There shall be a Board of Directors of the Foundation consisting of no more than twentyfive (25) voting directors. Directors shall be elected by the Board for a term of three (3) years and shall not serve more than three (3) consecutive terms, unless elected <u>Board Past</u> <u>Chair ("PCoB")</u>, <u>Board Chair</u> ("CoB) <u>President or Vice President Chair ("VPC") of the</u> Foundation. The term of the director elected <u>VP-VC</u> shall be extended an additional one year after the completion of service as <u>PCob and Chair CoB and President</u>, unless the maximum of three terms has not been reached, in which case he or she will serve the remainder of his or her three terms. After the maximum of three (3) terms on the Board, an outgoing director shall automatically move into <u>Associate-Emeritus Director status and</u> may be re-elected to the Board after a term of absence from the Board of at least one (1) year.

Section 3.03 Method of Selection.

Nomination to the Board may be made by any member of the Board, any ex officio members of the Board or any <u>Board AssociateEmeritus Director</u>, <u>Nominations should be</u> submitted in writing to a member of the Nominating Committee of the Board. The Nominating Committee will review the nominees and present a slate of potential nominees to the Board for election when vacancies occur on the Board.

Section 3.04 Qualifications.

Any person of good moral character having a genuine interest in the objectives of the Foundation may be qualified as a member of the Board without regard to his or her place of residence, whether he or she has attended Idaho State University or any other similar factor.

Section 3.05 Ex Officio Membership.

The following shall be ex officio members of the Board of this Foundation:

- a. The President of Idaho State University;
- b. The Vice President for University Advancement at Idaho State University ("EVP")Executive Vice President);
- c. The Secretary of the Foundation;
- d. The Treasurer of the Foundation;
- e. The President of the Idaho State University Alumni Association;
- f. Legal Counsel for the Foundation;

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Amended and Restated Bylaws of Idaho State University Foundation, Inc.

g. An ISU Faculty Member periodically appointed or elected by the ISU Faculty Formatted: Numbered + Level: 1 + Numbering Style: a Senate to perform an active role in fund-raising for the University; and b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Indent at: 1" h. h. The President of the Bengal Athletic Boosters, Inc.; Idaho State University-Formatted: Numbered + Level: 1 + Numbering Style: a, Bengal Foundation. b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Indent at: 1" Unless they are also current voting directors, ex officio members of the Board shall not vote on matters being considered by the Board. Formatted: List Paragraph, Space Before: 0.05 pt, Unless they are also current voting directors, ex officio members of the Board shall not vote on Numbered + Level: 1 + Numbering Style: a, b, c, ... + matters being considered by the Board. Start at: 9 + Alignment: Left + Aligned at: 0.75" + Indent at: 1", Tab stops: 1.08", Left Section 3.06 Meetings of the Board of Directors. Formatted: Font: 12 pt, Not Italic, No underline Formatted: Font: Not Italic The Board shall meet semi-annually and at such other times as meetings may be called. Formatted: Indent: Left: 0.5", First line: 0" The PCob, Chair, VC, CoB, President, VP, or the EVP shall have the right to call any meeting of the Board at any time and place by giving no less than five (5) days' notice to the Board of the time and place of such meeting. (b)a. Any Board action to remove a director shall require no less than seven (7) Formatted: Numbered + Level: 1 + Numbering Style: a, days written notice to each director that the matter will be voted on at a Board b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Indent at: 1" meeting. Such notice shall also include the time and place of such meeting. (c)b. A director may, at any time before, during or after a Board meeting, waive any Formatted: Numbered + Level: 1 + Numbering Style: a, notice required by law, the Articles, or these Bylaws. The waiver must be in b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Indent at: 1" writing, signed by the director entitled to the notice, and filed with the minutes or Foundation records. A director's attendance at or participation in a meeting waives any required notice of the Formatted: Indent: Left: 0.5" meeting unless the director, upon arriving at the meeting or prior to the vote on a matter not noticed in conformity with law, the Articles, or these Bylaws objects to lack of notice and does not thereafter vote for or assent to the objected action. (d)c. A majority of the voting membership of the Board shall constitute a quorum at Formatted: Numbered + Level: 1 + Numbering Style: a, any meeting and, unless otherwise provided by law or by the Articles, action of the b. c. ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Indent at: 1" Board shall be controlled by majority action of the voting directors present at any meeting at which a quorum is present. (e)d. The Board shall keep a record of its proceedings and shall make a detailed report Formatted: Numbered + Level: 1 + Numbering Style: a, available to the directors, the officers, including ex officio officers of the b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 0.75" + Indent at: 1" Foundation, and Board Associates Emeritus Directors. Section 3.07 Committees of the Board of Directors, Formatted: Font: 12 pt, Not Italic, No underline Formatted: Font: Not Italic The Foundation Board will have the following standing committees to assist in Formatted: Indent: Left: 0.5" accomplishing the duties and responsibilities of the Foundation. Standing committees shall include the following: Executive, Governance, Audit, Finance, Investment, Development and Nominating. committees: Executive, Governance, Audit, Finance, Investment, Development and Nominating. _ The responsibilities and other details concerning of the standing committees, are described in Section 9.00 IX of the Policy Manual. Formatted: Indent: Left: 0.42" The Board shall have the right to create any other ad hoc committees from time to

time to assist in accomplishing the duties and the responsibilities of the Foundation. Other details concerning ad hoc committees are described in Section 9,08 of the Policy Manual.

Membership on any

Amended and Restated Bylaws of Idaho State University Foundation, Inc.

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committee need not be limited to members of the Board or <u>Board AssociatesEmeritus</u> <u>Directors. All committee members shall be subject to Foundation policies and in</u> <u>particular, policies and practices concerning conflicts of interest and -confidentiality.</u> <u>Suchad hoc committees are discussed in Section IX. H. of the Policy Manual.</u>

Section 3.08 Vacancies.

Any vacancy occurring on the Board and any directorship to be filled by reason of any increase in the number of directors shall be filled by the Board based on nominations received from the Nominating Committee. The term of any directorship arising due to vacancy or increase in the number of directors shall be three (3) years and shall be subject to the term limits described in Section 3.02 above.

Section 3.09 Removal of Directors.

(a) a. Removal for Cause. Any director may be removed from office for cause by a two-thirds (2/3) majority vote of the total directors then in office.

(b) b. Removal for Unexcused Absences. A director may be removed from office ______ after two (2) unexcused absences of any Board meeting within any twelve-month period, provided that a majority of the total directors then in office vote for such removal.

Section 3.10 Informal Action.

Any action required to be taken at a meeting of the Board of directors may be taken without a meeting, if a majority of the directors agree to such action either via electronicmail or in writing-all the members of the Board consent in writing to that action. Such action by written consent shall have the same force and effect as a unanimous vote of the Board. Such written consent or consents shall be filed with the minutes of the proceedings of the Board.

Section 3.11 Open Meetings.

The Board shall It is the intent of the Foundation to conduct its business in open sessions whenever possible. However, the <u>Board may meet in executive session meeting shall be</u> closed in those circumstances where the Board is discussing or acting upon strategy with respect to litigation; discussing the purchase <u>or sale</u> of real property not owned by a public agency; interviewing prospective Foundation employees; or considering the evaluation, dismissal or disciplining of, or hearing complaints or charges brought against, a Foundation employee or staff member <u>or on any matter which the Board feels must be</u> dealt with in a confidential manner.

On any other matter which the Board feels must be dealt with in a confidential manner, the Board may close its meeting to the non-Board members of the Foundation and the general public. An affirmative two thirds (2/3) vote of the Board members present is necessary to close the meeting. The Board shall take no final action or make any final-decision in closed meeting.

Section 3.12 Records

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Although the Foundation, is a private entity and is not subject to the Idaho Public Records Law, the Foundation, while protecting personal and private information related to private individuals, will, to the extent reasonable, be open to public inquires related to revenue, expenditure policies, investment performance and/or similar non-personal and non-confidential financial or policy information.

Section 3.132 Director Conflicts of Interest.

All members of the Board shall comply with all provisions of the Conflict of Interest Policy as set forth in <u>Section 2.04 Section II. D.</u> of the Policy Manual.

Section 3.1<u>4</u>³ Loans to Directors.

The Foundation shall not lend money to or guarantee the obligation of a director.

Article-<u>4IV</u> Board Associates<u>Emeritus Directors</u>

The Foundation shall have honorary <u>Associates-Emeritus Directors</u> to provide advisory services to the Foundation. <u>Directors who have completed three (3) terms on the Board</u> will automatically be eligible to serve as an Emeritus Director, unless they decline to do so. Emeritus Directors shall be unlimited in number and shall serve until resignation or until removal by a majority vote of the Board. Emeritus Directors may attend all regular meetings of the Board, and committee meetings, thought they shall not be required to attend. Emeritus Directors may not vote on matters being considered by the Board or matters being considered by a committee.

At the discretion of the Board of Directors a Director who has not served a full 9 years on the Board may be named an Emeritus Director. The Associates are individuals whohave previously served on the Board for the Foundation.

Directors who have completed three (3) terms on the Board will automatically be eligible to

Amended and Restated Bylaws of Idaho State University Foundation, Inc.

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serve as an Associate, unless they decline to do so. Associates shall be unlimited innumber and shall serve until resignation or until removal by a majority vote of the Board. Associates shall be invited to all regular meetings of the Board, though they shall not berequired to attend.

Associates may not vote on matters being considered by the Board.

Article ¥5 Officers

Section 5.01 Designation and Method of Selection.

Officers of the Foundation shall consist of the Board Past Chair ("PCOB"), Board-Chair ("CoB"), President, Vice President Chair ("VPVC"), Executive Vice President ("EVP" Secretary and Treasurer. Except as otherwise provided herein, the officers shall be elected by the Board and, other than the PCob, CoB, President and VPand VC, shall serve at the pleasure of the Board or until their respective successors are duly elected and qualified. The term of the PCoB and of the CoB and of the President shall be two years each. The term of the VP-VC shall be one year and shall begin one year before the end of the President's COB's term. The VP-VC will automatically assume the role of President Chair at the end of the term of the previous President Chair, The President Chair will automatically assume the role of PCoB at the end of the term of the previous PCoB. Persons elected as Secretary or Treasurer shall be then current members of either the Board or Board Associates Emeritus Directors, They serve a term of three years, and may serve additional three year terms after going through the nominating process at the end of each term. Any vacancies in any office shall be filled by the Board at any regular or special meeting of the Board from nominees provided by the nominating committee. The terms of officers as described herein may be increased or decreased by majority vote of the Board members present at the meeting at which such increase or decrease is voted on, provided a quorum is present.

Section 5.02 Duties of the Officers.

The duties and responsibilities of the various officers are described in Section $\frac{111-3.00}{200}$ of the Board's policies.

It is not expected that any officer, other than the EVP, shall devote his or her full time to the affairs of the Foundation or the University unless otherwise directed by the Board at the time of his or her election and with his or her consent.

Section 5.03 Removal.

Any officer elected or appointed by the Board may be removed by an affirmative vote of two-thirds (2/3) of the total Board whenever, in its judgment, the best interest of the Foundation would be served thereby.

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Section 5.04 Officer Conflict of Interest.	Formatted: No underline
All officers shall comply with all provisions of the Conflict of Interest Policy as set forth in Section $\frac{\text{HD.2.04}}{\text{HD.2.04}}$ of the Board's policies.	Formatted: Indent: Left: 0.5"
Section 5.05 Loans to Officers.	Formatted: No underline
The Foundation shall not lend money to or guarantee the obligation of an officer.	Formatted: Indent: Left: 0.5"
Article ¥16 Miscellaneous	
Section 6.01 Indemnification.	Formatted: No underline
The Foundation shall indemnify any director, officer or former	Formatted: Indent: Left: 0.5"

Amended and Restated Bylaws of Idaho State University Foundation, Inc.

director or officer of the Foundation against expenses actually and reasonably incurred by him or her in connection with the defense of any action, suit or proceeding, civil or criminal, in which he or she is made a party by reason of being or having been a director of officer, except in relation to matters as to which he or she is adjudged in such action, suit or proceeding to be liable for gross negligence or misconduct in the performance of duty to the Foundation.	r	Formatted: Indent: Left: 0.5"
Section 6.02 Investment.		- Formatted: No underline
Any funds of the Foundation which are not needed currently for the activities of the Foundation may, at the discretion of the Board, be invested in such investments as are permitted by law.	← -	Formatted: Indent: Left: 0.5"
Section 6.03 Depositories.		- Formatted: No underline
All funds of the Foundation not otherwise employed shall be deposited from time to time to the credit of the Foundation in such banks, savings and loan associations, trust companies, or other depositories as the Board may elect.	- -	Formatted: Indent: Left: 0.5"
Section 6.04 Contracts.		- Formatted: No underline
The Board may authorize any officer(s) or agent(s) of the Foundation, in addition to the officers authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Foundation, and such authority may be general or confined to specific instances.		
Section 6.05 Checks, Drafts, Etc.		Formatted: No underline
All checks, drafts, or orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Foundation shall be signed by such persons and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instrument shall be signed by the Treasurer	4	Formatted: Indent: Left: 0.5"
Section 6.06 Fiscal Year.		- Formatted: No underline
The fiscal year of the Foundation shall end on the last day of June of each year.	- -	Formatted: Indent: Left: 0.5"
Section 6.07 Books and Records.		Formatted: No underline
The Foundation shall keep correct and complete books and records of accounts and shall also keep minutes of the proceedings of its members. Board, and committees having any of the authority of the Board, and shall keep a record giving the name and address of the members entitled to vote. All books and records of the Foundation may be inspected by any member or his agent or attorney or the general public for any proper purpose at any reasonable time.		
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Section 6.08 Nondiscrimination.			Formatted: No underline
This Foundation is an equal opportunity employer and shall make available its services without regard to race, creed, age, sex, color, ancestry, or national origin.	•		Formatted: Indent: Left: 0.5"
Section 6.09 Political Activity.			Formatted: No underline
The Foundation shall not, in any way, use corporate funds in the furtherance of, nor engage in, any political activity for or against any candidate for public office. However, this Bylaw shall not be construed to limit the right of any official or member of this Foundation to appear before any legislative committee, to testify as to matters involving the Foundation.	-		Formatted: Indent: Left: 0.5"
Section 6.10 Gifts.		·	Formatted: No underline
The Board may accept, on behalf of the Foundation, any contribution, gift,	+		Formatted: Indent: Left: 0.5"
Amended and Restated Bylaws of			
Idaho State University Foundation, Inc.			

bequest, or devise for the general purposes or for any special purposes of the Foundation.	(Formatted: Indent: Left: 0.5"
Section 6.11 Parliamentary Procedure.	(Formatted: No underline
All meetings of the Board and membership shall be governed by <i>Roberts' Rules of Order</i> (Current Edition), unless contrary procedure is established by the Articles or these- Bylaws, or by resolution of the Board. The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Foundation in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Foundation Board may adopt.	- (Formatted: Indent: Left: 0.5"
Section 6.12 Staff Conflict of Interest.		
All staff members shall comply with all provisions of the Conflict of Interest Policy as set forth in Section <u>H.D2.04</u> . of the Policy Manual.	•(Formatted: Indent: Left: 0.5"
Article VH7 Amendments		
These Bylaws may be amended by an affirmative vote of a majority of the voting directors present at any regular meeting of the Board or at a special meeting called for the specific purpose of amending such Bylaws. Notice of any proposed amendment shall be mailed by United States mail or by electronic mail to each director and to each person entitled to notice of Board meetings at his or her last known address not less than ten (10) days preceding the meeting at which such amendment will be submitted to a vote. This meeting may be conducted in person, by telephone, or by electronic mail. A quorum of the Board must participate.		
The Secretary is authorized to correct clerical errors and make conforming changes in the Foundation's Bylaws (including making sure numerical protocol within the Bylaws is followed) without the need for further approval from the Board, as long as the corrections do not change the meaning or constitute a substantive change.	- (Formatted: Indent: Left: 0.5"
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Amended and Restated Bylaws of Idaho State University Foundation, Inc.

SECRETARY'S CERTIFICATION

This is to certify that the foregoing Bylaws of the Idaho State University Foundation have beenduly adopted by the Board of Directors at a meeting **held**-on February 25, 2011.

Secretary

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Idaho State University Foundation Policy II D Conflict of Interest Policy Section 2.04 - Conflict of Interest Policy _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ 1. Purpose The purpose of the conflict of interest policy is to protect the Foundation's interest when it is contemplating entering into a contract, transaction, or arrangement that might benefit the private interest of an officer or director of the Foundation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. 2. Definitions a. Interested Person. Any director, officer, member of a committee with Board delegated powers, or staff member who has a direct or indirect financial interest, as defined below, is an interested person. b. Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business or investment, or a member of the person's family has: i. A position as an officer, director, trustee, partner, employee, or agent of any entity with which the Foundation has or is considering a contract, transaction, or arrangement; ii. An ownership or investment interest in any entity with which the Foundation has or is considering a contract, transaction, or arrangement; iii. A compensation arrangement with the Foundation or with any entity or individual with which the Foundation has or is considering a contract, transaction, or arrangement; iv. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Foundation is considering or negotiating a contract, transaction, or

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arrangement; or

- v. Any other direct or indirect dealings with any entity from which he or she knowingly benefitted (e.g., through receipt directly or indirectly of cash or other property in excess of \$500 a year exclusive of dividends or interest) and with which the Foundation has, is considering, or is negotiating a contract, transaction, or arrangement.
- c. The term "a member of the person's family" means the person's spouse, parent, step-parent, guardian, brother, sister, step-brother, step-sister, mother-in-law, father-in-law, child, stepchild, grandmother, grandfather, aunt, uncle, niece, nephew, brother-in-law, sister-in-law, first cousin, or grandchild.
- d. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
- A financial interest is not necessarily a conflict of interest. Under Section 6.03
 Paragraph (b) below, a person who has a financial interest may have a conflict of interest only if the appropriate Board or Committee decides that a conflict of interest exists.

3. Procedures

- a. Duty to Disclose. At the first knowledge of the possibility, creation, or existence of a financial interest as described above, the interested person must disclose to the Board the existence of the financial interest and any and all relevant and material facts known to the interested person about the proposed or existing contract, transaction, or arrangement that might reasonably be construed to be adverse to the Foundation's interest. The interested person must be given the opportunity to disclose all other material facts to the directors and members of committees with Board delegated powers considering the proposed contract, transaction, or arrangement.
- b. Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Committee members shall decide if a conflict of interest exists.
- c. Procedures for Addressing the Conflict of Interest.
 - i. An interested person may make a presentation at the Board or Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the contract, transaction, or arrangement involving the possible conflict of interest.

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- ii. The Chairperson of the Board or Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed contract, transaction, or arrangement.
- iii. After exercising due diligence, the Board or Committee shall determine whether the Foundation can obtain with reasonable efforts a more advantageous contract, transaction, or arrangement from a person or entity that would not give rise to a conflict of interest.
- iv. If a more advantageous contract, transaction, or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Committee shall determine by a majority vote of the disinterested directors whether the contract, transaction, or arrangement is in the Foundation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the contract, transaction, or arrangement.
- v. Such contract, transaction, or arrangement shall only be authorized, approved, or ratified upon the affirmative vote of a majority of the directors of the Board then in office, or a majority of the Committee members, who are not interested persons as described above.

4. Violations of the Conflicts of Interest Policy

a. If the Board or Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

5. Records of Proceedings

The minutes of the Board and all Committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.

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b. The names of the persons who were present for discussions and votes relating to the contract, transaction, or arrangement, the content of the discussion, including any alternatives to the proposed contract, transaction, or arrangement, and a record of any votes taken in connection with the proceedings.	
6. Compensation	Formatted: Font: (Default) +Body (Calibri), Not Bold
 A voting member of the Board who receives compensation, directly or indirectly, from the Foundation for services is precluded from voting on matters pertaining to that member's compensation. 	Formatted: Font: (Default) +Body (Calibri)
b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Foundation for services is precluded from voting on matters pertaining to that member's compensation.	
c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Foundation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.	
7. Annual Statements	Formatted: Font: (Default) +Body (Calibri), Not Bold
Each director, principal officer and member of a committee with board delegated powers shall annually sign a statement which affirms such person:	Formatted: Font: (Default) +Body (Calibri)
a. Has received a copy of the conflicts of interest policy,	
b. Has read and understands the policy,	
c. Has agreed to comply with the policy, and	
d. Understands the Foundation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.	
8. Periodic Reviews	Formatted: Font: (Default) +Body (Calibri), Not Bold
To ensure the Foundation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:	Formatted: Font: (Default) +Body (Calibri)
a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.	

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Foundation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.		
Use of Outside Experts		Formatted: Font: (Default) +Body (Calibri), Not Bold
When conducting the periodic reviews as provided for in Section 6.08, the Foundation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.		Formatted: Font: (Default) +Body (Calibri)
0. Foundation Conflicts		Formatted: Font: (Default) +Body (Calibri), Not Bold
The Foundation optime through its officers and directors will make a good faith attempt to		Formatted: Font: (Default) +Body (Calibri)
The Foundation acting through its officers and directors will make a good faith attempt to avoid conflicts of interest between the Foundation and Idaho State University and its Board, and will not, without approval of the Board of the Foundation, borrow funds from, or otherwise obligate Idaho State University.		
avoid conflicts of interest between the Foundation and Idaho State University and its Board, and will not, without approval of the Board of the Foundation, borrow funds from, or otherwise obligate Idaho State University.		Formatted: Font: (Default) +Body (Calibri)
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 avoid conflicts of interest between the Foundation and Idaho State University and its Board, and will not, without approval of the Board of the Foundation, borrow funds from, or otherwise obligate Idaho State University. 11. Material Gifts No director, trustee, officer, or staff member of the Foundation shall accept from any 		Formatted: Font: (Default) +Body (Calibri) Formatted: Font: (Default) +Body (Calibri), Not Bold Formatted: Left, Indent: Left: 0.1", Space Before: 6 pt
 avoid conflicts of interest between the Foundation and Idaho State University and its Board, and will not, without approval of the Board of the Foundation, borrow funds from, or otherwise obligate Idaho State University. 11. Material Gifts No director, trustee, officer, or staff member of the Foundation shall accept from any source any material gift or gratuity in excess of fifty dollars (\$50.00) that is offered, or 	****	Formatted: Font: (Default) +Body (Calibri) Formatted: Font: (Default) +Body (Calibri), Not Bold
 avoid conflicts of interest between the Foundation and Idaho State University and its Board, and will not, without approval of the Board of the Foundation, borrow funds from, or otherwise obligate Idaho State University. 11. Material Gifts No director, trustee, officer, or staff member of the Foundation shall accept from any 		Formatted: Font: (Default) +Body (Calibri) Formatted: Font: (Default) +Body (Calibri), Not Bold Formatted: Left, Indent: Left: 0.1", Space Before: 6 pr Formatted: Font: (Default) +Body (Calibri)

the Board for approval: Board Chair

Date of Last Review

AUDIT

EXHIBIT "G"

Code of Ethics and Conduct

EXHIBIT GEXHIBIT "G"	Formatted: Font: Times New Roman
Idaho State University Foundation	
Policy II C Code of Ethical Conduct	
Section 2.03 - Code of Ethical Conduct	
	Formatted: Font: (Default) +Body (Calibri), 12 pt
1. Personal and Professional Integrity	Formatted: Font: (Default) +Body (Calibri), Not Bold
	Formatted: Font: (Default) +Body (Calibri), 12 pt
All staff (when used in this code, employees or staff members include staff either	Formatted: Font: (Default) +Body (Calibri)
employed directly by the Foundation or on behalf of the Foundation by the	·
University), board members, and volunteers of the Idaho State University Foundation act with honesty, integrity, and openness in all their dealings as	
representatives of the organization. The organization promotes a working	
environment that values respect, fairness, and integrity.	
	Formatted: Font: (Default) +Body (Calibri), 12 pt
2. Mission	Formatted: Font: (Default) +Body (Calibri), Not Bold
The Idaho State University Foundation has a clearly stated mission and purpose,	Formatted: Font: (Default) +Body (Calibri), 12 pt
approved by the board, in pursuit of the public good. All of its programs support that	Formatted: Font: (Default) +Body (Calibri)
mission and all who work for or on behalf of the organization understand and are loyal to that mission and purpose.	
	Formatted: Font: (Default) +Body (Calibri), 12 pt
3. Governance	Formatted: Font: (Default) +Body (Calibri), Not Bold
The Ideks Class University Foundation has an estimate surveying hade the Decad which	Formatted: Font: (Default) +Body (Calibri), 12 pt
The Idaho State University Foundation has an active governing body, the Board, which is responsible for setting the mission and strategic direction of the organization and	Formatted: Font: (Default) +Body (Calibri)
oversight of the finances, operations, and policies of the Idaho State University Foundation. The Board	
	Formatted: Font: (Default) +Body (Calibri), 12 pt
a. Ensures that its members have the requisite skills and experience to carry out	Formatted: Font: (Default) +Body (Calibri)
their duties and that all members understand and fulfill their governance duties acting for the benefit of the Idaho State University Foundation and its public purpose	
·	Formatted: Font: (Default) +Body (Calibri), 12 pt
b. Has a conflict-of-interest policy that ensures that any conflicts of interest or	Formatted: Font: (Default) +Body (Calibri)
the appearance thereof are avoided or appropriately managed through disclosure, recusal, or other means	
	Formatted: Font: (Default) +Body (Calibri), 12 pt
c. Has a statement of personal commitment that provides attestation to	
disclosure, recusal, or other means c. Has a statement of personal commitment that provides attestation to	 Formatted: Font: (Default) +Body (Calibri), 12 pt Formatted: Font: (Default) +Body (Calibri)

	the commitment to the Idaho State University Foundation's goals and values	
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d	Ensures that the chief executive and appropriate staff provide the Board with timely and comprehensive information so that the Board can effectively carry out its duties	Formatted: Font: (Default) +Body (Calibri)
		Formatted: Font: (Default) +Body (Calibri), 12 pt
e	Ensures that the Idaho State University Foundation conducts all transactions and dealings with integrity and honesty	Formatted: Font: (Default) +Body (Calibri)
f.	Ensures that the Idaho State University Foundation promotes working relationships with Board Members, staff, volunteers, and program beneficiaries that are based on mutual respect, fairness, and openness	
		Formatted: Font: (Default) +Body (Calibri), 12 pt
g.	Ensures that the organization is fair and inclusive in its hiring and promotion policies and practices for all board, staff, and volunteer positions	Formatted: Font: (Default) +Body (Calibri)
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h.	Ensures that policies of the Idaho State University Foundation are in writing, clearly articulated, and officially adopted	Formatted: Font: (Default) +Body (Calibri)
	Has an Audit Committee that is responsible for engaging independent auditors	Formatted: Font: (Default) +Body (Calibri), 12 pt
	to perform an annual audit of the Idaho State University Foundation's financial statements. The audit committee also is responsible for overseeing the reliability of financial reporting, including the effectiveness of internal control over financial reporting, reviewing, and discussing the annual audited financial statements to determine whether they are complete and consistent with operational and other information known to the committee members, understanding significant risks and exposures and management's response to minimize the risks, and understanding the audit scope and approving audit and non-audit services	Formatted: Font: (Default) +Body (Calibri)
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j.	Ensures that the resources of the Idaho State University Foundation are responsibly and prudently managed	Formatted: Font: (Default) +Body (Calibri)
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k.	Ensures that the Idaho State University Foundation has the capacity to carry out its programs effectively	Formatted: Font: (Default) +Body (Calibri)
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Responsit	le Stewardship	Formatted: Font: (Default) +Body (Calibri), Not Bold
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	State University Foundation manages its tunds responsibly and prudently. This	
	State University Foundation manages its funds responsibly and prudently. This lude the following considerations:	Formatted: Font: (Default) +Body (Calibri)

	expenditures critical to professional management	
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D.	Intends that all who are entitled to receive compensation for the organization are, reasonably, fairly and appropriately compensated	Formatted: Font: (Default) +Body (Calibri)
		Formatted: Font: (Default) +Body (Calibri), 12 pt
C.	Knows that solicitation of funds has reasonable fundraising costs, recognizing the variety of factors that affect fundraising costs	Formatted: Font: (Default) +Body (Calibri)
		Formatted: Font: (Default) +Body (Calibri), 12 pt
d.	Does not accumulate operating funds excessively	Formatted: Font: (Default) +Body (Calibri)
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e.	Draws prudently from endowment funds consistent with donor intent and to support the public purpose of the Idaho State University Foundation	Formatted: Font: (Default) +Body (Calibri)
		Formatted: Font: (Default) +Body (Calibri), 12 pt
f.	Ensures that all spending practices and policies are fair, reasonable, and appropriate to fulfill the mission of the Idaho State University Foundation	Formatted: Font: (Default) +Body (Calibri)
g.	Ensures that all financial reports are factually accurate and complete in all material respects	Formatted: Font: (Default) +Body (Calibri)
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h.	Ensures compliance with laws and regulations	Formatted: Font: (Default) +Body (Calibri)
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The ld	aho State University Foundation provides comprehensive and timely information to	
	laho State University Foundation provides comprehensive and timely information to keholders and is responsive in a timely manner to reasonable requests for	Formatted: Font: (Default) +Body (Calibri), Not Body Formatted: Font: (Default) +Body (Calibri), 12 pt Formatted: Font: (Default) +Body (Calibri)
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	from private sources and managing endowments and is responsive to the needs of its constituencies.		
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8.	Inclusiveness and Diversity	[Formatted: Font: (Default) +Body (Calibri), Not Bold
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	The Idaho State University Foundation has a policy of promoting inclusiveness. Its staff, board, and volunteers should reflect diversity in order to enrich its programmatic effectiveness. The Idaho State University Foundation takes meaningful steps to promote inclusiveness in its hiring, retention, promotion, board recruitment, and constituencies	(Formatted: Font: (Default) +Body (Calibri)
	served.	[Formatted: Font: (Default) +Body (Calibri), 12 pt
9.	Fundraising	[Formatted: Font: (Default) +Body (Calibri), Not Bold
			Formatted: Font: (Default) +Body (Calibri), 12 pt
	When the Idaho State University Foundation solicits funds it uses material that is truthful about the organization. The Idaho State University Foundation respects the privacy concerns of individual donors and expends funds consistent with donor intent. The Idaho State University Foundation discloses important and relevant information to potential donors. In raising funds from public and private sources, the Idaho State University Foundation will respect the rights of donors, as follows:	(Formatted: Font: (Default) +Body (Calibri)
		{	Formatted: Font: (Default) +Body (Calibri), 12 pt
	a. Donors will be informed of the mission of the Idaho State University Foundation,	{	Formatted: Font: (Default) +Body (Calibri)
	the way the resources will be used, and the University's capacity to use donations effectively for their intended purpose. Further, they will		Formatted: Font: (Default) +Body (Calibri), 12 pt
	a.b. Be informed of the identity of those serving on the Idaho State University	1	Formatted: Font: (Default) +Body (Calibri)
	Foundation's governing board and to expect the board to exercise prudent		Formatted: Indent: Left: 0.82"
	judgment in its stewardship responsibilities	1	Formatted: Font: (Default) +Body (Calibri), 12 pt
	/	1	Formatted: Font: (Default) +Body (Calibri)
	b.a. Have access to the Idaho State University Foundation's most recent		Formatted: Left, Indent: Left: 1"
	financial reports	1	Formatted: Font: (Default) +Body (Calibri), 12 pt
	c.b. Be assured their gifts will be used for purposes for which they are given to		Formatted: Font: (Default) +Body (Calibri)
	the extent that such gifts are in compliance with University and Foundation		Formatted: Left, Indent: Left: 0.96"
	policy.	1	Formatted: Font: (Default) +Body (Calibri), 12 pt
	/	1	Formatted: Font: (Default) +Body (Calibri)
	d. <u>c.</u> Receive appropriate acknowledgment and recognition		Formatted: Left, Indent: Left: 0.97"
			Example 1 Example 10 - Date (Calibri) 10 - 1
	o d Po accurate that information about their denotions is bandled with respect		Formatted: Font: (Default) +Body (Calibri), 12 pt
	e.d.Be assured that information about their donations is handled with respect	1 1	Formatted: Font: (Default) +Body (Calibri), 12 pt Formatted: Font: (Default) +Body (Calibri)
	e.d.Be assured that information about their donations is handled with respect and with confidentiality to the extent provided by law		>

f.e. Be approached in a professional manner	(Formatted: Font: (Default) +Body (Calibri)
<u>۸</u>	(Formatted: Left, Indent: Left: 0.97"
g.f. Be informed whether those seeking donations are volunteers, employees] -{	Formatted: Font: (Default) +Body (Calibri), 12 pt
of Idaho State University or of the Foundation, or hired solicitors	$\sum_{i=1}^{n}$	Formatted: Font: (Default) +Body (Calibri)
h.g. Have the opportunity for their names to be deleted from mailing lists that		Formatted: Left, Indent: Left: 0.92"
the Idaho State University Foundation may intend to share	"` (Formatted: Font: (Default) +Body (Calibri), 12 pt
A	\sum	Formatted: Font: (Default) +Body (Calibri)
i.h. Be encouraged to ask questions when making a donation and to receive		Formatted: Left, Indent: Left: 0.87"
prompt, truthful, and forthright answers.	`\` (Formatted: Font: (Default) +Body (Calibri), 12 pt
▲	\sim	Formatted: Font: (Default) +Body (Calibri)
	`_`(Formatted: Left, Indent: Left: 0.97"
10. Reporting Responsibility	Ì	Formatted: Font: (Default) +Body (Calibri), 12 pt
It is the responsibility of all directors, officers, and employees to comply with the code of	\sum	Formatted: Font: (Default) +Body (Calibri), Not Bold
ethical conduct and to report violations or suspected violations to the Chair of the Audit	()	Formatted: Font: (Default) +Body (Calibri), 12 pt
Committee or the general counsel of the organization. The person receiving the report	\sim	Formatted: Font: (Default) +Body (Calibri)

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Date of Board Approval: October 17, 2008

warranted by the investigation.

Person responsible for the periodic review of policy and submitting proposed revisions to the Board for approval: Board Chair

will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days, unless the submission of the violation is anonymous. All reports will be promptly investigated and appropriate corrective action will be taken if

Date of Last Review

The policies contained in the ISUF Policy manual contain all amendments, if any, made to them through the April 13, 2018 Board of Director's meeting.

BUSINESS AFFAIRS AND HUMAN RESOURCES JUNE 16, 2021

TAB	DESCRIPTION	ACTION
1	FY 2022 OPERATING BUDGETS	Motion to approve
2	FY 2023 LINE ITEMS	Motion to approve
3	OPTIONAL FEES RECOMMENDATIONS	Information item
4	SYSTEM OPTIMIZATION UPDATE	Information item
5	AMENDMENT TO BOARD POLICY - V.T. FEE WAIVERS – PARTIAL WAIVER EXTENSION	Motion to approve
6	BOISE STATE UNIVERSITY Professional Fees – Construction Management Program	Motion to approve
7	BOISE STATE UNIVERSITY Professional Fees – Computer Science Program	Motion to approve
8	STATEWIDE FINANCIAL AID CONSORTIUM AGREEMENT	Information item

SUBJECT

Approval of FY 2022 Appropriated Funds Operating Budgets

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section II.F.b.v.; V.B.3.b.ii., 4.b., 5.c, 6.b.

BACKGROUND/DISCUSSION

Pursuant to Board policy V.B., each institution and agency prepares an operating budget for appropriated funds, non-appropriated auxiliary enterprises, non-appropriated local services, and non-appropriated other.

For the appropriated funds operating budget, Board policy V.B.3.b.ii provides as follows: "each institution or agency prepares an operating budget for the next fiscal year based upon guidelines adopted by the Board. Each budget is then submitted to the Board in a summary format prescribed by the Executive Director, for review and formal approval before the beginning of the fiscal year." The appropriated operating budgets have been developed based on appropriations enacted during the 2021 session.

For the college and universities' non-appropriated operating budgets, Board policy V.B. requires reports of revenues and expenditures to be submitted to the State Board of Education at the request of the Board. Currently, these operating budgets are available on each institution's website and are available upon request.

Operating budgets are presented in two formats: budgets for agencies, health education programs, and special programs contain a <u>summary</u> (displayed by program, by source of revenue, and by expenditure classification) and a <u>budget</u> <u>overview</u> that briefly describes the program and changes from the previous fiscal year. All sources of revenues are included (i.e. General Funds, federal funds, miscellaneous revenue, and any other fund source).

For the college and universities, postsecondary career technical education and agricultural research and extension, supplemental information is provided including personnel costs summarized by type of position. The college and universities' reports contain information about appropriated funds, which only include state General Funds, endowment funds, and appropriated student fees.

IMPACT

Approval of the budgets establishes agency and institutional fiscal spending plans for FY 2022 and allows the agencies and institutions to continue operations from FY 2021 into FY 2022.

Attachment 1 – Charts - FY 2022 General Funds by Program Attachment 2 – Office of the State Board of Education Operating Budget Attachment 3 – Idaho Public Television Operating Budget Attachment 4 – Division of Vocational Rehabilitation Operating Budget Attachment 5 – Public Charter Commission Operating Budget Attachment 6 – Charts - FY 2022 Appropriated Funds Budget by Function Attachment 7 – College and Universities Summary of Appropriated Budget Attachment 8 – Boise State University FY 2022 Budget Overview Attachment 9 – Boise State University Appropriated Budget Attachment 10 – Boise State University Salary Changes Attachment 11 - Idaho State University FY 2022 Budget Overview Attachment 12 – Idaho State University Appropriated Budget Attachment 13 - Idaho State University Salary Changes Attachment 14 – University of Idaho FY 2022 Budget Overview Attachment 15 – University of Idaho Appropriated Budget Attachment 16 - University of Idaho Salary Changes Attachment 17 – Lewis-Clark State College FY 2022 Budget Overview Attachment 18 – Lewis-Clark State College Appropriated Budget Attachment 19 – Lewis-Clark State College Salary Changes Attachment 20 – Charts - FY 2022 Budgeted Positions by Type Attachment 21 - College and Universities Personnel Costs Attachment 22 – Career Technical Education FY 2022 Budget Overview Attachment 23 – Career Technical Education Appropriated Budget Attachment 24 – Agricultural Research & Extension FY 2022 Budget Overview Attachment 25 – Agricultural Research & Extension Appropriated Budget Attachment 26 – Agricultural Research & Extension Personnel Costs Attachment 27 – Health Education Programs Operating Budget Attachment 28 – Special Programs Operating Budget Attachment 29 – FY 2022 PBFAC Recommended Alteration and Repair Projects

STAFF COMMENTS AND RECOMMENDATIONS

Budgets were developed according to legislative intent and/or Board guidelines. There was funding for an ongoing Change in Employee Compensation (CEC) in FY 2022, which combined with restoration of the FY 2021 CEC, totaled 4%. Representatives from the institutions will be available to answer specific questions.

Budgets were compiled without the inclusion of federal stimulus funds, such as CARES Act funding for there to be consistency for year-to-year comparisons. Institutions will indicate their use of COVID relief funds in the quarterly reporting to the Audit Committee.

Attachment 20 presents a system-wide summation of personnel costs by institution, by classification and also includes the number of new positions added

at each institution. Board policy requires prior Board approval for the following positions:

- Salaries for new appointments to dean, associate/assistant dean, vice president and equivalent positions above the College and University Professional Association for Human Resources (CUPA-HR) median rate for such positions. (II.F.2.b.)
- Any position at a level of vice-president (or equivalent) and above, regardless of funding source. (II.B.3.a.)
- The initial appointment of an employee to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary. (II.B.3.b.)
- The employment agreement of any head coach or athletic director (at the institutions only) longer than three years, or for a total annual compensation amount of \$350,000 or higher, and all amendments thereto. (II.B.3.c.)
- Non-classified employee contracts (other than for athletic directors or coaches) over one year. (II.F.1.b.v.)

All other hiring authority has been expressly delegated to the presidents. Therefore, Board review of the operating budgets is the best opportunity for the Board to see the number of new positions added year-over-year.

For informational purposes only, the list of FY 2022 maintenance (Alteration and Repair) projects recommended by the Permanent Building Fund Advisory Council is included in Attachment 29.

Staff recommends approval.

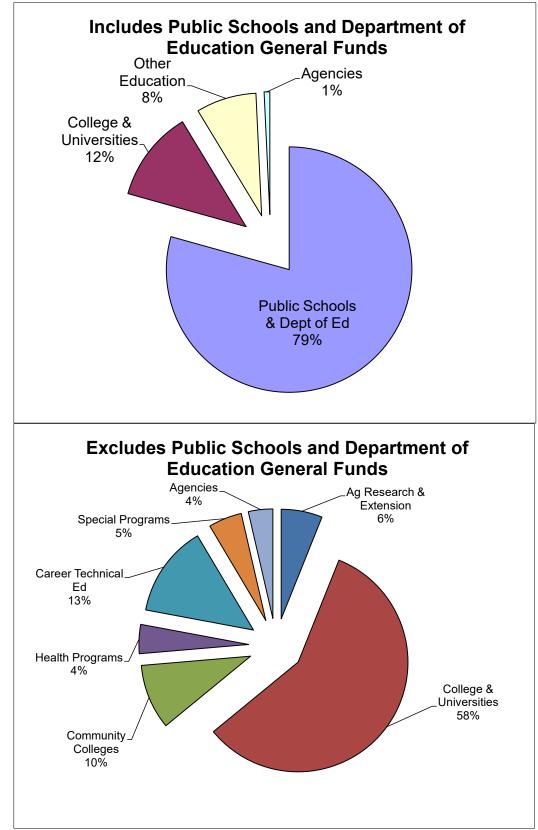
BOARD ACTION

I move to approve the FY 2022 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Career Technical Education, Agricultural Research and Extension Service, Health Education Programs and Special Programs, as presented in Attachments 2-28.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

State Board of Education

FY22 General Funds by Program



OFFICE OF THE STATE BOARD OF EDUCATION

FY 2022 Operating Budget

1		FY 2021 BUDGET	FY 2022 BUDGET	PERCENT of CHANGE
	est Center:			
3	Office of the State Board of Education			
4	Administration	12,656,200	20,574,700	62.57%
5	IT and Data Management	2,684,800	2,891,400	7.70%
6	Office of School Safety and Security		1,076,900	100.00%
7	Scholarship Programs	27,757,900	27,759,800	0.01%
8	System Wide Needs	3,167,900	2,167,900	-31.57%
9	Total Programs	46,266,800	54,470,700	17.73%
	-			
10 By Fu	Ind Source:		= 0 4 0 0 0 0	
11	General Fund - OSBE	5,152,800	5,210,000	1.11%
12	General Fund - IT and Data Management	2,669,800	2,876,400	7.74%
13	General Fund - Office of School Safety/Security	~~ ~~ ~~ ~~	496,500	N/A
14	General Fund - Scholarships	22,232,600	22,234,000	0.01%
15	Federal Funds	502,100	502,100	0.00%
16	Federal Funds - CARES Act		8,284,000	N/A
17	Federal Funds - Office of School Safety/Security		250,700	N/A
18	Federal Funds - GEARUP	4,525,300	4,525,800	0.01%
19	Miscellaneous Revenue OSBE	6,884,000	6,461,300	-6.14%
20	Miscellaneous IT and Data Management	15,000	15,000	0.00%
21	Miscellaneous Office of School Safety/Security		329,700	100.00%
22	Miscellaneous - Postsecondary Credit	1,000,000	1,000,000	0.00%
23	Systemwide Needs	2,167,900	2,167,900	0.00%
24	Systemwide Needs - Cybersecuirty	1,000,000		
25	Indirect Cost Recovery Fund	117,300	117,300	0.00%
26	Total Funds	46,266,800	54,470,700	17.73%
Dv -	menditure Classification.			
-	penditure Classification: Personnel Costs	5,226,700	6,227,400	19.15%
28	Operating Expenditures	11,847,200	6,089,000	-48.60%
29		11,047,200	6,152,400	
30	Capital Outlay Trustee/Benefit Payments	29,192,900	36,001,900	100.00% 23.32%
31		29,192,900 0	36,001,900	23.32% N/A
32	Lump Sum Total Expenditures	46,266,800	54,470,700	17.73%
33		-0,200,000	57,770,700	11.1370
34 Full T	ime Positions	50.60	55.75	10.18%

35 Budget Overview

³⁶ The Office of the State Board of Education (OSBE) received a 2% ongoing CEC as well as a small decrease in
³⁷ sick leave benefits, and contract inflation, and a decrease of \$263K for master educator premiums. \$8.3M in
³⁸ CARES Act funding was appropriated for FY 2022. IT and Data Management received an additional \$166K as
³⁹ a FY21 supplemental appropriation that was not included in the original FY21 appropriation transfer from the
⁴⁰ Department of Education to OSBE. The Office of School Safety and Security was transferred from Division of
⁴¹ Building Safety to OSBE. The Public Charter School Commission was transferred out of OSBE as a new
⁴² standalone agency under the Board. \$1M one time funding for cybersecurity was removed in System Wide
⁴² Needs for FY 2022.
⁴⁴ The Legislature moved 6 FTP and \$1,076,900 in total spending authority to OSBE for the Office of School

IDAHO PUBLIC TELEVISION FY 2022 Operating Budget

			FY 2021 BUDGET	FY 2022 BUDGET	PERCENT of CHANGE
1	By Program:		BODGET	BODGET	
2	Delivery System and Administration:				
3	Technical Services		1,675,859	1,741,514	3.92%
4	Administration		1,402,518	1,422,780	1.44%
5	Educational Content:				
6	Programming Acquisitions	(1)	1,814,906	2,089,792	15.15%
7	IdahoPTV Productions	(2)	1,567,582	1,838,595	17.29%
8	Special Productions/Projects	(3)	272,340	100,000	(63.28%)
9	Communications		992,022	1,076,117	8.48%
10	Development	(4)	1,057,872	1,283,903	21.37%
11	Total Programs		8,783,100	9,552,700	8.76%
12					
13	By Fund Source:				
14	General Fund - PC /OE / Capital Lease		2,678,300	2,719,200	1.53%
15	General Fund - Capital (One-Time)		-	-	
	GEERs Fund (0345)		-	100,000	100.00%
16	Federal Funds	(5)	50,000	500,000	900.00%
17	Local Funds		5,782,460	6,133,500	6.07%
18	Special Productions/Projects	(3)	272,340	100,000	(63.28%)
19	Total Funds		8,783,100	9,552,700	8.76%
20					
21	By Expenditure Classification:				
22	Personnel Costs		5,221,100	5,690,100	8.98%
23	Operating Expenditures:				
24	Communication & Programming		1,589,591	1,709,231	7.53%
25	Employee Development & Travel		204,150	207,715	1.75%
26	Professional, Admin & Other Service	ces	444,639	483,392	8.72%
27	Supplies, R&M Services		359,539	366,139	1.84%
28	Utilities and Gas		166,050	169,750	2.23%
29	Leases and Rentals	(6)	561,082	220,058	(60.78%)
30	Miscellaneous		236,949	254,415	7.37%
31	Total Operating Expenditures		3,562,000	3,410,700	(4.25%)
32	Capital Outlay	(7)		451,900	100.00%
33	Total Expenditures		8,783,100	9,552,700	8.76%
34					
35	FTP Count		69.48	70.48	1.44%
36					

37 Notes:

38 FY 2021 budget per HB 579; FY 2022 budget per HB 283

39 (1) Reflects 17.6% increase in PBS dues.

40 (2) Increase in production capital equipment

40 (3) Reduction in COVID-19 related programing.

41 (4) Increased costs due to increased donor base (postage, direct mail, credit card fees).

42 (5) Increase relates to the spending authority for the Preschool Development Grant.

Note: The \$450,000 grant is currently on hold.

43 (6) Reduction relates to the implementation of GASB 87 standard for leases.

DIVISION OF VOCATIONAL REHABILITATION

FY 2022 Operating Budget

1			FY 2021 BUDGET	FY 2022 BUDGET	PERCENT of CHANGE
2 By P	rogram:	•			
3	Vocational Rehabilitation		24,154,000	24,427,500	1.13%
4	Comm. Supp. Employ. Work Svcs. (CSE)		3,591,000	3,595,800	0.13%
5	Council for the Deaf & Hard of Hearing		373,700	390,100	4.39%
6	5				
7	Total Programs	•	28,118,700	28,413,400	1.05%
8 Bv Fi	und Source:				
9	General Fund		8,125,600	8,202,200	0.94%
10	Federal Funds		17,868,800	18,096,400	1.27%
11	Miscellaneous Revenue		981,600	970,900	-1.09%
12	Dedicated Funds		1,142,700	1,143,900	0.11%
13	Total Funds	-	28,118,700	28,413,400	1.05%
14 Bv E X	xpenditure Classification:				
1 5	Personnel Costs	[2]	11,080,200	11,300,400	1.99%
16	Operating Expenditures		, ,	, ,	
17	Communications		252,200	264,000	4.68%
18	Employee Dev./Memberships		49,800	52,000	4.42%
19	Professional & General Services		935,000	875,000	-6.42%
20	Travel		166,100	150,000	-9.69%
21	Supplies & Insurance		119,700	135,000	12.78%
22	Rents		619,000	600,000	-3.07%
23	Other		160,800	169,400	5.35%
24	Total Operating Expenditures	-	2,302,600	2,245,400	-2.48%
25	Capital Outlay	[1]	42,800	260,500	508.64%
26	Trustee/Benefit Payments	[3]	14,693,100	14,607,100	-0.59%
27	Total Expenditures	• • •	28,118,700	28,413,400	1.05%
	Fime Positions Iget Overview		150.00	150.00	0.00%

Budget Overview

BAHR

²⁹ FY21 Funded with HB605, FY22 Funded withSB1152

30 [1] GASB changes inaccounting for leases

31 [2] Implementation of CEC

³² [3] Shifted T&B to OE to support FTE in Misc.Revenue and Dedicated Funds.

PUBLIC CHARTER COMMISSION FY 2022 Operating Budget

		FY 2021 BUDGET	FY 2022 BUDGET	PERCENT of CHANGE
¹ By Program:				
2 Charter School Commission		532,800	1,195,800	124.44%
3 Total Programs		532,800	1,195,800	124.44%
4				
5 By Fund Source:				
6 General Fund		171,600	174,100	1.46%
7 Authorizer Fees		361,200	1,021,700	182.86%
8 Total Funds		532,800	1,195,800	124.44%
9				
¹⁰ By Expenditure Classification:				
11 Personnel Costs		389,000	581,700	49.54%
12 Operating Expenditures:		143,800	614,100	
13 Capital Outlay	(7)		-	100.00%
¹⁴ Total Expenditures		532,800	1,195,800	124.44%
15				
16 FTP Count		4.00	5.00	25.00%
17				

17

18 Notes:

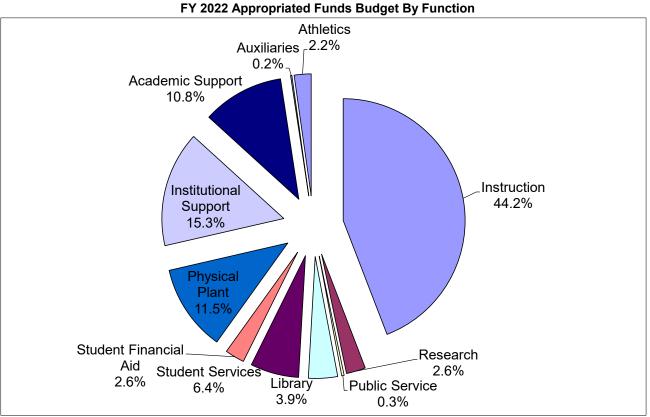
19 FY 2022 budget per SB 1192 includes benefit cost increases and a 2% CEC.

20 Public Charter Commission was moved out of the Office of the Board of Education into its own agency budget.

21 The Commission received 1.0 FTP and \$80,000 in spending authority for a Financial Manager.

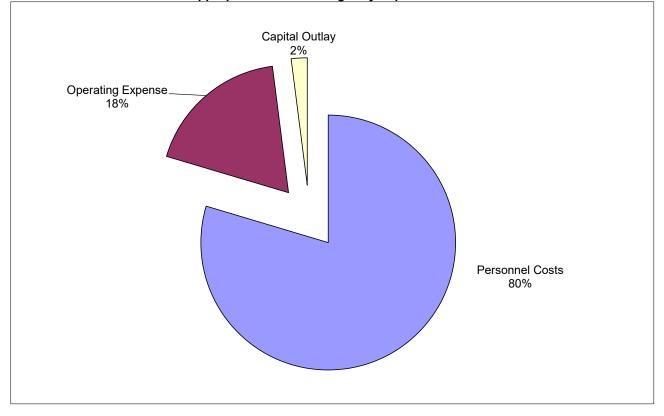
22 The Commission received one-time spending authority for Authorizer Fees so it would have access to the funds,

23 and in future years - reappropriation can be given because the money's will have been "previously appropriated."



COLLEGE & UNIVERSITIES

FY 2022 Appropriated Funds Budget By Expenditure Classification



COLLEGE & UNIVERSITIES SUMMARY

Budget Distribution by Activity and Expense Class July 1, 2021 - June 30, 2022

		FY2021 Origina	al Budget	FY2022 Origina	al Budget	Changes	from
	-	Amount	% of Total	Amount	% of Total	Amount	% Chge
	enue by Source						
	State General Account - ongoing	\$299,836,900	51.27%	\$308,366,500	51.56%	\$8,529,600	2.84%
	State General Account - one time	0	0.00%	0	0.00%	0	0.00%
	State Endowments	18,670,200	3.19%	19,632,800	3.28%	962,600	5.16%
	Millennium Fund/Economic Recovery	531,000	0.09%	0	0.00%	(531,000)	-100.00%
	Student Tuition and Fees	265,762,500	45.44%	270,101,200	45.16%	4,338,700	1.63%
6	Total Operating Revenues	\$584,800,600	100.00%	\$598,100,500	100.00%	\$13,299,900	2.27%
Expe	enses						
I	By Function:						
7	Instruction	\$262,360,289	45.07%	\$266,584,693	44.16%	\$4,224,404	1.61%
8	Research	15,186,615	2.61%	15,432,475	2.56%	245,860	1.62%
9	Public Service	2,001,740	0.34%	2,007,596	0.33%	5,856	0.29%
10	Library	23,330,773	4.01%	23,294,846	3.86%	(35,927)	-0.15%
11	Student Services	38,235,958	6.57%	38,793,828	6.43%	557,870	1.46%
12	Student Financial Aid	14,745,726	2.53%	15,618,318	2.59%	872,592	5.92%
13	Physical Plant	63,581,153	10.92%	69,410,217	11.50%	5,829,064	9.17%
14	Institutional Support	88,961,969	15.28%	92,633,808	15.34%	3,671,839	4.13%
15	Academic Support	59,747,110	10.26%	65,475,692	10.84%	5,728,582	9.59%
16	Auxiliaries	1,025,528	0.18%	1,063,838	0.18%	38,310	3.74%
17	Athletics	12,900,939	2.22%	13,429,789	2.22%	528,850	4.10%
18 '	Total Bdgt by Function =	\$582,077,800	100.00%	\$603,745,100	100.00%	\$21,667,300	3.72%
10	By Expense Class:						
20	Personnel Costs:						
20	Salaries:						
22	Faculty	\$161,110,621	27.77%	\$165,499,907	27.41%	\$4,389,286	2.72%
23	Executive/Admin	22,492,776	3.88%	22,684,342	3.76%	191,566	0.85%
23	Managerial/Prof	95,137,879	16.40%	100,011,304	16.57%	4,873,425	5.12%
24	Classified	46,714,293	8.05%	47,799,319	7.92%	1,085,026	2.32%
26	Grad Assist	12,683,522	2.19%	13,454,822	2.23%	771,300	6.08%
20	Irregular Help	6,081,233	1.05%	6,679,635	1.11%	598,402	9.84%
28	Total Salaries	\$344,220,324	59.33%	\$356,129,329	58.99%	\$11,909,005	3.46%
20	Personnel Benefits	120,778,956	20.82%	124,516,988	20.62%	3,738,032	3.09%
30	Total Pers Costs	\$464,999,280	80.15%	\$480,646,317	79.61%	\$15,647,037	3.36%
		<i>•••••••••••••••••••••••••••••••••••••</i>		<u> </u>		<u> </u>	
31	Operating Expense:		0.050/		0.070/		10.000/
32	Travel	1,425,910	0.25%	1,601,520	0.27%	175,610	12.32%
33	Utilities	13,990,486	2.41%	16,874,106	2.79%	2,883,620	20.61%
34	Insurance	3,521,795	0.61%	4,315,195	0.71%	793,400	22.53%
35	Other Oper. Exp	84,049,419	14.49%	88,115,838	14.59%	4,066,419	4.84%
36	Total Oper. Exp	\$102,987,610	17.75%	\$110,906,659	18.37%	\$7,919,049	7.69%
37	Capital Outlay:						
38	Depart Equipment	1,362,919	0.23%	1,334,520	0.22%	(28,399)	-2.08%
39	Library Acquisitions	10,816,713	1.86%	10,857,604	1.80%	40,891	0.38%
40	Total Cap Outlay	\$12,179,632	2.10%	\$12,192,124	2.02%	\$12,492	0.10%
41	Tot Bdgt by Exp Class	\$580,166,522	100.00%	\$603,745,100	100.00%	\$23,578,578	4.06%
42	One-time 27th Payroll (GF)	\$0		\$0		\$0	
43	One-time Capital Outlay	\$0 \$0		\$0		\$0	
44	One-time Other	\$4,807,978		\$0		(\$4,807,978)	
45 /	Activity Total	\$584,974,500		\$603,745,100		\$18,770,600	3.21%
46	TOTAL FTE POSITIONS	4,739.91		4,756.75		16.84	0.36%
47	Budget Deficit - reserve funds	(173,900)		(5,644,600)			

BOISE STATE UNIVERSITY FY2022 BUDGET OVERVIEW Appropriated Funds

FY 2021 Base Operating Budget	\$243,000,000
Adjustments to Base from State General Funds	
Personnel Benefits	357,300
Risk Mgmt./Controller's/Treasurer's Fees	384,100
Change in Employee Comp. (CEC)	1,612,700
Compensation Schedule Changes	6,600
Enrollment Workload Adjustments	1,247,300
Adjustments from OT State General Funds	
Program Adjustments OT Reduction	(1,500,000)
NET INCREASE FROM STATE GENERAL FUNDS	\$2,108,000
Changes in Tuition and Fee Revenue	
Tuition Revenue from Enrollment Growth	2,900,000
OT Tuition Revenue from Prior Years	4,700,000
Revenue from Self-funded Programs (eCampus, summer)	1,292,000
NET INCREASE FROM TUITION AND FEES	\$8,892,000
FY 2022 Base Operating Budget	\$254,000,000

Boise State's FY2022 proposed base operating budget of \$254,000,000 will be funded through \$109.7 million in state general fund and \$141.3 million in student tuition and fee revenues. State general funds provide 43% of the university's base appropriated funding and 16% of the university's overall operating budget. The proposed budget includes an increase of \$4.2 million in annual tuition revenues primarily attributable to increases in non-resident, eCampus, and summer enrollments. In addition, the proposed budget includes \$4.7 million in one-time tuition revenue from prior year tuition revenues collected in excess of budgeted tuition revenue.

The following are highlights of the FY 2022 appropriated operating budget.

 Salary Adjustments: State general funding received in FY21 and FY22 will cover approximately a 2% CEC for university employees. Boise State is will cover the remaining 2% CEC the legislature approved for state employees with one-time tuition revenue. The university anticipates covering this 2% CEC in future years through future tuition rate increases and/or enrollment growth. In the event these ongoing revenues are not realized, the university has communicated to employees that 1% of their CEC increase may not continue into FY23.

- Faculty Promotions: \$540,000 in tuition revenue is allocated to cover faculty promotions.
- Benefit Increases: \$728,300 is allocated to fund a mandated increase in variable benefit rates. \$357,300 of this increase is funded with state general funds and \$371,000 is funded with tuition revenues.
- Enrollment Workload Adjustment: State general funding will provide \$1,247,300 to fund enrollment growth. This increase was offset by a \$1,500,000 state budget cut requiring the university to absorb additional costs attributable to enrollment growth.
- eCampus: \$2.1 million is allocated for increased instructional and support costs for online programs.
- Strategic Investments: A strategic budget allocation process is underway to fund initiatives in support of the university's new strategic plan ""Blueprint for Success."

In addition, provisions in House Bill 387 allows for unexpended tuition revenue from prior years to be expended in FY2022. Boise State's total FY2022 operating budget will include these one-time funds.

BOISE STATE UNIVERSITY

Budget Distribution by Activity and Expense Class July 1, 2021 - June 30, 2022

		FY2021 Origina	al Budget	FY2022 Original Budget		Changes Prior Ye	
	-	Amount	% of Total	Amount	% of Total	Amount	% Chge
	nue by Source						
	State General Account - ongoing	\$107,580,200	44.27%	\$111,188,200	43.77%	\$3,608,000	3.35%
	State General Account - one time		0.00% 0.00%	(1,500,000)	-0.59% 0.00%	(1,500,000)	0.00% 0.00%
	Aillennium Fund/Economic Recovery	1	0.00%		0.00%	0	0.00%
	Student Tuition and Fees	, 135,419,800	55.73%	144,311,800	56.82%	8,892,000	6.57%
	otal Operating Revenues	\$243,000,000	100.00%	\$254,000,000	100.00%	\$11,000,000	4.53%
Exper							
	By Function:	¢440.000.405	40.000/	\$404 04C COF	47 700/	¢4.040.000	4.000/
7 8	Instruction Research	\$119,268,495 5,447,746	49.08% 2.24%	\$121,216,695 5,451,591	47.72% 2.15%	\$1,948,200 3,845	1.63% 0.07%
9	Public Service	1,779,365	0.73%	1,842,339	0.73%	62,974	3.54%
10	Library	8,149,819	3.35%	8,332,042	3.28%	182,223	2.24%
11	Student Services	14,564,839	5.99%	14,658,936	5.77%	94,097	0.65%
12	Student Financial Aid	2,100,000	0.86%	2,100,000	0.83%	0	0.00%
13	Physical Plant	20,150,561	8.29%	23,782,271	9.36%	3,631,710	18.02%
14	Institutional Support	37,389,846	15.39%	39,196,169	15.43%	1,806,323	4.83%
15	Academic Support	31,097,129	12.80%	34,367,757	13.53%	3,270,628	10.52%
16	Auxiliaries		0.00%		0.00%	0	0.00%
17	Athletics	3,052,200	1.26%	3,052,200	1.20%	0	0.00%
18 T	otal Bdgt by Function	\$243,000,000	100.00%	\$254,000,000	100.00%	\$11,000,000	4.53%
19 E	By Expense Class:						
20	Personnel Costs:						
21	Salaries:						
22	Faculty	\$68,509,289	28.38%	\$70,270,071	27.67%	\$1,760,782	2.57%
23	Executive/Admin	8,713,330	3.61%	8,957,835	3.53%	244,505	2.81%
24	Managerial/Prof	44,726,472	18.53%	47,778,985	18.81%	3,052,513	6.82%
25	Classified	12,718,436	5.27%	13,439,513	5.29%	721,077	5.67%
26	Grad Assist	5,473,949	2.27%	5,549,106	2.18%	75,157	1.37%
27	Irregular Help	676,976	0.28%	984,426	0.39%	307,450	45.42%
28	Total Salaries Personnel Benefits	\$140,818,452	58.34%	\$146,979,936	57.87%	\$6,161,484	4.38%
29 30	Total Pers Costs	49,292,882	20.42%	51,363,660 \$198,343,596	20.22%	2,070,778	4.20%
30	Total Pers Costs	\$190,111,334	78.76%	\$196,343,596	78.09%	\$8,232,262	4.33%
31	Operating Expense:						
32	Travel	\$0	0.00%	\$0	0.00%	0	0.00%
33	Utilities	4,854,860	2.01%	5,004,860	1.97%	150,000	3.09%
34	Insurance	1,253,764	0.52%	1,661,264	0.65%	407,500	32.50%
35	Other Oper. Exp	41,690,825	17.27%	45,530,953	17.93%	3,840,128	9.21%
36	Total Oper. Exp	\$47,799,449	19.80%	\$52,197,077	20.55%	\$4,397,628	9.20%
37	Capital Outlay:						
38	Depart Equipment	\$262,630	0.11%	\$235,704	0.09%	(26,926)	-10.25%
39	Library Acquisitions	3,194,787	1.32%	3,223,623	1.27%	28,836	0.90%
40	Total Cap Outlay	\$3,457,417	1.43%	\$3,459,327	1.36%	\$1,910	0.06%
41 T	ot Bdgt by Exp Class	\$241,368,200	100.00%	\$254,000,000	100.00%	\$12,631,800	5.23%
42	One-time 27th Payroll (GF)	\$0		\$0		\$0	
43	One-time Capital Outlay	\$0		\$0		\$0	
44	Unallocated CEC + Target Positi	\$1,631,800		\$0		(\$1,631,800)	
45 A	ctivity Total	\$243,000,000		\$254,000,000		\$11,000,000	4.53%
46 T	OTAL FTE POSITIONS	1,849.14		1,875.94		26.80	1.45%
47 E	Budget Deficit: Holdbacks	\$0		\$0			

BOISE STATE UNIVERSITY

Summary of Salary Changes for FY2022 by Employee Group

			Existing	Positions					Position A	djustments		Total	
	FY2021	FY2021		Salary Adju			FY2022				FY2022	FY2022	
Institution/Agency by Group	FTE	Salary Base	Promotion	Perf/Exp/Merit	Equity	Total	Salary Base	% Incr	FTE	Salary	FTE	Salary Base	% char
General Education (Approp Only)													
Faculty													
Professor	197.02	\$19,169,086	\$150,000	\$682,712		\$832,712	\$20,001,798		-0.45	(132,294)	196.57	\$19,869,504	
Associate Professor	226.46	\$19,081,760	\$259,000	\$704,857		\$963,857	\$20,045,616	5.1%	0.76	(136,824)	227.22	\$19,908,793	3 4
Assistant Professor	198.85	\$15,857,170	\$7,000	\$615,209		\$622,209	\$16,479,379	3.9%	9.08	128,986	207.93	\$16,608,365	5 4
Instr/Lect	140.28	\$6,983,086	\$16,500	\$259,983		\$276,483	\$7,259,569	4.0%	0.35	24,673	140.63	\$7,284,242	
Part-Time Instructor	0.00	\$7,418,187	. ,	. ,		\$0	\$7,418,187	0.0%	0.00	(819,020)	0.00	\$6,599,167	
Total Faculty	762.61	\$68,509,290	\$432,500	2,262,760	\$0		\$71,204,550		9.74	(934,479)	772.35	\$70,270,071	
Executive/Administrative	49.29	\$8,713,330	, - ,	\$346,756		\$346,756	\$9,060,086		-0.55	(102,251)	48.74	\$8,957,835	
Managerial/Professional	687.38	\$44,726,472		\$1,887,669		\$1,887,669	\$46,614,141		17.65	1,164,844	705.03	\$47,778,985	
Classified	349.86	\$12.718.436		\$632,195		\$632,195	\$13,350,631	5.0%	-0.04	88,882	349.82	\$13,439,513	
Student/Teaching Assistant	0.00	\$5,473,949		ψ002,190		\$032,193	\$5,473,949		0.00	75,157	0.00	\$5,549,106	
Irregular Help	0.00	\$676,976				\$0 \$0	\$676,976		0.00	307,450	0.00	\$984,426	
			¢ 400 500	F 400 000	•								
Total	1,849.14	\$140,818,453	\$432,500	5,129,380	\$(\$5,561,880	\$146,380,333	3.9%	26.80	\$599,603	1,875.94	\$146,979,936	6 4
daho Small Business Development Center													
Faculty													
Professor						\$0	\$0	0.0%					
Associate Professor						\$0 \$0	\$0 \$0						
Assistant Professor						\$0 \$0	\$0 \$0						
Instr/Lect						\$0 \$0	\$0 \$0						
Part-Time Instructor						\$0 \$0	\$0 \$0						
Total Faculty		\$0	\$0	\$0	\$		\$0						
Executive/Administrative		φυ	φυ	φU	φ	\$0 \$0	\$0						_
Managerial/Professional	1.86	\$106,346		3,722	0		\$110,068		6.97	\$397,835	8.83	\$507,90	3
Classified	1.00	\$100,340		3,722	0	3,722 \$0	\$110,008 \$0		0.97	\$397,035	0.03	\$307,90	5
Student/Teaching Assistant						\$0 \$0	\$0 \$0						
Irregular Help	0.00					Ф О	\$0 \$0				0.00	¢	0
Total	0.00 1.86	\$106,346	\$0	\$3,722	\$(\$3,722	\$0 \$110,068		6.97	\$397,835	8.83	» \$507,90	13
lotal	1.00	φ100,340	ቅሀ	\$3,722	φι	\$3,722	φ110,000	0.0%	0.97	\$397,63 <u>5</u>	0.03	\$307,90	3
echHelp													
Faculty													
Professor						\$0	\$0	0.0%					
Associate Professor						\$0	\$0						
Assistant Professor						\$0	\$0						
Instr/Lect						\$0	\$0						
Part-Time Instructor						\$0	\$0						
Total Faculty			\$0	\$0	\$		\$0						
Executive/Administrative			ψυ	ψΟ	ψ	\$0 \$0	\$0 \$0						
Managerial/Professional	3.25	\$204,287		\$7,110		\$7,110	\$211,397		0.00	\$45,233	3.25	\$256,63	0
Classified	0.20	ψ204,207		ψι,110		ψι, ΠΟ	φ211,397 \$0		0.00	ψτ0,200	0.20	φ200,00	
Student/Teaching Assistant							\$0 \$0						
Irregular Help						\$0	\$0 \$0					¢	0
Total	3.25	\$204,287	\$0	\$7,110	\$		₄₀ \$211,397	0.0%	0.00	\$45,233	3.25	م \$256,63	
iotai	0.20	ψ204,207	φυ	ψ1,110	φ	φι,110	ψ211,397	0.070	0.00	ψ+0,200	0.20	ψ200,00	

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IDAHO STATE UNIVERSITY

FY2022 Budget Overview

The Idaho State University FY2022 budget represents the university's continued commitment and progress toward:

- Growth through mission-focused student recruitment and retention
- Optimization and alignment of resources in support of strategic priorities
- Systems and structures that foster innovation, stewardship, and long-term fiscal sustainability
- Trust, transparency, and inclusivity in budget development and administration

Background and Context

During the FY2021 budget development cycle, Idaho State University undertook an extensive budget balancing exercise to address its ongoing structural deficit and also deal with one-time rescission of state funding. More than \$11.3 million of permanent budget reductions were recommended by ISU's Leadership Council and approved by the Administrative Council for implementation over fiscal years 2021 and 2022. The \$5 million one-time rescission was addressed by implementing a mandatory furlough program and centralization of all salary savings.

Throughout fiscal year 2021, ISU has focused on maintaining high-quality academic programs and services during the COVID-19 pandemic by maintaining in-person instruction wherever possible, investing in distance-learning infrastructure, and reducing, or eliminating, operations in many revenue generating units. Many of the increased costs and lost revenues resulting from the pandemic and pandemic response have been covered by federal COVID relief funds; as a result, ISU projects a positive financial outcome for FY2021.

FY2022 Budget Overview

ISU's FY2022 appropriated budget reflects an initial deficit of \$5.64 million, prior to accounting for CARES and ARP federal grant funding. The primary drivers for the gap in FY2022 revenues and expenses are FY2021 declines in undergraduate enrollment; implementation of two years' CEC; fringe rate increases; and increased insurance, contracts, licenses, and associated operating expenses. After factoring in federal COVID-relief funds, ISU's all funds revenue and expenditure budget is balanced for FY2022.

The FY2022 expenditure budget is \$147.25 million, a \$9.37 million increase over FY2021. This is primarily due to restoration of one-time furlough and centralized salary savings and implementation of the FY2021 and FY2022 CEC. Changes in general appropriation resources are reported on the following page.

FY2021 General Appropriation Resources Summary of Changes

Base Appropriation (excluding one-time)	\$ 139,203,300			
Adjustments to Base:				
Funding Reduction	\$	(500,000)		
Personnel Benefits		314,500		
Risk Management/Controller's/Attorney's Fees		256,400		
Change in Employee Compensation		1,329,000		
Enrollment Workload Adjustment		865,400		
Endowment Funds		39,900		
Net Change in Base State Funding	\$	2,368,200		
Net Change in Base Tuition and Fees	<u>\$</u>	37,000		
FY2022 Adjusted Base	\$ 1	41,608,500		

Looking Ahead

ISU will continue to work toward long-term fiscal sustainability through strategic growth, resource optimization, and expenditure controls. Specifically, growing enrollment is essential to eliminate year-over-year budget deficits. Investments in program growth, student recruitment, and retention in recent years appear to be paying off, with Fall 2021 enrollment trending up 8% over 2020 after four weeks of registration activity.

However, ISU will continue to face an annual structural budget challenge whenever a CEC increase is approved by the legislature. For those employees not on the appropriated budget, ISU must identify approximately \$590,000 of funding for every 1% CEC increase.

IDAHO STATE UNIVERSITY

Budget Distribution by Activity and Expense Class

July 1, 2021 - June 30, 2022

		FY2021 Origina	al Budget	FY2022 Original Budget		Changes Prior Ye	
	-	Amount	% of Total	Amount	% of Total	Amount	% Chge
	venue by Source						
	State General Account - ongoing	\$81,350,500	58.44%	\$83,592,000	59.03%	\$2,241,500	2.76%
	State General Account - one time	0	0.00%	0	0.00%	0	0.00%
	State Endowments	4,264,800	3.06%	4,391,500	3.10%	126,700	2.97%
	Millennium Fund/Economic Recovery	0	0.00%	0	0.00%	0	0.00%
	Student Tuition and Fees	53,588,000	38.50%	53,625,000	37.87%	37,000	0.07%
6	Total Operating Revenues	\$139,203,300	100.00%	\$141,608,500	100.00%	\$2,405,200	1.73%
	enses By Function:						
7	Instruction	\$63,063,800	45.74%	\$67,510,562	45.85%	\$4,446,762	7.05%
8	Research	4,856,300	3.52%	5,201,540	3.53%	345,240	7.11%
9	Public Service	0	0.00%	0	0.00%	0	0.00%
10	Library	5,749,000	4.17%	6,019,463	4.09%	270,463	4.70%
11	Student Services	8,372,800	6.07%	9,098,306	6.18%	725,506	8.67%
12	Student Financial Aid	5,699,100	4.13%	6,571,692	4.46%	872,592	15.31%
13	Physical Plant	18,372,500	13.32%	19,021,590	12.92%	649,090	3.53%
14	Institutional Support	14,708,200	10.67%	15,654,558	10.63%	946,358	6.43%
15	Academic Support	12,482,200	9.05%	13,268,684	9.01%	786,484	6.30%
16	Auxiliaries	39,600	0.03%	45,722	0.03%	6,122	15.46%
17	Athletics	4,540,900	3.29%	4,860,983	3.30%	320,083	7.05%
18	Total Bdgt by Function	\$137,884,400	100.00%	\$147,253,100	100.00%	\$9,368,700	6.79%
20	By Expense Class: Personnel Costs:						
21	Salaries:						
22	Faculty	\$38,175,794	27.69%	\$40,823,055	27.72%	\$2,647,261	6.93%
23	Executive/Admin	5,570,660	4.04%	5,641,053	3.83%	70,393	1.26%
24	Managerial/Prof	19,584,517	14.20%	21,661,149	14.71%	2,076,632	10.60%
25	Classified	12,779,328	9.27%	13,417,686	9.11%	638,358	5.00%
26	Grad Assist	2,577,800	1.87%	3,181,308	2.16%	603,508	23.41%
27	Irregular Help	3,770,001	2.73%	3,887,649	2.64%	117,648	3.12%
28	Total Salaries	\$82,458,100	59.80%	\$88,611,900	60.18%	\$6,153,800	7.46%
29	Personnel Benefits	29,050,700	21.07%	31,820,900	21.61%	2,770,200	9.54%
30	Total Pers Costs	\$111,508,800	80.87%	\$120,432,800	81.79%	\$8,924,000	8.00%
31	Operating Expense:						
32	Travel	\$681,900	0.49%	\$780,000	0.53%	98,100	14.39%
33	Utilities	3,682,100	2.67%	3,580,100	2.43%	(102,000)	-2.77%
34	Insurance	727,300	0.53%	778,900	0.53%	51,600	7.09%
35	Other Oper. Exp	17,654,900	12.80%	17,888,900	12.15%	234,000	1.33%
36	Total Oper. Exp	\$22,746,200	16.50%	\$23,027,900	15.64%	\$281,700	1.24%
37	Capital Outlay:						
38	Depart Equipment	\$527,500	0.38%	\$552,600	0.38%	25,100	4.76%
39	Library Acquisitions	3,101,900	2.25%	3,239,800	2.20%	137,900	4.45%
40	Total Cap Outlay	\$3,629,400	2.63%	\$3,792,400	2.58%	\$163,000	4.49%
41	Tot Bdgt by Exp Class	\$137,884,400	100.00%	\$147,253,100	100.00%	\$9,368,700	6.79%
42	One-time 27th Payroll (GF)	\$0		\$0		0	
43	One-time Capital Outlay	\$0		\$0		0	
44	Unallocated CEC + Target Positic	\$1,492,800		\$0		(1,492,800)	
45	Activity Total	\$139,377,200		\$147,253,100		\$7,875,900	5.65%
46	TOTAL FTE POSITIONS	1,241.56		1,238.73		(2.83)	-0.23%
47	Budget Deficit - reserves/CARES A	(\$173,900)		(\$5,644,600)			

IDAHO STATE UNIVERSITY

Summary of Salary Changes for FY2022 by Employee Group

				Existing Posi	itons				Positio	n Adjustments	٦	Total	
		FY2021		Salar	y Adjustr	nents	FY2022					FY2022	
Institution/Agency by Group	FTE*	Salary Base**	Promotion	Perf/Exp	Equity	Total	Salary	% Incr	FTE	Salary Base	FTE	Salary	
General Education													
Faculty	496.88	36,267,342	170,950	1,111,670	-	1,282,620	37,549,962	3.54	-0.73	1,275,501	496.15	38,825,462	
Adjunct Faculty	0.00	1,908,452	-		-	-	1,908,452	0.00	0.00	89,141	0.00	1,997,593	
Executive/Administrative	33.10	5,570,660	-	169,951	-	169,951	5,740,611	3.05	-2.12	(99,558)	30.98	5,641,053	
Managerial/Professional	315.54	19,584,517	-	597,490	-	597,490	20,182,007	3.05	5.87	1,479,142	321.41	21,661,149	
Classified	396.04	12,779,328	-	389,875	-	389,875	13,169,203	3.05	-5.84	248,482	390.20	13,417,686	
Teaching Assistant	0.00	2,577,800	-	,	-	-	2,577,800	0.00	0.00	603,508	0.00	3,181,308	
Irregular Salaries	0.00	3,770,001	-	-	-	-	3,770,001	0.00	0.00	117,648	0.00	3,887,649	PROOF
Total	1,241.56	82,458,100	170,950	2,268,986	-	2,439,936	84,898,036	2.96	-2.82	3,713,864	1,238.73	88,611,900	88,611,900
	1	- , ,	- /	1 1		1 1					1		,- ,
							23,400,000						
Idaho Dental Education Progr	am						-,,						
Faculty	1.30	83,296		2,541		2,541	85,837	3.05	-0.05	-	1.25	85,837	
Adjunct Faculty	0.00	59,200		_,		_,	59,200	0.00	0.00	5,900	0.00	65,100	
Executive/Administrative	0.00			-		-		N/A	0.00	-	0.00		
Managerial/Professional	1.10	119,052		3,632		3,632	122,684	3.05	0.02	-	1.13	122,684	
Classified	0.00	-		-		-	,	0.00	0.00	-	0.00	,	
Teaching Assistant	0.00	-		-		-	-	N/A	0.00	-	0.00	-	
Irregular Salaries	0.00	29,000		-		-	29,000	N/A	0.00	(2,000)	0.00	27,000	PROOF
Total	2.40	290,548	-	6,173	-	6,173	296,721	2.12	-0.03	3,900	2.38	300,621	300,621
- Otdi	2.10	200,010		0,110		0,110	200,121	2:12	0.00	0,000	2.00	000,021	000,021
Idaho Museum of Natural Hist													
Faculty	0.80	54,361		1,658		1,658	56,019	N/A	0.00	-	0.80	56,019	
Adjunct Faculty	0.00	-		-		-	-	N/A	0.00	-	0.00	-	
Executive/Administrative	0.66	67,425		2,057		2,057	69,482	3.05	0.00	-	0.66	69,482	
Managerial/Professional	5.20	225,152		6,869		6,869	232,021	3.05	0.65	53,913	5.85	285,934	
Classified	0.00	-		-		-	-	N/A	0.00	-	0.00	-	
Teaching Assistant	0.00	-		-		-	-	N/A	0.00	-	0.00	-	
Irregular Salaries	0.00	11,800		-		-	11,800	N/A	0.00	-	0.00	11,800	PROOF
Total	6.66	358,738	-	10,584	-	10,584	369,322	2.95	0.65	53,913	7.31	423,236	423,236
Family Medicine Residency													
Faculty	2.24	443,001		13,515		13,515	456,516	3.05	-0.00	(5)	2.24	456,511	
Adjunct Faculty	0.00	443,001		-		15,515	400,010	0.05 N/A	0.00	(3)	0.00	450,511	
Executive/Administrative	0.00	-		-		-	-	N/A	0.00	-	0.00	-	
Managerial/Professional	7.43	747,404		22,802		22,802	770,206	3.05	0.00	52,174	7.93	822,380	
Classified	2.00	747,404 72,800		22,802		22,802	75,021	3.05	0.50		2.00	69,619	
	2.00	12,000		,		۲,۷۷	,	3.05 N/A	0.00	(5,402)	2.00	09,019	
Teaching Assistant	0.00	-		-		-	-	N/A N/A		-		E1 0E7	PROOF
Irregular Salaries		4 060 005		-		-	-		0.00	51,257	0.00	51,257	
Total	11.67	1,263,205	-	38,538	-	38,538	1,301,743	3.05	0.49	98,024	12.16	1,399,767	1,399,767

* FY2021 FTE figures updated to reflect final adopted position list.

** FY2021 Salary Base includes \$4.75M one-time reduction for mandatory furloughs and central salary savings.

UNIVERSITY OF IDAHO FY 2022 Budget Overview Appropriated Funds

FY 2021 Base Operating Budget (excl. one-time)	\$166,000,000
Adjustments to Base from State General Funds:	
Benefits	\$312,900
CEC	1,405,200
Social Justice Reduction	(500,000)
SWCAP and State ITS Billings	311,500
Total Adjustments from State General Funds	\$1,529,600
Adjustments to Base from Tuition:	\$711,300
Adjustments to Base from Land Grant Endowments:	\$759,100
FY 2022 Base Operating Budget	\$169,000,000

The FY 2022 General Education operating budget totals \$169,000,000, an increase of \$3,000,000 from FY 2021 driven primary by increased state funding but supplemented by an increase in land grant endowment funding and minor adjustments to estimated net tuition. In setting the FY 2022 budget, the university assumed flat net fee paying enrollment from FY 2021 to FY 2022 as part of the implementation of our sustainable budget model.

The majority of expense adjustments for FY 2022 were related to the implementation of CEC which included use of both the FY 2021 CEC (\$1,403,900) and FY 2022 CEC (\$1,405,200) funding from the state. Due to keeping tuition rates flat for both these years, no tuition revenue was included in the CEC funding pool. The \$500,000 social justice reduction, while reflected as a reduction to our base in the state appropriation, is anticipated to be a one-time reduction and therefore the university plans to cover this reduction using one-time resources.

As the university moves forward with its sustainable budget model, we will continue to focus on ensuring that all university resources are used in an effective manner to meet the strategic priorities of the university. The model provides the roadmap for setting the budget and for implementing resource allocations in a responsible manner that rewards performance which moves us towards our goals. The FY 2022 budget is the first set under the parameters of this new model and reflects a university-wide effort to establish reasonable revenue estimates and spending plans. The university community has had the opportunity to provide feedback on the model as a whole and units have had significant input into the metrics that will drive their funding, leading to buy in as well as a common understanding of how funding will work moving into the future.

While the university faced historic budget and operational challenges as a result of COVID-19, we took these challenges head on and feel that the new sustainable budget model and this FY 2022 budget provide the University of Idaho a solid footing for success.

UNIVERSITY OF IDAHO

Budget Distribution by Activity and Expense Class July 1, 2021 - June 30, 2022

		FY2021 Origina	al Budget	FY2022 Origina	al Budget	Changes Prior Ye	
	-	Amount	% of Total	Amount	% of Total	Amount	% Chge
	nue by Source						
	State General Account - ongoing	\$93,596,300	56.38%	\$95,125,900	56.29%	\$1,529,600	1.63%
	State General Account - one time	0 11,738,400	0.00%	0	0.00%	0	0.00% 6.47%
	State Endowments /iillennium Fund/Economic Recover	0	7.07% 0.00%	12,497,500 0	7.39% 0.00%	759,100 0	0.47%
	Student Tuition and Fees	60,665,300	36.55%	61,376,600	36.32%	711,300	1.17%
	otal Operating Revenues	\$166,000,000	100.00%	\$169,000,000	100.00%	\$3,000,000	1.81%
Expe							
	By Function:						
7	Instruction	\$63,908,968	38.83%	\$62,448,964	36.95%	(\$1,460,004)	-2.28%
8	Research	4,882,569	2.97%	4,791,069	2.83%	(91,500)	-1.87% 0.00%
9 10	Public Service	0	0.00% 5.08%	0 9 120 259	0.00% 4.81%	0	-2.77%
10 11	Library Student Services	8,361,665 11,694,625	5.06% 7.11%	8,130,358 11,431,825	4.01% 6.76%	(231,307)	-2.77% -2.25%
12	Student Financial Aid	5,981,026	3.63%	5,981,026	3.54%	(262,800) 0	0.00%
12	Physical Plant	21,436,988	13.02%	23,143,447	13.69%	1,706,459	7.96%
14	Institutional Support	30,028,055	18.24%	32,595,295	19.29%	2,567,240	8.55%
15	Academic Support	13,361,076	8.12%	15,416,635	9.12%	2,055,559	15.38%
16	Auxiliaries	974,528	0.59%	1,006,716	0.60%	32,188	3.30%
17	Athletics	3,966,600	2.41%	4,054,665	2.40%	88,065	2.22%
18 T	- otal Bdgt by Function	\$164,596,100	100.00%	\$169,000,000	100.00%	\$4,403,900	2.68%
	=	· · · · · · · · · · · · · · · · · · ·					
19 E 20	By Expense Class: Personnel Costs:						
21	Salaries:						
22	Faculty	\$44,457,836	27.01%	\$44,878,160	26.56%	\$420,324	0.95%
23	Executive/Admin	6,834,131	4.15%	6,748,801	3.99%	(85,330)	-1.25%
24	Managerial/Prof	25,563,844	15.53%	25,545,123	15.12%	(18,721)	-0.07%
25	Classified	18,337,845	11.14%	18,494,126	10.94%	156,281	0.85%
26	Grad Assist	4,631,773	2.81%	4,724,408	2.80%	92,635	2.00%
27	Irregular Help	870,843	0.53%	1,332,432	0.79%	461,589	53.00%
28	Total Salaries	\$100,696,272	61.18%	\$101,723,050	60.19%	\$1,026,778	1.02%
29	Personnel Benefits	34,440,644	20.92%	33,705,321	19.94%	(735,323)	-2.14%
30	Total Pers Costs	\$135,136,916	82.10%	\$135,428,371	80.14%	\$291,455	0.22%
31	Operating Expense:	AT11010	0.450/	* 224 522	0.400/	77 540	10,100/
32	Travel	\$744,010	0.45%	\$821,520	0.49%	77,510	10.42%
33	Utilities & Debt Service	4,457,126	2.71%	7,442,746	4.40%	2,985,620	66.99%
34	Insurance	1,352,831	0.82%	1,687,131	1.00%	334,300	24.71%
35 36	Other Oper. Exp	18,261,502	11.09%	19,128,935	11.32%	867,433 \$4,264,863	4.75%
30	Total Oper. Exp	\$24,815,469	15.08%	\$29,080,332	17.21%	\$4,204,003	17.19%
37	Capital Outlay:	A 100			0.0=01	(00)	
38	Depart Equipment	\$486,689	0.30%	\$460,116	0.27%	(26,573)	-5.46%
39	Library Acquisitions	4,157,026	2.53%	4,031,181	2.39%	(125,845)	-3.03%
40	Total Cap Outlay	\$4,643,715	2.82%	\$4,491,297	2.66%	(\$152,418)	-3.28%
41 T	ot Bdgt by Exp Class	\$164,596,100	100.00%	\$169,000,000	100.00%	\$4,403,900	2.68%
42	One-time 27th Payroll (GF)	\$0		\$0		\$0	
43	One-time Capital Outlay	\$0		\$0		\$0	
44	Unallocated CEC / Target Positic	\$1,403,900		\$0		(\$1,403,900)	
45 A	Activity Total	\$166,000,000		\$169,000,000		\$3,000,000	1.81%
46 T	OTAL FTE POSITIONS	1,309.23		1,295.85		(13.38)	-1.02%
47 E	Budget Deficit: Holdbacks	\$0		\$0			

UNIVERSITY OF IDAHO

Summary of Salary Changes for FY2022 by Employee Group

	FY2021	Budget Book					Annual S	alar	/ Process							Changes and Adjustments	F	Y2022 Budget Boo	k
							Salary A	djus	tments				FY2021						
									Across the										
Institution/Agency by Group	FTE	Salary Base	Promotion	Μ	erit (CEC) *	Е	quity/Other		Board		Total		Salary	% Incr	FTE	Salary Base	FTE	Salary	% Incr
General Education (U1)																			_
Faculty																			
Professor	132.93	\$ 14,812,918.00	\$ 93,360.00	\$	272,772.84	\$	-	\$	-	\$	366,132.84	\$	15,179,050.84	2.47%	(0.07) \$	(250,522.84)	132.86	\$ 14,928,528.00	0.78%
Associate Professor	153.43	13,399,866.00	110,433.80		279,973.35		-		-		390,407.15		13,790,273.15	2.91%	2.21	1,684.85	155.64	13,791,958.00	2.93%
Assistant Professor	117.35	8,451,905.00	-		152,747.03		-		-		152,747.03		8,604,652.03	1.81%	(19.54)	(1,366,310.03)	97.81	7,238,342.00	-14.36%
Other	85.38	7,793,147.00	-		84,084.52		-		-		84,084.52		7,877,231.52	1.08%	5.06	1,042,100.48	90.44	8,919,332.00	14.45%
Total Faculty	489.09	\$ 44,457,836.00	\$ 203,793.80	\$	789,577.74	\$	-	\$	-	\$	993,371.54	\$	45,451,207.54	2.23%	(12.34) \$	(573,047.54)	476.75	\$ 44,878,160.00	0.95%
Executive/Administrative	37.95	6,834,131.00	-		185,198.42		-		-		185,198.42		7,019,329.42	2.71%	(1.94)	(270,528.42)	36.01	6,748,801.00	-1.25%
Managerial/Professional	360.18	25,563,844.00	-		591,538.18		-		-		591,538.18		26,155,382.18	2.31%	(7.98)	(610,259.18)	352.20	25,545,123.00	-0.07%
Classified	422.01	18,337,845.00	-		392,479.81		-		-		392,479.81		18,730,324.81	2.14%	8.88	(236,198.81)	430.89	18,494,126.00	0.85%
Teaching Assistant	-	4,631,773.00	-		92,635.00		-		-		92,635.00		4,724,408.00	2.00%	-	-	-	4,724,408.00	2.00%
Irregular Help	-	870,843.00	-		-		-		-		-		870,843.00	0.00%	-	461,589.00	-	1,332,432.00	53.00%
Total	1,309.23	\$ 100,696,272.00	\$ 203,793.80	\$ 2	2,051,429.15	\$	-	\$	-	\$ 3	2,255,222.95	\$ 1	102,951,494.95	2.24%	(13.38) \$	(1,228,444.95)	1,295.85	\$ 101,723,050.00	1.02%

* CEC for faculty is shown in their post-promotion rank

LEWIS-CLARK STATE COLLEGE FY2022 BUDGET OVERVIEW Appropriated Funds

2022 State Budget Overview

FY 2021 Base Operating Budget (excl. one-time)	\$36,066,300
Adjustments to Base from State General Funds FY 2021 State Funds Base Personnel Benefits	\$17,309,900 \$60,600
SWCAP CEC Componention Schodule Changes	\$41,400 \$247,100 \$1,400
Compensation Schedule Changes Nursing Program Support Tuition Offset	\$1,400 \$400,000 <u>\$400,000</u>
FY 2022 Base State General Funds	\$18,460,400
Net Increase in Base State General Funds	\$1,150,500
Adjustments to Base from Endowment Funds FY 2021 Endowment Funds	¢0.667.000
Normal School Endowment Fund Adjustment	\$2,667,000 \$76,800
FY 2022 Base State Endowment Funds	\$2,743,800
Net Increase in Endowment Funds	\$76,800
Adjustments to Base from Tuition Funds	* • • • • • • • • • • • • • • • • • • •
FY 2021 Tuition Base Budget	\$16,089,400
FY 2022 Tuition Base Budget	\$15,287,800
Net Decrease in Tuition Budget	(\$801,600)
NET INCREASE IN ALL BASE FUNDS	\$425,700
FY 2022 All Funds Base Budget	\$36,492,000
FY 2022 Operating Budget	<u>\$36,492,000</u>
General Fund (50.59%)	\$18,460,400
Normal School Endowment (7.52%)	\$2,743,800
Tuition (41.89%)	\$15,287,800

The FY2022 General Education operating budget totals \$36,492,000, a reduction of \$105,300 over the FY 2021 operating budget of \$36,597,300 (incl. one-time funds). State General Fund appropriations increased by \$1,150,500 or 6.64% in ongoing funding. An increase in personnel benefits, SWCAP, CEC and Compensation Schedule

Changes provided \$350,500 of the increase. Additionally, LCSC received new funding in the amount of \$400,000 for Nursing Program support as well as \$400,000 for a tuition offset. State Endowment appropriations increased \$76,800 from the FY2021 funding level. Budgeted revenue generated by student tuition, compared to FY 2021 enrollment, contributed to a decrease of \$801,600 or 4.9%.

For FY 2022, the College continues to be fiscally conservative by pausing and reflecting before filling positions, forgoing funding faculty promotions for one year and projecting potential expense as we bring promotions back over the next 5 years, and is prepared for anticipated continued enrollment declines. We will evaluate where to strategically invest in positions as we move the College forward.

Overall, the FY 2022 budget reflects a College wide effort to align anticipated revenue to expenses and to be responsive to uncertain economic conditions.

LEWIS-CLARK STATE COLLEGE

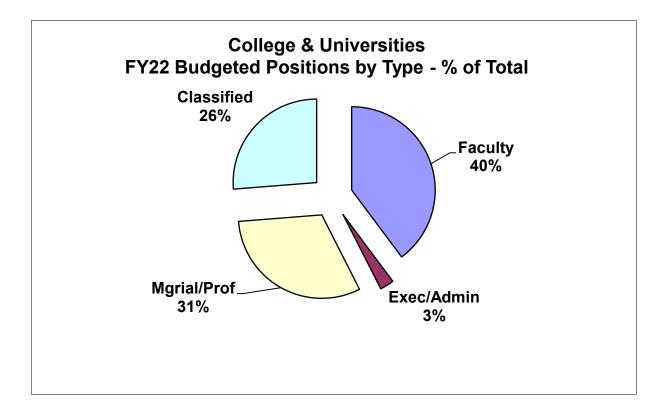
Budget Distribution by Activity and Expense Class July 1, 2021 - June 30, 2022

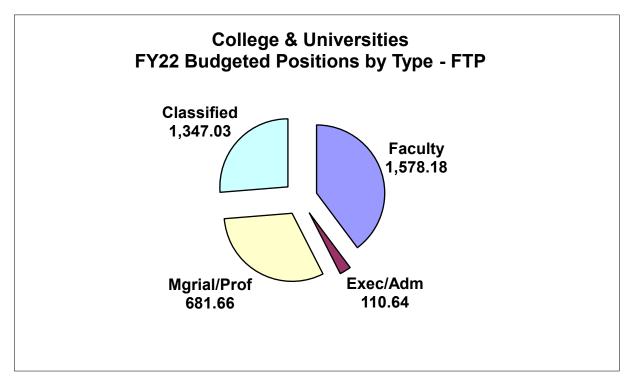
	FY2021 Origina	I Budget	FY2022 Origina	al Budget	Changes from Prior Year		
	Amount	% of Total	Amount	% of Total	Amount	% Chge	
Revenue by Source							
1 State General Account - ongoing	\$17,309,900	47.30%	\$18,460,400	50.59%	\$1,150,500	6.65%	
2 State General Account - one time		0.00%		0.00%	0	0.00%	
3 State Endowments	2,667,000	7.29%	2,743,800	7.52%	76,800	2.88%	
4 Millennium Fund/Economic Recovery	531,000	1.45%	0	0.00%	(531,000)	-100.00%	
5 Student Tuition and Fees	16,089,400	43.96%	15,287,800	41.89%	(801,600)	-4.98%	
6 Total Operating Revenues	\$36,597,300	100.00%	\$36,492,000	100.00%	(\$105,300)	-0.29%	
Expenses By Function:							
7 Instruction	\$16,119,026	44.04%	\$16,869,709	46.23%	\$750,683	4.66%	
8 Research	0	0.00%	93,500	0.26%	93,500	0.00%	
9 Public Service	222,375	0.61%	187,462	0.51%	(34,913)	-15.70%	
10 Library	1,070,289	2.92%	913,408	2.50%	(156,881)	-14.66%	
11 Student Services	3,603,694	9.85%	3,781,542	10.36%	177,848	4.94%	
12 Student Financial Aid	965,600	2.64%	965,600	2.65%	0	0.00%	
13 Physical Plant	3,621,104	9.89%	3,710,136	10.17%	89,032	2.46%	
14 Institutional Support	6,835,868	18.68%	5,660,334	15.51%	(1,175,534)	-17.20%	
15 Academic Support	2,806,705	7.67%	2,836,968	7.77%	30,263	1.08%	
16 Auxiliaries	11,400	0.03%	11,400	0.03%	00,200	0.00%	
17 Athletics	1,341,239	3.66%	1,461,941	4.01%	120,702	9.00%	
			· · · · · · · · · · · · · · · · · · ·		<u>_</u>		
18 Total Bdgt by Function	\$36,597,300	100.00%	\$36,492,000	100.00%	(\$105,300)	-0.29%	
19 By Expense Class:							
20 Personnel Costs:							
21 Salaries:							
22 Faculty	\$9,967,702	27.45%	\$10,498,376	28.77%	\$530,674	5.32%	
23 Executive/Admin	\$1,374,655	3.79%	\$1,485,263	4.07%	110,608	8.05%	
24 Managerial/Prof	\$5,263,046	14.49%	\$5,835,048	15.99%	572,002	10.87%	
25 Classified	\$2,878,684	7.93%	\$2,718,935	7.45%	(159,749)	-5.55%	
26 Grad Assist	Ψ2,070,004	0.00%	ψ2,7 10,000	0.00%	(100,740)	0.00%	
27 Irregular Help	763,413	2.10%	475,128	1.30%	(288,285)	-37.76%	
28 Total Salaries	\$20,247,500	55.75%	\$21,012,750	57.58%	\$765,250	3.78%	
29 Personnel Benefits	7,994,730	22.01%	8,339,585	22.85%	344,855	4.31%	
30 Total Pers Costs	\$28,242,230	77.76%	\$29,352,335	80.43%	\$1,110,105	3.93%	
	<i><i><i><i></i></i></i></i>		<u> </u>		<u> </u>		
31 Operating Expense:							
32 Travel	\$0	0.00%	\$0	0.00%	0	0.00%	
33 Utilities	996,400	2.74%	996,400	2.73%	0	0.00%	
34 Insurance	187,900	0.52%	187,900	0.51%	0	0.00%	
35 Other Oper. Exp	6,442,192	17.74%	5,506,265	15.09%	(935,927)	-14.53%	
36 Total Oper. Exp	\$7,626,492	21.00%	\$6,690,565	18.33%	(\$935,927)	-12.27%	
37 Capital Outlay:							
38 Depart Equipment	\$86,100	0.24%	\$86,100	0.24%	0	0.00%	
39 Library Acquisitions	363,000	1.00%	363,000	0.99%	0	0.00%	
40 Total Cap Outlay	\$449,100	1.24%	\$449,100	1.23%	\$0	0.00%	
41 Tot Bdgt by Exp Class	\$36,317,822	100.00%	\$36,492,000	100.00%	\$174,178	0.48%	
42 One-time 27th Payroll (GF)	\$0		\$0		0		
43 One-time Capital Outlay	\$0		\$0		0		
44 Unallocated CEC + Target Position	\$279,478		\$0		(279,478)		
45 Activity Total	\$36,597,300		\$36,492,000		(\$105,300)	-0.29%	
46 TOTAL FTE POSITIONS	339.98		346.23		6.25	1.84%	
47 Budget Deficit - reserve funds	\$0		\$0				

LEWIS-CLARK STATE COLLEGE

Summary of Salary Changes for FY2022 by Employee Group

				Existing P	ositions				Position A	djustments	То	tal
-		FY2021		Sal	ary Adjustments		FY2022					FY2022
Institution/Agency by Group	FTE	Salary Base	Promotion	Merit (CEC)	Equity	Total	Salary	% Incr	FTE	Salary Base	FTE	Salary Base
General Education												
Faculty												
Professor	37.92	2,836,833	0	122,124	0	122,124	2,958,957	4.30	0.00	(26,818)	37.92	2,932,139
Associate Professor	47.68	2,967,005	0	114,272	0	114,272	3,081,277	3.85	(0.68)	(43,773)	47.00	3,037,504
Assistant Professor	36.05	1,915,831	0	67,443	0	67,443	1,983,274	3.52	6.12	380,455	42.17	2,363,729
Instr/Lect	22.98	1,110,525	0	26,703	0	26,703	1,137,228	2.40	(2.07)	(109,732)	20.91	1,027,496
Part-Time Instructor	0.00	1,137,508	0	0	0	0	1,137,508	0.00	0.00	0	0.00	1,137,508
Total Faculty	144.63	9,967,702	0	330,542	0	330,542	10,298,244	3.32	3.37	200,132	148.00	10,498,376
Executive/Administrative	12.30	1,374,655	0	27,067	0	27,067	1,401,722	1.97	1.00	83,541	13.30	1,485,263
Managerial/Professional	97.26	5,263,046	0	199,184	0	199,184	5,462,230	3.78	9.66	372,818	106.92	5,835,048
Classified	85.79	2,878,684	0	89,707	0	89,707	2,968,391	3.12	(7.78)	(249,456)	78.01	2,718,935
Irregular Help	0.00	763,413	0	0	0	0	763,413	0.00	0.00	(288,285)	0.00	475,128
Total	339.98	20,247,500	0	646,500	0	646,500	20,894,000	3.19	6.25	118,750	346.23	21,012,750





COLLEGE & UNIVERSITIES Operating Budget Personnel Costs Summary July 1, 2021 - June 30, 2022

		FY2021 C	riginal Budget			FY2022 (Driginal Budget	
Classification	FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total
BOISE STATE UNIVERSITY								
Faculty	762.61	\$68,509,289	\$21,727,145	\$90,236,434	772.35	\$69,300,316	\$21,898,055	\$91,198,371
Executive/Administrative	49.29	8,713,330	2,893,445	11,606,775	48.74	8,809,225	2,772,526	11,581,751
Managerial/Professional	687.38	44,726,472	16,913,508	61,639,980	705.03	46,969,984	18,201,172	65,171,156
Classified	349.86	12,718,436	7,458,486	20,176,922	349.82	13,168,572	7,468,867	20,637,439
Irregular Help	010.00	676,976	79,480	756,456	010.02	984,426	88,598	1,073,024
Graduate Assistants		5,473,949	220,818	5,694,767		5,549,106	221,964	5,771,070
TOTAL	1,849.14	\$140,818,452	\$49,292,882	\$190,111,334	1,875.94	\$144,781,629	\$50,651,182	\$195,432,811
	1,010.11		Number of New		26.80	<u> </u>	φ00,001,10 <u>2</u>	\$100,102,011
IDAHO STATE UNIVERSITY								
Faculty	496.88	\$38,175,794	\$ 12,960,859	\$51,136,653	496.15	\$40,823,055	\$ 14,225,759	\$55,048,814
Executive/Administrative	33.10	5,570,660	1,851,631	7,422,291	30.98	5,641,053	1,968,730	7,609,783
Managerial/Professional	315.54	19,584,517	6,593,251	26,177,768	321.41	21,661,149	7,559,751	29,220,900
Classified	396.04	12,779,328	7,279,957	20,059,285	390.20	13,417,686	7,540,749	20,958,435
Irregular Help		3,770,001	338,967	4,108,968		3,887,649	117,708	4,005,357
Graduate Assistants		2,577,800	26,036	2,603,836		3,181,308	408,203	3,589,511
TOTAL	1,241.56	\$82,458,100	\$29,050,700	\$111,508,800	1,238.74	\$88,611,900	\$31,820,900	\$120,432,800
	.,211.00	. , ,	Number of Nev	. , ,	(2.82)	\$00,011,000	\$01,020,000	<i><i><i>ϕ</i></i>,,,,,,,,,,,</i>
					(2.02)			
UNIVERSITY OF IDAHO								
Faculty	489.09	\$44,457,836	\$13,520,564	\$57,978,400	476.75	\$44,878,160	¢12 104 102	\$58,072,342
5	37.95	6,834,131	2,389,864	. , ,		. , ,	\$13,194,182	
Executive/Administrative		, ,		9,223,995	36.01	6,748,801	2,286,800	9,035,601
Managerial/Professional	360.18	25,563,844	10,682,004	36,245,848	352.20	25,545,123	10,422,410	35,967,533
Classified	422.01	18,337,845	7,665,220	26,003,065	430.89	18,494,126	7,545,606	26,039,732
Irregular Help		870,843	85,725	956,568		1,332,432	114,591	1,447,023
Graduate Assistants		4,631,773	97,267	4,729,040		4,724,408	141,732	4,866,140
TOTAL	1,309.23	\$100,696,272	\$34,440,644	\$135,136,916	1,295.85	\$101,723,050	\$33,705,321	\$135,428,371
			Number of New	/ Positions	(13.38)			
LEWIS CLARK STATE COLLE		* ~ ~~ 7 ~~	* *******	* • • • • • • • • • • • •		* 40 400 070		* • • • • • • • • • • •
Faculty	144.63	\$9,967,702	\$3,611,749	\$13,579,451	148.00	. , ,	\$3,777,717	\$14,276,093
Executive/Administrative	12.30	1,374,655	\$418,745	1,793,400	13.30	1,485,263	\$460,356	1,945,619
Managerial/Professional	97.26	5,263,046	\$2,269,237	7,532,283	106.92	5,835,048	\$2,541,568	8,376,616
Classified	85.79	2,878,684	\$1,630,796	4,509,480	78.01	2,718,935	\$1,517,468	4,236,403
Irregular Help		763,413	\$64,203	827,616		475,128	\$42,476	517,604
Graduate Assistants		0		0		0		0
TOTAL	339.98	\$20,247,500	\$7,994,730	\$28,242,230	346.23	\$21,012,750	\$8,339,585	\$29,352,335
			Number of New	/ Positions	6.25			
TOTAL COLLEGE & UNIVERS	ITIES							
Faculty	1,893.21	\$161,110,621	\$51 820 317	\$212,930,938	1 803 25	\$165,499,907	\$53,095,713	\$218,595,620
Exec/Admin	132.64	22,492,776	7,553,685	30,046,461	129.03	22,684,342	7,488,412	30,172,754
		, ,	, ,	, ,		, ,	, ,	
Mgrial/Prof	1,460.36	95,137,879	36,458,000	131,595,879	1,485.56	100,011,304	38,724,901	138,736,205
Classified	1,253.70	46,714,293	24,034,459	70,748,752	1,248.92	47,799,319	24,072,690	71,872,009
Irregular Help	0.00	6,081,233	568,375	6,649,608	0.00	6,679,635	363,373	7,043,008
	0.00	12,683,522	344,121	13,027,643	0.00	13,454,822	771,899	14,226,721
Graduate Assistants								
Graduate Assistants TOTAL	4,739.91	\$344,220,324	\$120,778,956 Number of New	\$464,999,280	4,756.76	\$356,129,329	\$124,516,988	\$480,646,317

Idaho Division of Career Technical Education Postsecondary Career Technical Education Appropriated Funds - FY 2022

Funds are appropriated to Idaho Division of Career Technical Education (IDCTE) for career technical education programs and services. The State Board of Education approved the allocation of the appropriation to postsecondary career technical education at its April 21, 2021 meeting. IDCTE requests approval of the fiscal year 2022 operating budget for postsecondary career technical education.

The allocation of funds for the fiscal year 2022 postsecondary operating budget is based on the strategic plan for career technical education in Idaho as well as Board and legislative intent.

The fiscal year 2022 postsecondary budget reflects an overall increase of \$343,500 or 0.7%. The increase is due to personnel benefit and CEC costs of \$838,200 and offset by removal of one-time capital (\$215,000) and moving the Fire Service Training program from CEI to IDCTE of (\$279,700) in personnel. This budget does not contain capital replacement or line items.

The following schedule is provided for review: Postsecondary State Appropriations Summary - FY 2022

Idaho Division of Career Technical Education By Appropriation Unit, Account Category and Fund

		FY 2022*	FY 2021**	% Inc/(Dcr)	_
1	EDEA - Administration (2.6%)				
2	By Account Category				
3	50 Personnel Costs	1,782,200	3,097,500	(42.5%)	(1)
4	55 Operating Expenditures	386,300	380,900	1.4%	_
5	Total	2,168,500	3,478,400	(37.7%)	
6	By Fund				
7	10000 General Fund	2,148,500	3,140,900	(31.6%)	(1)
8	34800 Federal Grants	20,000	337,500	(94.1%)	(1)
9	Total	2,168,500	3,478,400	(37.7%)	
11	EDEB - Secondary and General (28.1%)				
12	By Account Category				
13	50 Personnel Costs	1,574,600	484,300	225.1%	(1)
14	55 Operating Expenditures	1,134,700	667,000	70.1%	(1)
15	70 Trustee and Benefit Payments	20,973,800	20,479,400	2.4%	(4)
16	Total	23,683,100	21,630,700	9.5%	
17	By Fund	-,,	,,		
18	10000 General Fund	16,153,500	14,092,600	14.6%	(1)
19	10000 General Fund (One-Time)	0	377,300	(100.0%)	(2)
20	27400 Hazardous Materials	0	67,800	(100.0%)	(1)
21	34500 Federal COVID-19 Relief	210,000	0	(/	(3)
22	34800 Federal Grants	7,294,600	7,078,000	3.1%	(-)
23	34900 Miscellaneous Revenue	25,000	15,000	66.7%	(1)
24	Total	23,683,100	21,630,700	9.5%	_ ()
20		-,,	,,		
26	EDEC - Postsecondary (58.5%)				
27	By Account Category	40.000.000		0.00/	
28	50 Personnel Costs	43,209,800	40,518,700	6.6%	
29	55 Operating Expenditures	3,534,000	3,518,500	0.4%	
30	60 Capital Outlay	0 500 000	204,300	(100.0%)	
31	70 Trustee and Benefit Payments	2,500,000	0	11 20/	(4)
32	Total	49,243,800	44,241,500	11.3%	
33	By Fund	40.042.000	44.007.000	11 00/	(4)
34	10000 General Fund	49,243,800	44,037,200	11.8%	(1)
35	10000 General Fund (One-Time)	0	204,300	(100.0%)	-
36	Total	49,243,800	44,241,500	11.3%	
38	EDED - Educator Services (3.4%)				
39	By Account Category				
40	50 Personnel Costs	166,500	0		(1)
41	55 Operating Expenditures	509,900	0		(1)
42	70 Trustee and Benefit Payments	2,222,900	1,881,900	18.1%	(1,4)
43	Total	2,899,300	1,881,900	54.1%	
44	By Fund				
45	10000 General Fund	2,624,300	1,711,900	53.3%	(1)
46	21800 Displaced Homemaker	0	170,000	(100.0%)	(1)
47	34900 Miscellaneous Revenue	275,000	0		_
48	Total	2,899,300	1,881,900	54.1%	
49 50	EDEJ - Related Programs (7.4%)				

		FY 2022*	FY 2021**	% Inc/(Dcr)	_
51	By Account Category				_
52	50 Personnel Costs	593,100	237,700	149.5%	(1,5)
53	55 Operating Expenditures	313,100	433,500	(27.8%)	(1,5)
54	70 Trustee and Benefit Payments	5,294,700	3,719,900	42.3%	(4,5)
55	Total	6,200,900	4,391,100	41.2%	
56	By Fund				
57	10000 General Fund	2,837,400	1,107,700	156.2%	(1)
58	21800 Displaced Homemaker	170,000			(1)
59	27400 Hazardous Materials	67,800			(1)
60	34800 Federal Grants	3,110,700	2,983,400	4.3%	(6)
61	34900 Miscellaneous Revenue	15,000	300,000	(95.0%)	(1)
62	Total	6,200,900	4,391,100	41.2%	
64	EDEK - Other Services (Continuous Approp	riation per IC 33-490	4)		
65	By Account Category				
66	70 Trustee and Benefit Payments	0	0		_
67	Total	0	0		
68	By Fund				
69	31901 Motorcycle Safety Training	0	0		_
70	Total	0	0		
72	All Functions				
73	By Account Category				
74	50 Personnel Costs	47,326,200	44,338,200	6.7%	
75	55 Operating Expenditures	5,878,000	4,999,900	17.6%	
76	60 Capital Outlay	0	204,300	(100.0%)	
77	70 Trustee and Benefit Payments	30,991,400	26,081,200	18.8%	_
78	Total	84,195,600	75,623,600	11.3%	(7)
79	By Fund				
80	10000 General Fund	73,007,500	64,090,300	13.9%	
81	10000 General Fund (One-Time)	0	581,600	(100.0%)	
82	21800 Displaced Homemaker	170,000	170,000	0.0%	
83	27400 Hazardous Materials	67,800	67,800	0.0%	
84	34500 Federal COVID-19 Relief	210,000	0		
85	34800 Federal Grants	10,425,300	10,398,900	0.3%	
86	34900 Miscellaneous Revenue	315,000	315,000	0.0%	_
87	Total	84,195,600	75,623,600	11.3%	(7)
00					_

89 * Realigned for Luma project implemtation and net of prior ongoing 2% base reduction

90 2% CEC; .5% variable benefits; no change in health premium

91 ** Net of ongoing 2% base reduction and subsequent one-time 5% budget reduction

92 2% CEC; .55% variable benefits; no change in health premium

93 1) FY 2022 Luma project realignment; zero-sum agency-wide

94 2) Funding for InSpIRE cohort (S1329) and shift to in-house Inspire 2.0 (S1426)

95 3) FY 2022 HERF funds remaining balance available until Sep. 30, 2021

96 4) FY 2022 Building Idaho's Future (BIF) funding = \$4,750,000 in Trustee and Benefit Payments

97 5) FY 2022 Moved Fire Service Training program from postsecondary to IDCTE; zero-sum

98 6) Federal Apprenticeship grant; increases in Adult Education and Perkins grants

99 7) \$8.57M variance significantly from \$4.75M BIF in FY 2022 and \$3.4M (5% reduction) in FY 2021;

100 7.4% increase over the FY 2021 original appropriation.

University of Idaho

FY2022 Budget Overview

Agricultural Research and Extension Service

In FY2022 the Agricultural Research and Extension Service (ARES) Appropriation received an increase of 1.8% from the original FY2021 appropriation, including an additional \$479,300 for Changes in Employee Compensation, and \$107,400 for benefit costs.

From FY2021, the ongoing ARES appropriation changed spending plans between object lines to accomplish the 2% permanent budget reduction with the least impact on service delivery to Idahoans. Therefore, the allocation of funding by object reflects ARES's ability, per the appropriation bill language, to move spending authority between categories as needed and what is being submitted reflects the current spending plan as follows:

- Reduction of \$297,300 in Operating Expenditures
- Increase of \$297,300 in Personnel Costs.

With the support of the ARES appropriation, the University of Idaho's College of Agricultural and Life Sciences will continue to serve the needs of the citizens and stakeholders of Idaho.

UNIVERSITY OF IDAHO AVAILABILITY AND ALLOCATION OF FUNDS FOR FY2022 AGRICULTURAL RESEARCH AND EXTENSION SYSTEM

1	FUNDS AVAILABLE	FTE	Α	MOUNT
2 3	FY2021 Operating Budget Base	306.99	\$ 32	2,108,400
4 5 6 7	Adjustments: Reappropriation Adjustments: Appropriation Adjustment- Executive Hold Adjustments: Remove One-Time Restore Rescissions	back	•	1,605,400) 1,605,400
7 8 9 10 11	Adjustments: FTP Additions Adjustments: FTP Adjustment FY2021 Adjusted Budget Base	(6.48) 300.51	\$ 32	- - 2,108,400
12 13 14	Additional Funding for FY2021		\$	<u> </u>
15 16 17 18	Total Funding Reduction Total Funds Available for FY2021	300.51	\$ \$32	- - 2,108,400
19 20 21 22		000 54	• • •	
23 24 25 26 27	FY2022 Adjusted Budget Base MCO Increases/Decreases to Budget Base Replacement items Inflationary Adjustments	300.51	\$ 32 \$ \$	-
28 29 30	Benefit Costs Change in Employee Compensation		\$ \$	107,400 479,300
31 32 33	Total MCO Increases/Decreases	-	\$	586,700
34 35 36 37	Occupancy Costs FTE Reduction	- (6.74)	\$	
37 38 39 40	Total Enhancements Total Increases	(6.74) (6.74)	\$	- 586,700
40 41	FY2022 Operating Budget	293.77	\$ 32	2,695,100

AGRICULTURAL RESEARCH & EXTENSION SERVICE

Operating Budget Personnel Costs Summary

July 1, 2021 - June 30, 2022

		FY2021 O	perating Budg	et	FY2022 Operating Budget					
Classification	FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total		
Faculty	168.05	\$13,181,687	\$4,040,973	\$17,222,660	164.74	\$13,695,903	\$4,127,094	\$17,822,997		
Executive/Administrative	2.13	406,379	\$124,758	531,137	2.13	415,786	\$125,328	541,114		
Managerial/Professional	36.84	2,613,436	\$1,092,416	3,705,852	36.08	2,654,267	\$1,110,292	3,764,559		
Classified	93.49	3,979,950	\$1,663,619	5,643,569	90.82	3,882,367	\$1,623,117	5,505,484		
Irregular Help		348,017	27,493	375,510		348,017	29,929	377,946		
Graduate Assistants		432,000	9,072	441,072		480,000	14,400	494,400		
TOTAL	300.51	\$20,961,469	\$6,958,332	\$27,919,800	293.77	\$21,476,340	\$7,030,160	\$28,506,500		
I	Personnel Cost per FY2021 JFAC Proof		\$27,622,500	Personnel	Cost per FY202	2 JFAC Proof	\$28,209,200			
			Variation	\$297,300 (1)			Variation	\$297,300 (1)		

(1) The additional \$297,300 in PC are reduced from OE to reflect current ARES spending plans.

Per the appropriation bill language, ARES was given the exemption to move spending authority between categories as needed.

HEALTH EDUCATION PROGRAMS

FY 2022 Operating Budget

1	FY 2021 BUDGET	FY 2022 BUDGET	PERCENT of CHANGE
2 By Program:			
3 WIMU Veterinary Education	2,205,500	2,258,800	2.42%
4 WWAMI Medical Education	6,680,400	6,879,400	2.98%
5 Idaho Dental Education Program	1,960,700	2,010,900	2.56%
6 University of Utah Medical Education	2,208,800	2,446,600	10.77%
7 Family Medicine Residencies	5,865,000	6,023,700	2.71%
8 Boise Internal Medicine Residency	895,000	895,000	0.00%
9 Psychiatry Residency	597,800	837,800	40.15%
10 Eastern Idaho Medical Residencies	1,805,000	2,165,000	19.94%
11 Total Programs	22,218,200	23,517,200	5.85%
12 By Fund Source:			
13 General Fund	21,880,900	23,166,800	5.88%
14 Student Fee Revenue	337,300	350,400	3.88%
15 Total Funds	22,218,200	23,517,200	5.85%
16 By Expenditure Classification:			
17 Personnel Costs	4,520,500	4,745,900	4.99%
18 Operating Expenditures	2,292,700	2,334,600	1.83%
19 Capital Outlay	5,500	5,500	0.00%
20 Trustee & Benefits	15,399,500	16,431,200	6.70%
21 Lump Sum	0	0	0.00%
22 Total Expenditures	22,218,200	23,517,200	5.85%
23 Full Time Position	37.65	39.65	5.31%

24 Budget Overview

The FY 2022 budget for Health Education Programs reflects a 5.85% increase including contract inflation totaling \$293.6k, 2% ongoing CEC of \$78.8k, and benefit cost decrease of \$17.9k. University of Utah program received \$180k for three new psychiatry residents at \$60k each. Family Medicine Residency received 1 FTP and \$50k for resident support. Family Medicine Residency received \$120k and 2 FTP for the third year of the Idaho State University Family Medicine Residency program Rexburg rural training track at a per resident amount of \$60k each. Psychiatry Residency received \$240k for four new residents at \$60k each. Eastern Idaho Medical Residencies received \$360k for six new residents at \$60k each. Bingham Internal Medicine funding was reduced to zero after it lost its accreditation.

SPECIAL PROGRAMS

FY 2022 Operating Budget

1		FY 2021 BUDGET	FY 2022 BUDGET	PERCENT of CHANGE
	Program:			
3	Forest Utilization Research	1,421,000	1,447,700	1.88%
4	Geological Survey	1,105,200	1,128,300	2.09%
5	Scholarships and Grants:			
6	Idaho Promise Scholarship - A			0.00%
7	Atwell Parry Work Study Program	1,186,000	1,186,000	0.00%
8	Teachers/Nurses Loan Forgiveness	0	0	0.00%
9	Armed Forces/Public Safety Officers	200,000	200,000	0.00%
10	Scholarships Program Manager	90,000	91,400	1.56%
11	Opportunity Scholarship	20,777,300	20,777,300	0.00%
12	Postsecondary Credit Scholarship	1,000,000	1,000,000	0.00%
13	GEARUP Scholarship	4,504,600	4,505,100	0.01%
14	Total Scholarships and Grants	27,757,900	27,759,800	0.01%
15	Museum of Natural History	624,700	637,200	2.00%
16	Small Business Development Centers	681,400	1,223,000	79.48%
17	TechHelp	362,800	671,500	85.09%
18	Total Programs	31,953,000	32,867,500	2.86%
19 By	Fund Source:			
20	General Fund	26,427,700	26,516,700	0.34%
21	Miscellaneous Funds	1,000,000	1,000,000	0.00%
22	Federal Funds	4,525,300	5,350,800	18.24%
23	Total Funds	31,953,000	32,867,500	2.86%
24 By	Expenditure Classification:			
25	Personnel Costs	4,099,100	4,188,600	2.18%
26	Operating Expenditures	186,000	1,011,000	443.55%
27	Capital Outlay	07 007 000	07.007.000	0.00%
28	Trustee/Benefit or Lump Sum Payments	27,667,900	27,667,900	0.00%
29	Total Expenditures	31,953,000	32,867,500	2.86%
30 Ful	Time Position	46.59	46.59	0.00%

Budget Overview

The FY 2022 budget for Special Programs reflects a 2.86% increase including a 2% CEC and benefit increases. Small Business Development Centes received \$525k for CARES Act spending authority. TechHelp received \$300k for CARES Act spending authority.

FY2021 ALTERATION AND REPAIR PROJECT REQUESTS

AGENCY / INSTITUTION	DPW RECOMMENDEL	AGENCY REQUESTS	PRIORITY
EDUCATION, STATE BOARD OF			
BOISE STATE UNIVERSITY			
Renovations/Upgrades, Labs	400,00	0 400,000	1
Classroom Improvements, Active Learning	1,100,00		2
Roof Replacement, Hemingway	150,00	0 150,000	3
Modular Data Center	1,400,00	0 1,400,000	4
Hood Integration, Research Lab	500,00	0 500,000	5
Renovations, 1st Floor, Albertsons Library	250,00	0 250,000	6
BOISE STATE UNIVERSTIY CONTINUED			
Roof Replacement, Children Center, College of Education		200,000	7
Renovation for CID, Albertsons Library, Ph 2	300,00	0 300,000	8
Electronic Access, Ph 3	300,00		9
Brick Plaza Replacements	350,00	0 350,000	10
Roof Replacement, ExtraMile Arena		1,000,000	11
Replace Boiler, Yanke Family Research Park	400,00	0 400,000	12
Replace Main Áir Handler, Liberal Arts		500,000	13
Sidewalk Repair, Campus Wide		145,000	14
	80,00	0 80,000	15
Master Plan/Study, Infrastructure Assessment, Ph 1 Replace Electrical Switch Gear, SPEC HVAC Validation, Science Building Renovate Office Suite, Rms 210/215, Albertsons Library Replace Clean Room HEPA Filter Replace Chiller, ExtraMile Arena		100,000	16
HVAC Validation, Science Building	120,00	0 125,000	17
Renovate Office Suite, Rms 210/215, Albertsons Library		100,000	18
Replace Clean Room HEPA Filter		80,000	19
Replace Chiller, ExtraMile Arena		800,000	20
Library Acoustics Renovation, Albertsons Library		125,000	21
Replace HVAC System, Pool, Kinesiology Annex		800,000	22
Research Facility, Human Environment Systems		250,000	23
Power Loop, South Campus		350,000	24
Replace HVAC Controls, Multiple Buildings		800,000	25
Upgrade Emergency Equipment, Campus Wide		100,000	26
Emergency Generator Network, Campus Wide		300,000	27
Renovate 1st Floor, Grant Avenue Annex 1		150,000	28
Upgrade Fire Alarm/Emergency Notification		100,000	29
Upgrade Plumbing System, Bronco Gym		200,000	30
Upgrade Rooftop Acess/Fall Protection, Multiple Buildings		250,000	31
Mass Notification System, Campus Wide		230,000	32
Pedestrian/Bicycle Circulation, MP/Safety Improvements, Campus Wide		300,000	33
Pull-Down Stations, Emergency Notificaiton System, Multiple Buildings		105,000	34
Upgrades, Data Center, MEC 204		160,000	35
Upgrae Student Study Areas, Engineering		100,000	36
Upgrade Deionized Water Distribution System, Lab, Science Building		950,000	37
Replace/Add Emergency Phone, Ph 3, Campus Wide		150,000	38
Masonry Repair, Campus Wide		150,000	39
Genset Backup, Science		300,000	40
Replace Skylights, Yanke, Engineering		200,000	41
Fire Suppression, Gage Street		85,000	42
Remodel Entry, SMASH		250,000	43
Exterior Wayfinding Signage, Ph 1, Campus Wide		500,000	44
Replace Window Film, SMASH		30,000	45
Replace Carpet, Albertsons Library		200,000	46
Fume Control, Paint Booth, HML		75,000	47
		- ,	
Electrical Expansion, Albertsons Library		300,000	48

FY2021 ALTERATION AND REPAIR PROJECT REQUESTS

AGENCY / INSTITUTION		DPW RECOMMENDED	AGENCY REQUESTS	PRIORITY
IDAHO STATE UNIVERSITY				
Remodel Classrooms 108A/108B, Roy F. Christensen		112.200	112.200	1
Restore Fire Doors, Reed Gym		120.000	120,000	2
Remodel Scene Shop, Stephens Performing Arts Center		98,800	98,800	3
Replace Roof, Oboler Library		592,600	592,600	4
Remodel/Expand Clinic, Ph 2, Meridian		979.300	979.300	5
Remodel Classrooms, Liberal Arts		644,200	644,200	6
Replace Carpet, 1st/2nd Floors, Graveley Hall		149,900	149,900	7
Replace Roof, ERC		232,600	232,600	8
Roof Replacement, Partial, Reed Gym		283,500	283,500	9
Repair Utility Tunnel, Pocatello Campus		950,000	950,000	10
Replace Cooling Tower Pumps/Valves, Roy F. Christensen		54,000	54,000	11
Replace Roof, Roy F. Christensen		748,200	748,200	12
Replace Chillers, Lecture Center		205,850	205,850	13
IDAHO STATE UNIVERSITY CONTINUED			,	
Replace Chiller, Physical Science			449.420	14
Replace Chiller, Chemistry, Physical Science			510,370	14
Replace VFDs, Ph 1, Various Buildings			350,000	16
			1.250.360	17
Repairs/Upgrades, HVAC, Ph 2, Administration Replace Windows, Ph 1, Administration			1,185,500	18
Concrete Repair, Pocatello Campus			149,000	19
Concrete Repair, Pocatello Campus Replace Concrete/Landscaping, Hypostyle New Flooring, Corridor, Meridian Exterior LED Lighting, Meridian Roof Replacement, Colonial Hall Upgrades, Entry, Meridian			149,000	20
New Flooring, Corridor, Meridian			222,600	20
Exterior LED Lighting Maridian			45,100	22
Exterior LED Lighting, Meridian			76.600	23
Roof Replacement, Colonial Hall			125,250	23
Upgrades, Entry, Meridian			219,900	24
Exterior Lighting, Memorial Dirve, Pocatello Exterior Lighting, MLK Jr. Way, Pocatello			219,900	25
Exterior Lighting, Red Hill Road, Pocatello			37,800	20
Exterior Lighting, Ked Hill Koad, Pocatello Exterior Lighting, Stacy Dragila Way, Pocatello			173,400	28
Exterior Lighting, Class Dragina Way, Pocatello Exterior Lighting, Cesar Chavez & Humboldt St., Pocatello			164,500	29
Flooring Replacement, Ph 2, Liberal Arts			168,000	30
Install Storefront Glazing, Business Administration			42.600	31
LED Lighting, Plant Sciences/College of Education			196,900	32
New Breakroom, Administration			50,700	33
Remodel Restroom, 2nd Floor, Graveley Hall			90.600	34
ADA Restroom Remodel, Speech Pathology & Audiology			30,000	35
ADA Restroom Remodel, Albion Hall			48,700	36
Replace Lighting, Bartz Way, Pocatello			167.000	37
Remodel Career Center, Museum			207,600	38
Carpet/Paint, Corridor, College of Education			54,800	39
Repaint Exterior, Meridian			98,300	40
Door Access Control, Ph 2, Multiple Buildings			571,800	41
	SUBTOTAL	5,171,150	12,188,750	
		3,111,100	,	
IDAHO STATE UNIVERSITY UNIVERSITY PLACE				
Relocate Testing Center, Tingey, Idaho Falls		346.800	346.800	1
Concrete Repair, Idaho Falls Campus		0.0,000	90,000	2
Re-Engineer Stormwater Controls, Idaho Falls			627,900	3
Flooring Replacement, CHE			156,600	4
	SUBTOTAL	346,800	1,221,300	-
)	.,,500	

FY2021 ALTERATION AND REPAIR PROJECT REQUESTS

AGENCY / INSTITUTION	DPW RECOMMENDED	AGENCY REQUESTS	PRIORITY
UNIVERSITY OF IDAHO			
Repairs/Repaving, Idaho Ave Expansion	1,075,100	1,075,100	1
Replace AC Mains, Domestic Water System, Ph 1	852,700	852,700	2
Roof Replacment, Menard Law Building	586,400	586,400	3
Storm Sewer/Pavement Repairs, Rayburn Street	260,000	260,000	4
Study/Plan, University Water Systems	150,000	150,000	5
Roof Repair, Reclaimed Water Storage Tank	40,500	40,500	6
Exterior Masonry Repairs, Admin Building, Ph 1	909,500	909,500	7
Upgrades/Improvements, SCADA Systems, Ph 1	970,000	970,000	8
HVAC Upgrade, Janssen Engineering Building, Ph 4		749,900	9
Replace Windows, Morrill Hall, Ph 2	250,000	250,000	10
Repair/Improvements, Sanitary/Storm Sewer Systems		155,300	11
Emergency Generator, Steam Plant		850,000	12
Emergency Generator, Domestic Water System		611,400	13
Repairs, Campus Drive, Ph 2		716,400	14
Repairs, Campus Drive, Ph 3		750,000	15
Roof Replacement, Student Health Center		285,000	16
Recoat I-Tank Exterior, Domestic Water System		203,300	17
Reconfigure/Rebuild, Nez Perce Drive		936,500 665,300	18 19
Replace AC Mains, Domestic Water System, Ph 2		850,000	20
Exterior Masonry Repairs, Admin Building, Ph 2 UNIVERSITY OF IDAHO CONTINUED		000,000	20
Replace Floor, Lower Level, Niccolls Building		262,500	21
HVAC Upgrade, Life Sciences South, Ph 3		1,298,300	22
HVAC, LHSOM, Ph 1		909,500	23
HVAC, Gibb Hall, Ph 2		1,296,200	24
Replace Undercrossing, Perimeter Drive, Paradise Creek		1,082,300	25
Replace Roof, Hays/Forney Halls		538,500	26
Replace AC Mains, Domestic Water System, Ph 3		606,200	27
HVAC, Administration Building, Ph 2		1,299,300	28
HVAC, Gibb Hall, Ph 3		1,299,300	29
Replace Roof, Facilities Services		475,000	30
SUBTOT	AL 5,094,200	20,934,400	
LEWIS-CLARK STATE COLLEGE	220.000	000 000	1
Roof Replacement, Activity Center/Activity Center West	220,000	220,000	1 2
Access Points, Campus Security, Center for Arts and History Study, Deferred Maintenance	225,000 75,000	225,000 75,000	2
Study, Deterred Maintenance Study, Information Technology Infrastructure	50,000	50,000	4
Fire/Sprinkler System, Mechanical/Technical Building	475,000	475,000	5
Remodel, First Floor, Clearwater	110,000	700,000	6
Individual Building Metering, Campus Wide		90,000	7
HVAC, Retro Commissioning		60,000	8
SUBTOT	AL 1,045,000	1,895,000	
		,,	
NORTH IDAHO COLLEGE			
Restroom Remodel/Refresh, Hedlund	275,000	275,000	1
Roof Replacement, Hedlund	526,000	526,000	2
Steam Plant Elimination, Ph 2		465,201	3
Window Replacement, Molstead Library	83,508	83,508	4
Window Replacement, Bosewell Hall		360,000	5
SUBTOTA	AL 884,508	1,709,709	
COLLEGE OF EASTERN IDAHO			
Roof Replacement, Christopherson Building	1,067,000	1,067,000	1
Campus Irrigaton Project, Ph 2		100,000	2
Parking Lots/Roads, Chip/Sealcoat		0	3
DEFAC	AL 1,067,000	1,167,000	

PBPAG ----

FY2021 ALTERATION AND REPAIR PROJECT REQUESTS

AGENCY / INSTITUTION		DPW RECOMMENDED	AGENCY REQUESTS	PRIORITY
COLLEGE OF SOUTHERN IDAHO Replace Roof, Burley Northwest Annex Replace Roof, Burley A Hall				
Replace Roof, Burley Northwest Annex		240,000	240,000	1
Replace Roof, Burley A Hall		300,000	300,000	2
Replace Roof, Herrett North End		220,000	220,000	3
Replace Roof, Desert/Canyon Building		300,000	300,000	4
Repair Asphalt, Frontier Road			315,000	5
Replace Door/Window Assemblies, Shields Building North			115,000	6
Replace Roof, Lower Section, Meyerhoeffer			170,000	7
HVAC Controls, Taylor Building		1 060 000	550,000	8
	SUBTOTAL	1,060,000	2,210,000	
COLLEGE OF WESTERN IDAHO				
Makeup Air/Exhaust Fan, Canyon County Center		390,000	390,000	1
Phoenix Valve Renewal, Academic Building, Nampa Campus		000,000	370.000	2
Exterior Lighting Renewal, Academic Building, Nampa Campus		175,000	175,000	3
Classroom Upgrade, Academic Building, Nampa Campus			100,000	4
HVAC Upgrades/Energy Efficiency, Micron Education Center			50,000	5
	SUBTOTAL	565,000	1,085,000	
SBOE CONTINUED				
IDAHO EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND				
Restroom Renovation, Main Building Classroom		600,000	900,000	1
Resurface East Parking Lot			400,000	2
Replace Track Surface			600,000	3
Upgrade Fire Alarm System			500,000	4 5
Roof/Drain Replacement, Old Gym, CTE Shop	-	600,000	<u>310,000</u> 2,710,000	5
		000,000	2,710,000	
	TOTAL SBE:	21,183,658	60,911,159	
		, ,	00,011,100	

AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY 2023 Line Item Budget Requests

REFERENCE

April 2021

Board approved guidance to the 4-year institutions regarding submission of line item requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1. Title 67, Chapter 35, Idaho Code

BACKGROUND/ DISCUSSION

Guidance provided by the Division of Financial Manager (DFM) in the prior year was to not request line items due to revenue uncertainties related to the COVID-19 pandemic. As a result, the institutions and agencies did not request line items for FY 2022. For FY 2023, DFM has provided guidance that agencies and institutions should operate as they did prior to the COVID-19 pandemic and stated that agencies may request up to two line items that do not exceed 5% of the institution's FY2022 general fund appropriation.

As discussed at its April 2021 meeting, the State Board of Education (Board) directed the college and universities to limit Fiscal Year 2023 budget line items requests to up to two (2) line items in priority order, the total value of which shall not exceed five percent (5%) of an institution's FY2022 total General Fund appropriation. Requests for occupancy costs for eligible space and faculty promotions will not count towards the two line item limit or the 5% cap.

Subsequently, the Board will approve the final budget request at the August 2021 meeting. Following Board approval in August, the budget requests will be submitted to the Legislative Services Office (LSO) and Division of Financial Management (DFM) by September 1, 2021.

The line items represent the unique needs of the institutions and agencies and statewide needs. Following review, the Board may prioritize the line items for the institutions. The line items are summarized separately, one summary for the college and universities and one for the community colleges and agencies. The detail information for each line item request is included on the page referenced on the summary report.

There are at least two line items intending to be submitted as systemwide requests.

IMPACT

Once the Board has provided guidance on priority, category, dollar limit, etc., Board staff will work with the Business Affairs and Human Resources (BAHR) Committee, DFM and the agencies/institutions to prepare line items to be approved at the August Board meeting.

ATTACHMENTS

Attachment 1 – June 3, 2021 Memo from the Division of Financial Management

STAFF COMMENTS AND RECOMMENDATIONS

Staff asked the institutions to provide as much detail as possible for their line item requests to be submitted for the June Board meeting.

Although significant work was done by the institutions in preparation for this Board meeting, a memo from the Division of Financial Management on June 3, 2021 redirected all agencies and institutions as follows;

To align ongoing expenses with ongoing revenue, each agency supported by General Fund must prepare its FY 2023 budget with a total General Fund request not to exceed its FY 2022 original ongoing General Fund appropriation by an amount more than 3.1%.

Board Staff will work with the Division of Financial Management and the institutions to bring revised items back to BAHR for discussion no later than the August Board Meeting.

BOARD ACTION

This item is for informational purposes only.

BRAD LITTLE Governor

ALEX J. ADAMS Administrator



DIVISION OF FINANCIAL MANAGEMENT

Executive Office of the Governor

June 3, 2021

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TO: Agency Directors and Fiscal Officers

FROM: Alex J. Adams, Administrator

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SUBJECT: FY 2023 Budget Preparation Guidance

State of Idaho

DFM and LSO will soon jointly issue the Budget Development Manual (BDM) which provides agencies with technical guidance on preparing their annual budget requests.

This memo outlines Governor Little's expectations for the FY 2023 budget preparation. It also provides guidance to agencies about requesting American Rescue Plan Act (ARPA) funds.

A. General Overview

Idaho's economic rebound during COVID-19 has continued to defy expectations. Governor Little was able to leverage a record surplus into historic infrastructure investments in FY 2022 that will continue our state's strong economic trajectory, while also investing in state employees by awarding a 4% CEC.

We are optimistic about the future, yet it is important to acknowledge the General Fund growth we are seeing is buoyed, in part, by substantial and unsustainable federal spending levels. Stimulus checks, PPP loans, and enhanced unemployment benefits show up in the form of state sales tax collections and state income tax filings. Similarly, some state dedicated funds have likely accumulated one-time excesses.

To be conservative, we did not adjust the state General Fund revenue forecast for the economic impact of the COVID-19 Relief Act from December, or ARPA in March. Thus, there should be little surprise that we will see a significant year-end surplus for the second straight year.

This year-end surplus of one-time funds will be extremely beneficial in making additional needed infrastructure investments and lessening the state's deferred maintenance liability. It is important that directors and fiscal officers communicate within your agencies to ensure that the forthcoming year-end surplus does not beget unrealistic expectations for the FY 2023 agency budget request.

The Governor is committed to ensuring a structurally balanced budget in which *ongoing* expenses do not exceed *ongoing* revenues. Governor Little is also preparing for significant education investments in FY 2023 which will be the top priority for General Funds next session. This memo accounts for these factors in planning for the FY 2023 budget.

B. FY 2022 General Fund Supplemental Requests

Agencies must actively manage their budget and absorb all costs in their existing FY 2022 appropriation to avoid General Fund supplemental requests. If an extraordinary circumstance has occurred in which a General Fund supplemental request may not be absorbed, the agency head should set up a joint meeting with the Governor's Chief of Staff and the DFM Administrator to discuss options no later than August 6, 2021.

C. FY 2023 General Fund Agency Requests

C1. General Fund Budget Growth

To align ongoing expenses with ongoing revenue, each agency supported by General Fund must prepare its FY 2023 budget with a total General Fund request not to exceed its FY 2022 original ongoing General Fund appropriation by an amount more than 3.1%. An exception is made for the public schools budget (agency code 500). For convenience, this total can be found for your agency in the appendix to this memo.

This 3.1% growth factor is inclusive of all the requisite adjustments found in the Budget Development Manual. While the BDM is still being finalized, agencies will likely see a flat health insurance appropriation and an unemployment insurance holiday, providing additional budget capacity for agencies.

DFM will <u>not</u> accept an agency budget submission more than this amount without prior approval of the Governor's Chief of Staff and the DFM Administrator.

C2. Line-Item Enhancement Requests

If an agency intends to request a line-item enhancement from *any* source of funding, the agency must meet with their Governor's office contact and DFM analyst no later than August 6, 2021 to discuss its necessity for inclusion.

Agencies must adhere to the following:

- General Fund line-item requests must be within the budget cap established under C1 of this memo.
- Line-items relating to personnel matters (e.g., reclassification, etc.) must have *prior* written attestation from the Division of Human Resources that the request is in alignment with all statewide HR policies, including pay.
- Line-items that involve custom information technology must have *prior* written attestation from:
 - Office of Information Technology Services that no off-the-shelf technology can meet the agency's need and that ITS supports the request; and
 - State Controller's Office that the proposed technology is Luma compatible.

DFM will **not** accept an agency budget submission that has not been vetted through this process.

C3. ARPA Funding Requests

Agencies that receive direct ARPA funds for specific grant programs should build their requested amounts into their FY 2023 submission or as an FY 2022 supplemental if there is demonstrable need.

Governor Little will be working closely with legislative leadership on a plan of action for ARPA discretionary funds. Thus, agencies may <u>not</u> request discretionary ARPA funds from the State Fiscal Recovery Fund or COVID-19 Capital Projects Fund as part of their budget submission. To the extent agencies have specific ideas for the State Fiscal Recovery Fund that are one-time in nature, please raise them with your Governor's Office contact and DFM analyst no later than August 6, 2021 for consideration of addition *as a Governor's recommendation*.

Prior to raising ARPA discretionary ideas with staff:

- Review the principles governing ARPA appropriations outlined in Senate Bill 1204 (<u>link</u>) to ensure conformity to legislative intent; and
- Vet ideas with your legal counsel for conformity to U.S. Treasury guidance (<u>link</u>), and be prepared to identify which portion of the guidance the idea would implement.

D. <u>Summary of Key Dates</u>

- August 6, 2021
 - Last day to meet with Governor's office contacts and DFM analysts to discuss potential line-items for FY 2023 or ARPA discretionary fund items.
 - Last day to meet with Governor's Chief of Staff and DFM Administrator to discuss extraordinary supplemental requests for FY 2022.

• September 1, 2021

• Budget submissions are due to DFM and LSO no later than 5:00 p.m. MT

As always, please reach out to your DFM analyst with any budget-related questions. Thank you for your hard work during these challenging times.

Appendix A. Budget Submission Caps for Agency General Fund (GF) Request

Agency	Agency #	FY22 GF Ongoing	FY23 GF Request Cap
OITS	177	\$ 1,764,000	\$ 1,818,684
STEM	179	\$ 3,056,100	\$ 3,150,839
DFM	180	\$ 1,985,900	\$ 2,047,463
Office of the Governor	181	\$ 2,305,500	\$ 2,376,971
Aging	187	\$ 4,530,200	\$ 4,670,636
Blind & Visually Impaired	189	\$ 1,522,800	\$ 1,570,007
Mil. Division	190	\$ 7,312,600	\$ 7,539,291
OSC	195	\$ 1,554,000	\$ 1,602,174
Arts	196	\$ 883,400	\$ 910,785
WDCB	197	\$ 392,000	\$ 404,152
ODP	198	\$ 339,100	\$ 349,612
Admin	200	\$ 2,434,200	\$ 2,509,660
Bond Payments	201	\$ 3,930,000	\$ 4,051,830
ISDA	210	\$ 12,125,200	\$ 12,501,081
SWCC	215	\$ 2,967,200	\$ 3,059,183
Commerce	220	\$ 6,001,200	\$ 6,187,237
IDOC	230	\$ 276,918,900	\$ 285,503,386
Pardons and Parole	232	\$ 3,526,900	\$ 3,636,234
IDOL	240	\$ 538,100	\$ 554,781
DEQ	245	\$ 22,388,500	\$ 23,082,544
IDHW	270	\$ 947,014,900	\$ 976,372,362
IDJC	285	\$ 42,946,700	\$ 44,278,048
Industrial Commission	300	\$ 294,000	\$ 303,114
IDL	320	\$ 7,073,700	\$ 7,292,985
ISP	330	\$ 33,875,800	\$ 34,925,950
IDPR	340	\$ 3,488,600	\$ 3,596,747
Tax Appeals	351	\$ 644,400	\$ 664,376
Tax Commission	352	\$ 37,874,800	\$ 39,048,919
IDWR	360	\$ 20,463,900	\$ 21,098,281
PDC	437	\$ 11,290,800	\$ 11,640,815
Hispanic Commission	441	\$ 250,300	\$ 258,059
SAPD	443	\$ 3,171,600	\$ 3,269,920
Veterans	444	\$ 1,228,100	\$ 1,266,171
OSBE	501	\$ 8,338,700	\$ 8,597,200
CTE	503	\$ 68,382,500	\$ 70,502,358
Community Colleges	505	\$ 50,799,600	\$ 52,374,388
Colleges & Universities	510	\$ 313,109,200	\$ 322,815,585
Ag. Research	514	\$ 32,695,100	\$ 33,708,648
Health Ed. Programs	515	\$ 23,166,800	\$ 23,884,971
Special Programs	516	\$ 26,516,700	\$ 27,338,718
IPTV	520	\$ 2,719,200	\$ 2,803,495
Libraries	521	\$ 4,557,200	\$ 4,698,473
Historical Society	522	\$ 3,923,700	\$ 4,045,335
Voc. Rehab	523	\$ 8,202,200	\$ 8,456,468
Charter School Commission	525	\$ 174,100	\$ 179,497
SILC	905	\$ 228,200	\$ 235,274

COLLEGE AND UNIVERSITIES

SUBJECT

Student Fee Opt-Out

REFERENCE

- April 2020Board approves tuition and fees each year at the April
Board meeting.April 2021Board approved second reading for V.R. Policies
 - Board approved second reading for V.R. Policies regarding in-service teacher fees, clarifying online program fees, and adding Independent Study in Idaho fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections 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). Board Policy V.R now provides that:

- 1. Administrative local fees are student fees that are approved by the State Board of Education and deposited into local institutional accounts; and
- Such fees shall be approved by the Board at its annual meeting for setting tuition and fees and will be clearly communicated to students prior to their enrollment.
 - i. Consolidated Mandatory Fee

This fee is inclusive of all facilities, activity, and technology fees. The State Board of Education will approve the Consolidated Mandatory Fee which may then be allocated by institutions. This fee includes capital improvement and building projects and debt service required by these projects, the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students and campus technology enhancements and operations directly related to services for student use and benefit (e.g., internet, network, and web access, general computer facilities, electronic or online testing, and online media).

A full-time and part-time rate shall be established. Institutions shall provide an annual accounting to the Board of the way the Consolidated Mandatory fee is utilized by each institution.

The purpose for such language was to try to create a greater simplification for students through the implementation of one mandatory fee as opposed to a long list of fees, many of which were not optional.

Three main fees had been assessed prior to this revision in policy. Facilities Fees, which were used to support the building and renovation of campus facilities, many of which were not eligible for support from the Permanent Building Fund; Activity Fees, which were fees related to student activities recommended and approved by the student body; and Technology Fees, which support the ever-growing technology needs on our campuses and expanding online/virtual access.

As part of the College and Universities' Appropriation for FY 2022, the intent language below was included. This agenda item is to update the board on the work being done by the institutions on this topic

SECTION 7. STUDENT FEE REPORT. As soon as practicable, the State Board of Education shall: (1) make easily accessible a break-out of student activity fees on the institutions' websites; (2) develop a common naming convention for similar activity fees across the institutions; and (3) evaluate the current lists of activity fees assessed to students and determine how and which fees supporting student activities, clubs, and organizations focused on individual beliefs and values can be structured to address the need for access, affordability, and choice. The State Board of Education shall report results of this work to the Joint Finance-Appropriations Committee and the House and Senate Education Committees no later than January 14, 2022.

ATTACHMENTS

Attachment 1 FY22 Annual Student Fees

BOARD STAFF COMMENTS AND RECOMMENDATIONS

At the April Board Meeting, the Board directed the institutions to consider how to consider which fees would be characterized as optional and which fees would be considered mandatory, categorize them as such and work to develop a common naming convention to provide greater transparency. A list of the annual student fees is provided in Attachment 1.

The impact of allowing student choice for the optional fees has implications both legally and functionally. For an institution to remain viewpoint neutral, institutions may have to allow students to opt in or out of all optional fees, a type of all or nothing approach. They may also lose the opportunity for student government to serve the student body in a representative function, and students may elect to opt out due to cost alone and miss opportunities that they might have been able to otherwise pursue.

Representatives from the institutions will be available to speak to these various factors.

BOARD ACTION

This item is for informational purposes only.

IDAHO COLLEGE & UNIVERSITIES ANNUAL STUDENT FEES FISCAL YEAR 2022

	BSU	ISU	U of I	LCSC
FULL-TIME FEES		•		•
Tuition	\$5,532.36	\$5,928.04	\$6,181.80	\$5,826.00
Mandatory Fee	2,527.64	1,943.96	2,158.20	1,156.00
DEDICATED ACTIVITY FEES				
Alumni		11.90	2.40	
Alternative Transportation			1.66	
Associated Student Body	27.00	126.60	180.90	
Associated Student Body				226.00
Athletic Training Services (not part of Athletics)			7.90	
Center for Arts & History				
C.W. HOG		7.54	0.00	
Cheerleader Program Childcare Services		47.00	6.08	10.50
Club Sports		47.28	25.58 11.62	16.50
Community Engagement			11.02	12.50
Counseling		33.24	59.22	12.00
Cultural Center				
Debate Team		10.54		
Diversity and Inclusion Center			4.80	
Drama				
Fitness Center				
Institutional Development				
Intercollegiate Athletics	244.30	262.04	221.52	
Intramurals/Recreation/Locker		97.80		
International Student Services		10.32		
Janet C Anderson Gender Resource Center Leadership & Counselor Training		6.34		
Marching Band		16.40	13.86	
Minority Student Programs		10.40	20.52	
Multi-Use Facilities (Stadium, Union, etc.)			224.98	
Music		12.44		
Outdoor Recreation				
Performing Arts			4.74	22.00
Resident Halls Operations				
Sales Tax				2.00
Scholarships and Loans		33.46		
Silverthorne Series				
Stadium Operations	100.00			
Student Activities	199.22		40.00	
Student Advisory Services Student Development/Scholarships			13.36	130.00
Student Health Center	107.00	142.42	81.76	130.00
Student Health, Counseling, and Housing	107.00	112.12	01.70	164.00
Student ID Card			16.86	
Student Media				
Student Programming			35.16	
Student Radio				
Student Recreation Center	142.38		172.40	
Student Research Grants			4.66	
Student Support Service		14.52		
Student Transportation Fee	24.00			
Student Union Building/Center for Student Leader	407.00	000.40		258.00
Student Union Operations	137.00	333.40		
Student Work Scholarship Sustainability Center			13.70	
Theater Arts/Fine Arts			5.54	
Tutoring Service			10.78	
Veteran and Military Family Services (new fee)			1.98	
Wellness Program		10.92		
Gender Equity Center			29.20	
Subtotal Activity Fee	880.90	1,177.16	1,171.18	831.00
Total Full-Time Undergraduate Fee	\$8,940.90	\$9,049.16	\$9,511.18	\$7,813.00

IDAHO COLLEGE & UNIVERSITIES ANNUAL STUDENT FEES FISCAL YEAR 2022

	BSU	ISU	U of I	LCSC
PART-TIME CREDIT HOUR FEES				
Tuition	251.75	335.03	368.00	308.75
Facility Fees	63.16	20.00	21.70	8.00
Technology Fees	11.69	6.52	8.27	8.25
Activity Fee:				
Alumni		0.10		
Associated Student Body	1.23		3.04	
Athletics: Fitness & Recreation				7.50
Cheerleader Program				
Childcare Services		3.10		
Community Engagement				0.50
Counseling		1.66		
Intercollegiate Athletics	11.10	3.65	3.00	
Intramurals/Recreation/Locker		5.27	0.36	
Janet C Anderson Gender Resource Center		0.85		
Leadership & Counselor Training		0.65		
Marching Band		0.91	0.44	
Multi-Use Facilities (Stadium, Union, etc.)			3.57	
Outreach Program		1.47		
Stadium Operations				
Student Activities	9.06			
Student Development/Scholarships				0.75
Student Health Center	4.86	5.99	3.62	
Student Health, Counseling, and Housing		0.00	0.02	5.75
Student ID Card			0.53	0.1.0
Student Programming		4.42	0.00	
Student Rec Center	6.47		1.81	
Student Transportation Fee	1.09			
Student Union Building/Center for Student Leader	1.00			16.50
Student Union Operations	6.23	10.80		10.00
Wellness Program	0.20	0.81		
Work Scholarship/JOB		0.01		
Student Support Services		0.77	0.66	
Activity Fee Subtotal	40.04	40.45	17.03	31.00
Total Part-Time Undergraduate Fee	\$366.64	\$402.00	\$415.00	\$356.00
¥				
TEACHER IN-SERVICE - Undergraduate	129.00	129.00	129.00	129.00
TEACHER IN-SERVICE - Graduate	167.00	167.00	167.00	167.00
GRADUATE FEE				
Full-Time	1,578.00	1,534.90	1,572.00	N/A
Part-Time	103.00	77.38	87.00	N/A
Fait-11111#	103.00	11.30	07.00	IN/A
NON-RESIDENT TUITION				
Full-Time	16,920.00	25,326.00	19,236.00	13,256.00
Asotin County	N/A	N/A	N/A	4,070.00
	257.00	COE 00	062.00	
Part-Time	357.00	685.82	962.00	

IDAHO COLLEGE & UNIVERSITIES ANNUAL STUDENT FEES FISCAL YEAR 2022

	BSU	ISU	U of I	LCSC
OFESSIONAL FEES Art & Architecture	N/A	N/A	1,390.00	N/A
Idaho Dental Education	N/A	32,109.00	N/A	N/A
Law	N/A	N/A	13,384.00	N/A
Nursing/Undergraduate	1,356.00	1,954.00	N/A	N//
Nursing/MSN	N/A	2,402.00	N/A	N//
Nursing PhD	N/A	2,366.00	N/A	N//
Nursing DNP	N/A	4,370.00	N/A	N//
Speech Language Pathology/Audiology (Per Cr Hr)	N/A	85.00/88.00	N/A	N/
Spch Lang Path/Audiology -PreProfessional(Per Cr	N/A	276.00	N/A	N/.
Spch Lang Path/Audiology -Online MS(Per Cr Hr)	N/A	499.00	N/A	N/.
Dental Hygiene BS	N/A	8,350.00	N/A	N//
Dental Hygiene MS-Didactic (Per Cr Hr)	N/A	165.00	N/A	N//
Dental Hygiene MS-Clinical (Per Cr Hr)	N/A	349.00	N/A	N//
Dental Hygiene MS-Thesis (Per Cr Hr)	N/A	271.00	N/A	N/.
Graduate Counseling	N/A	1,314.00	N/A	N/.
Pharmacy	N/A	11,750.00	N/A	N/
Physician Assistant	N/A	22,446.00	N/A	N/
Physical Therapy	N/A	4,878.00	N/A	N/
Occupational Therapy	N/A	4,032.00	N/A	N/
Radiographic Science	N/A	900.00	N/A	N/
Clinical Lab Science	N/A	1,490.00	N/A	N/
Paramedic Science	N/A	1,468.00	N/A	N/
Dietetics	N/A	3,219.00	N/A	N/
Social Work BA	N/A	250.00	N/A	N/
Social Work MS	N/A	412.00	N/A	N/
Athletic Training MS	N/A	1,500.00	N/A	N/
Engineering	35.00	N/A	N/A	N/.
Online Prog Fee - Community Paramedic Certificate	N/A	3,300.00	N/A	N/.
Online Prog Fee - Spanish MA	N/A	330.00	N/A	N/.
Online Prog Fee - Health Informatics MS	N/A	528.00	N/A	N/.
Online Prog Fee - Surveying Technician Tech Cert.	N/A	330.00	N/A	N/.
Online Prog Fee - Land Surveying Cert.	N/A	330.00	N/A	N/.
Online Prog Fee -Elementary Ed BA/BS	N/A	262.00	N/A	N/.
Online Prog Fee -Special Education BA/BS	N/A	262.00	N/A	N/
Self-Support Fee - Diagnostic Medical Sonography	N/A	302.00	N/A	N/
IE Tuition and Fees	12,090.00	10,836.02	12,510.00	9,896.0
AL CREDIT	65.00	65.00	75.00	75.0
W STUDENT ORIENTATION	175.00	100.00	100.00	N//

SUBJECT

System Optimization Update

REFERENCE

September 29, 2017	The Idaho State Board of Education (Board) adopted
	the Higher Education Task Force recommendations,
D	including recommendations to increase systemness.
December 2018	Huron Consulting Group presented its final report to the Board.
January 18, 2019	The Board accepted the Huron report and appointed a
	subcommittee (comprised of Board members) to
	continue the work on systemness.
August 29, 2019	The Board established a Systemness Program
	Committee comprised of Board members, the Board
	executive director, the Board chief financial officer, the
	presidents of the four-year institutions, and the
	institutions' financial vice presidents.
October 21, 2020	The Board approved consolidation of the institutions'
	Internal Audit and Risk Management under the
	direction of the Office of the State Board, and
	established a System Optimization Project Manager to
	help coordinate other collaborative efforts among the institutions.
April 2020	The Board approved a purchasing agreement among
April 2020	all four four-year institutions in support of a
	collaborative purchasing approach.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

As the institutions have made great strides in collaborating to achieve efficiencies through system functionality, the System Optimization Subcommittee, comprised of Board members Scoggin, Clark and Hill, has continued to provide guidance on issues related to coordination of efforts. Board Policy V.I encourages institutions to collaborate, particularly on software purchases: "When feasible, such development will be undertaken as a joint endeavor by the four institutions and with overall coordination by the Office of the State Board of Education."

The work of Huron Consulting led the Board to work closely with the presidents of the four-year institutions who have taken the initiative to work together to establish efficiencies for the higher education institutions and the state as a whole. The first three areas of recommendation from the Huron report have been a priority for the institutions through the Presidents Leadership Council and are delineated in Attachment 1, the report to the Joint Finance-Appropriations Committee from January 2021.

- The first area, Foundation Setting, suggested that staff be hired at the Board Office to manage the processes that were recommended. The State Board of Education, the Presidents Leadership Council, and Board Staff have worked collaboratively to address and manage the report without the need for further personnel.
- The second and third areas, Middle Management Optimization and Support Staff Optimization, have been engaged by the colleges and universities both as an initiative suggested by Huron and as a necessity driven by the pandemic.
- The fourth area, E-Procurement, is being developed as the institutions work together to consolidate their purchasing functions. The Legislature appropriated \$2.5M in the Building Idaho's Future initiative to build an E-Procurement system and work has begun at the institutions to review that process.
- The fifth area, System Sourcing and Category Management involves the process of building the systemwide purchasing model, which is currently well under way among the four college/universities.
- The sixth area, ERP Planning, would assess the current status and need to move to a convergence of the institutions' Enterprise Resource Planning (ERP) systems. This convergence would require a significant investment in the tens of millions of dollars, but this initial study is the first step to develop the path forward. The Legislature appropriated \$500,000 as a first step to understanding the path forward for a consolidated ERP.
- The seventh area, Workforce Sharing, would be a review of areas where potential collaborative efforts could be beneficial for the institutions and the state. This will be the ongoing work of the System Optimization Subcommittee.

Under the Board's leadership, the presidents of the institutions have not only agreed to take on the work but have demonstrated substantial completion of the initiatives set forth by Huron in its report. The work recommended by Huron has been and continues to be built into the processes of the Board. It is to the credit of our higher education institutions that they have begun implementation of the recommendations even during the pandemic and used the report as the context for many of the difficult decisions they have faced this year.

The Board and the Presidents Leadership Council have gone beyond the boundaries of the Huron recommendations and are in the process of the creation of centralized Internal Audit and Risk Management functions in the Office of the State Board of Education, as well as centralizing purchasing functions through the University of Idaho.

The System Optimization Subcommittee continues to review and encourage continued collaboration in order to support a culture of system integration.

IMPACT

This Update quantifies the significant work that has been undertaken by the institutions under the direction of the Presidents Leadership Council in response to the Board's direction for a systemic approach to business operations.

ATTACHMENTS

Attachment 1 – Report to Joint Finance-Appropriations Committee, January 2021

STAFF COMMENTS AND RECOMMENDATIONS

Board staff believe it is important for the Board to review and acknowledge the extensive efforts undertaken by the institutions in support of the Board's desire to establish a continual review of system-wide processes. As one of the foundational ideas was to build a systemwide mindset, this Update will highlight the significant a7chievements and the strategic direction that continues to be woven into the fabric of the efforts for systemwide collaboration.

BOARD ACTION

This agenda item is for informational purposes only.

Report on College/University Budget and Cost Containment Actions

Legislative Intent:

This report by the Idaho State Board of Education (SBOE) is provided in response to the reporting requirement in Section 6 of H644 (2020), which asks each institution to continue with budget reduction and cost containment efforts, reducing overhead, focusing on core instructional missions, and directing that:

"...The State Board of Education shall provide a written report to the Joint Finance-Appropriations Committee and the House and Senate Education committees detailing these budget reductions and cost containment efforts no later than January 15, 2021."

Background/History:

The ongoing system integration and budget optimization efforts are the outgrowth of earlier SBOE initiatives to improve the efficiency and effectiveness of higher education programs to expand access and deliver high quality programs throughout Idaho.

- In 2016, the SBOE presented proposals to the Governor's Office to increase the emphasis on performance (i.e., successful student progress) as a basis for higher education funding for the four-year institutions and community colleges.
- In January 2017, then-Governor Otter launched a "Higher Education Task Force" modeled on the earlier K-12 "Task Force for Improving Education." The Higher Ed task force was charged with finding strategies to improve access, attain Idaho's 60% goal, and "...consider the State's role in funding higher education and recommend how to transition to a State funding formula for higher education that rewards outcomes toward completion."
- In looking for potential internal funding strategies to support expanded access and more efficient delivery of programs, the SBOE provided the Task Force a list of "back office" functions, common to multiple institutions, that might be delivered more efficiently and effectively through a "systems" approach.
- In January 2018, after receiving the final report (September 2017) of the Higher Education Task Force, the Governor directed the State Board of Education to move toward "*more systemness*," eliminate "*back-office redundancies*," and seek savings by shifting into a "*centralized and standardized support system*." The Governor's proposed FY2019 budget included funds for an external consultant to assess back-office functions and possible areas for consolidation. Funding was approved by the legislature and was used to hire, through the state's Request for Proposal process, the Huron Consulting Group.
- Huron consultants focused their efforts on the four 4-year institutions (BSU, ISU, LCSC, and UI) and carried out interviews with functional experts on all four campuses. Huron's final report to the SBOE (December 2018) focused on a subset of the back-office functions previously identified by the SBOE. Huron identified three broad areas which might yield operational savings and improved performance:

- <u>Labor Duplication/Fragmentation</u>: management spans of control (the number of subordinates per supervisor); layers of supervision; and functions that could be shared within or across institutions.
- o <u>Purchasing Power</u>: group purchasing and e-procurement strategies
- <u>Technological Adoption/Rationalization</u>: collaborative technology solutions and common Enterprise Resource Planning (ERP) options.
- The SBOE has continued to press forward on the initiatives identified in the Higher Education Task Force, Governors' recommendations, and consultant analyses. Contributing to the momentum of budget reduction initiatives and system integration efforts underway in FY2021 were: 1) the Board's appointment during the previous 18 months of four new system-minded presidents to lead the 4-year college and universities; 2) an FY2021 budget appropriation which included a permanent 2% reduction in General Funds for the four institutions; 3) the institutions' voluntary tuition freeze; and 4) the severe economic impacts of COVID-19.

Current Collaborative Efforts:

The SBOE is coordinating institutions' collaborative efforts in the above-mentioned areas through its System Optimization Subcommittee. Under the State Board's direction, execution of system integration initiatives is carried out by the college and university presidents. While the Huron discussions were limited to the four 4-year institutions, a number of the ongoing system optimization and cost reduction initiatives related to group buying power have generated interest among the community colleges, as well. Though not the focus of this report, the SBOE and institutions are also making marked progress in academic program collaboration. The sections below provide a snapshot of efforts underway in the area of administrative support functions, including budget streamlining, realignment of staff, and cost-saving initiatives available through the institutions' cooperation.

Snapshot of budget reduction/cost containment efforts by the four institutions:

Idaho State University

ISU, under President Kevin Satterlee's leadership, moved decisively to address the \$11.7 million structural deficit that existed at the beginning of FY 2021. In addition, the university had to deal with the impact of a budget holdback for FY2021 (approximately \$5 million), foregone revenue as a result of the voluntary freeze in student tuition, the decline in enrollment due to COVID-19, and the accompanying dramatic downturn in revenues from events and auxiliary operations during the pandemic.

As is the case with its three sister institutions, personnel costs comprise the majority (approximately 70%) of ISU's expenditures. Therefore, balancing the budget required significant decreases to personnel costs. Beginning in FY2020, the university eliminated 61 vacant positions and 33 filled positions (94 total). It combined these with a hiring freeze and an employee furlough program. These measures resulted in approximately \$14.9 million in permanent and one-time personnel budget savings and a \$9 million reduction to the \$11.7 million structural deficit at the beginning of FY2021. Among the strategically-targeted position eliminations were faculty members whose contracts protected their positions beyond FY2021. When these positions expire in FY2022, an additional \$2.7 million in savings will be realized, eliminating the final portion of ISU's earlier \$11.7 million structural deficit. ISU has been conscientious in matching temporary savings (i.e., hiring freezes and furloughs) to temporary

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budget reductions, while using permanent savings (i.e., position eliminations) to cover long-term structural deficits.

As part of the above budget reduction measures, ISU reduced the number of supervisor positions from 328 to 299—a 9% decrease. The resulting leaner operation helps address the middle-management "span of control" recommendations noted during the Huron consultations.

ISU discontinued six academic programs (degrees, certificates) in FY2020 and FY2021, while sustaining and enhancing core mission programs in areas including research and health sciences. Cost containment, efficiency, and program effectiveness are also realized through its Public-Private Partnership (P3) collaboration and resource sharing with the Idaho College of Osteopathic Medicine (ICOM), cooperation with Portneuf Medical Center, and state-wide digital delivery of health science programs. ISU is collaborating with the other 4-year institutions and community colleges on an integrated, statewide Cybersecurity program, which will provide multiple tracks for career training in this critical area. The Cybersecurity initiative is an example of the system optimization and improved service that are possible through collaboration—and the SBOE is very appreciative of the \$1 million appropriation in FY2021 that helped to support the effort. This report will cover additional ISU collaborative efforts in later sections that address the SBOE's "work sharing" initiatives, technology/ERP projects, and purchasing/ procurement proposals.

Lewis-Clark State College

LCSC, under President Cynthia Pemberton's leadership, moved quickly to eliminate a \$1 million structural budget deficit and the combined impact of the FY2021 budget base reduction and holdback, COVID-19-induced enrollment decreases, and auxiliary operations revenue losses. The college reduced its FY 2021 general education budget by \$1.7 million and has cut back expenses by \$2.6 million to address projected shortfalls and uncertainties. Like its sister institutions, LCSC furloughed and laid off personnel as one of the measures to achieve temporary and long-term savings. Since FY2019, and continuing into FY2022, LCSC will have reduced its already lean personnel count by a net 45.33 Full Time Equivalent (FTE) positions— a 9.3% reduction of personnel from all fund sources. In addition to these reductions to the overall headcount, LCSC has also reduced the number of supervisors from 81 to 68 (a 16% reduction) since the start of FY2019—further improving its span of control metrics within its flat organizational structure.

With regard to core instructional missions, LCSC consolidated the administration of all business programs (including Career Technical Education business programs) under a unified Business Division. Four LCSC degree programs and one certificate program are being closed under teach-out plans. All Bachelor of Applied Science (BAS) degrees have been consolidated into three programs. LCSC's collaboration in program delivery in Region I is epitomized by its joint operations with the University of Idaho and North Idaho College in the North Idaho Collaborative Education (NICE) facility in Coeur d'Alene. In order to more efficiently and economically fill health service needs in Northern Idaho in partnership with Kootenai Medical Center, the SBOE has approved, with the support of the other institutions, a graduate-level certificate in Nursing Management and Leadership by LCSC—an initiative which was made possible by the Legislature's much-appreciated action last session.

LCSC also has worked to contain costs by minimizing debt servicing. The three universities have been diligent in refunding bonds, when possible, to take advantage of historically low rates (more on this under the snapshot for the University of Idaho). LCSC succeeded in retiring all

outstanding long-term debt in previous years and has no bond debt-servicing obligation at this time, placing it in a good position if future large-scale financing opportunities arise.

Boise State University

Boise State, under the leadership of President Marlene Tromp, continued aggressive action in FY2021 to reduce personnel budgets and tighten the span of control among mid-level managers. COVID-19 resulted in reduced revenues from Boise State's previous multi-year rate of enrollment growth and negatively impacted event operations and other auxiliary revenues. Between FY2020 and the end of CY2020, the university permanently eliminated 194 positions (excluding grant-funded positions), resulting in \$15.9 million in savings. The university also held 279 targeted positions vacant, resulting in an additional \$21.9 million in temporary savings which were used to address temporary budget shortfalls; for a total of \$37.8 million in savings. These salary savings were accompanied by improvements in the university's span of control: as of December 2020, only 63 of BSU's 890 supervisors (7%) had fewer than four direct-report subordinates.

Boise State re-invested portions of the savings from these budget reductions to reinforce critical operations. For example, the university used \$2 million to enhance its distance delivery technology to maintain continuity of class sessions during the pandemic. These upgrades enhanced both "synchronous" and "asynchronous" delivery modes (supporting local students and students across the state who are place-bound and/or who have schedule constraints). Improvements in remote instruction by Boise State and its sister institutions will pay dividends in the future as they carry out the State Board's mandate to expand access throughout Idaho.

Boise State was the first of the 4-year institutions to migrate a significant portion of its automated systems (more than 15) to cloud-based solutions, including its financial Enterprise Resource Planning (ERP), Human Resources (HR), and Learning Management Software (LMS) systems. As the development partner for the Oracle ERP product, Boise State negotiated preferential contract rates approximately 40% below current market rates. In December 2020, the State Board approved the university's proposal to extend its Oracle contract until 2025 under the same terms.

As part of the above-mentioned contract renewal negotiations, Oracle agreed to extend the same reduced contract rate to other Idaho institutions. This cost containment could benefit Boise State's sister institutions in the event that they migrate to the Oracle cloud-based platform. Boise State is also collaborating with sister institutions on the possibility of expanding a "virtualized" data center and private cloud environment to serve multiple institutions in a single data center. Boise State is also partnering with Idaho State University to provide reciprocal disaster support for data systems. These initiatives are expected to reduce future hardware, software, and personnel costs while increasing the security and reliability of central data systems. These potential budgetary and operational improvements will be addressed further in the sections below on Purchasing/Procurement and Technology/ERP opportunities.

University of Idaho

The University of Idaho, under the leadership of President Scott Green, continued its budget reduction efforts initiated in FY2020 into FY2021. In FY2020, the university had implemented one-time budget reductions totaling \$14 million to address structural deficits. In FY2021, this \$14 million reduction, along with an additional \$8 million reduction (a total of \$22 million), were made permanent, prior to the state's mandated 2% and 5% reduction/holdback.

Like its sister institutions, the University of Idaho used voluntary and mandatory furlough programs to address temporary state budget reductions—these programs generated savings of \$400,000 in FY2020, portions of which, along with reserves, were used to cover FY2020 budget shortfalls. In FY2021, temporary furlough programs generated \$5.5 million in savings. The one-time savings in FY2021, along with appropriated Change in Employee Compensation (CEC) funds—which institutions were not permitted to use for raises in FY2021—were used to meet the state-mandated 5% holdback in FY2021. The university's FY2021 base budget for personnel salaries and benefits was reduced by \$10.8 million, with an elimination of approximately 160 FTE (Full Time Equivalent) positions through a combination of voluntary separations, voluntary early retirements, and non-renewals.

The UI has aggressively sought other opportunities for budget reduction, cost containment, and revenue generation. In November 2020, the SBOE approved the university's Public-Private Partnership (P3) initiative to lease its utility system and steam plant to a private concessionaire. This partnership with a world-class private operator will increase the efficiency of utility operations while generating annual funds that will be used by the university to support strategic initiatives. This is an example of P3 arrangements which have been used by higher-education institutions to enhance cost-effective delivery of non-education "back office" services such as utilities, food services, bookstores, security, student housing, etc.

The university has also been successful over the past several years in containing costs related to bond debt service. The latest example is the university's proposal to issue 2021 General Revenue Refunding Bonds—which was approved by the SBOE in December 2020. This will lock in current, historically-low interest rates for up to \$49.8 million of previously-issued bonds, with estimated net present value savings of \$11 million (24% cost reduction for the refunded bonds).

The University of Idaho is collaborating with sister institutions in other ongoing and proposed State Board system optimization efforts, including multi-institution use of common Learning Management Systems (LMS) and user-friendly, on-line access to program information for students and parents (the "Online Idaho" portal initiative). The university is partnering with sister institutions on Cybersecurity programs, leveraging ongoing collaboration with the Idaho National Laboratory (INL), and taking advantage of the Legislature's \$1 million appropriation in FY2021 to address statewide Cybersecurity needs. The university is playing a central role in the State Board's initiative to explore the potential for a collaborative system for purchasing and procurement of goods and services. That effort is described in more detail below.

Work Sharing Initiatives:

Analyses carried out during the consulting effort with Huron pointed out two approaches that might be used to integrate some back-office functions under a systems approach: 1) unifying a support function among all four-year institutions, with lead elements located within the State Board office and supporting staff distributed to each institution; and/or 2) unifying a support function among the institutions, with one designated institution as "lead"—with supporting staff sparingly distributed at the sister institutions. The State Board is exploring both of these options, on a case-by-case basis, as it begins to address near-term and over-the-horizon system optimization opportunities.

• <u>Internal Audit</u>: In October 2020, following up on the recommendation of its System Optimization Subcommittee, the SBOE approved consolidation of Internal Audit for the four four-year institutions as a function of the Office of the State Board. While some personnel savings are expected to accrue from this centralization and streamlining effort, the primary benefits hoped for are enhanced unity of effort; procedural consistency and clarity; and increased visibility and transparency for State Board oversight of institutions' operations and policy compliance.

• <u>Risk Management</u>: At its October 2020 meeting, the SBOE also approved the consolidation of the risk management function for the four 4-year institutions as a function of the Office of the State Board. Board staff is working with the college and universities and the risk managers at the Idaho Department of Administration to develop an action plan. Once implemented, this systems approach should reduce costs and improve efficiency.

Purchasing/Electronic-Procurement Initiative:

Two of the key recommendations that emerged from the Higher Education Task Force, which were subsequently validated during the State Board's consultation support from Huron, were potential budget savings and process improvements if a systems approach were adopted to consolidate purchasing and technology/ERP operations. With regard to purchasing operations at the four-year institutions, Huron estimated that consolidated purchasing and e-procurement operations could yield between \$3.1 million to \$6.6 million in annual savings, based on annual expenditures by all four institutions (for administrative services, scientific and medical supplies, and facilities) of over \$87 million.

The State Board has been working with the institution presidents and their purchasing directors to lay the groundwork to move ahead in this area. Currently, the Board envisions that the second of the work sharing models outlined above would be used for purchasing operations i.e., creating a unified system, with one institution operating as the lead node. In this case, the University of Idaho appears to be well-suited to assume that lead role, with distributed personnel at the other institutions working to integrate system-wide operations. Work is underway by the institutions' purchasing directors to identify existing contracts that can be shared by multiple institutions. Expected outcomes are better pricing due to economies of scale and increased negotiating leverage; increased use of State and multi-institution contracts; and increased transparency and policy consistency in routine as well as high-visibility procurement actions.

The State Board is respectfully requesting that the Legislature support Governor Little's FY2022 budget request for \$2.5 million to move this promising project forward.

Technology/Enterprise Resource Planning (ERP) System Optimization:

Consolidating central technology and ERP platforms within a collaborative system model holds the promise of improved cost efficiency, improved program delivery and customer support, and enhanced teamwork (both laterally and vertically) throughout the higher education system. Huron estimated that ERP convergence could generate \$6.9 million to \$9.8 million in annual savings through staff centralization, shared use of hardware/software, and greater efficiencies among the functional areas that utilize central systems.

The SBOE has been working with the institution presidents and chief information/technology officers to lay the groundwork for adopting a systems approach in this area. The Board and institutions are tracking the current contract expiration dates for central systems supporting finance, human resources, student support, client relationship management, etc., so that opportunities for joint upgrades in the outyears can be explored. For example, as described

above, Boise State's recent renewal of its Oracle cloud license at an extremely favorable rate has been made available to sister institutions who are interested in upgrading. There are also significant savings, improved service, and increased security and survivability opportunities possible through adoption of "virtualized" data hardware and technologies, and there are ongoing discussions on collaboration in this area by several institutions.

The process of system optimization for technology/ERP functions for higher education is both promising and challenging. Transition costs can be considerable (as evidenced by the five-year, \$102 million "Luma" project to adopt a modern ERP system for the State Controller's Office). With careful planning and a deliberate, multi-year approach to make the transition smooth and affordable, the SBOE believes this opportunity should be pursued. To continue the momentum of the work now underway, the State Board respectfully requests that the Legislature support Governor Little's FY2022 budget request for \$2 million to move this effort forward.

Conclusion:

Ongoing budget reduction and cost containment efforts emanated from earlier SBOE efforts to find viable funding models to support public higher education and make academic and career technical education accessible to all Idaho citizens, in all walks of life, in all areas of Idaho. Projects stemming from Governors' initiatives, including the Higher Education Task force, have been underway since FY2019. The impacts of the COVID-19 pandemic have dramatically elevated the need for improved efficiency and effectiveness of higher education program delivery and the need for the institutions to collaborate more closely within a systems model. The State Board, institution presidents, and college/university faculty and staff are standing up to the current challenges and are working together to improve the value and accessibility of education and training programs. The support of the Legislature in FY2021 for collaborative projects such as the Cybersecurity initiative and flexibility in dealing with budget shortfalls is greatly appreciated. The State Board will continue to work with lawmakers to put in place a viable and equitable funding model for higher education and to improve system operations through multiple initiatives. In the meantime, the Board respectfully requests that the Legislature favorably consider the Governor's FY2022 budget request which includes support for consolidation of higher education purchasing/procurement and technology/ERP systems.

SUBJECT

Board Policy V.T. Fee Waivers – Partial Waiver

REFERENCE

April 27, 2020

The Board approved a waiver of the non-resident tuition caps established in Board Policy V.T.2.b. for the 2021 academic year to accommodate those athletes who have been granted an additional year of eligibility by the NCAA or NAIA.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.T. Section 33-3717C, Idaho Code.

BACKGROUND/DISCUSSION

In response to the impact of the coronavirus (COVID-19) across the country, the National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA) had extended the eligibility of spring-sport student-athletes and allowed an additional season of competition if they would have exhausted their eligibility in academic year 2019-2020. The NCAA also allowed for expanded scholarship limits and expanded rosters for the 2020-2021 academic year in order to accommodate those students who may elect the additional year of eligibility. Board policy V.T. authorizes the universities to grant 225 waivers of non-resident tuition costs and Lewis-Clark State College to grant 110 waivers per semester for students participating in intercollegiate athletics. The institutions are also authorized to grant additional waivers, not to exceed ten percent (10%) of the above waivers, to be used exclusively for post-eligibility students.

Both the NCAA and NAIA are allowing students an extra year of eligibility for some sports in 2021-2022, and in some cases, whether they competed in the 2020-2021 season or not. The request before the Board is to waive the caps for non-resident waivers established in Board Policy V.T.2.b for students participating in intercollegiate athletics to allow student athletes who receive this extra year of eligibility to benefit from the waiver of nonresident tuition. The intent of the additional waivers is to allow the institutions to accommodate the expanded rosters without the students incurring the costs associated with the change in eligibility.

Pursuant to Section 33-3717C, Idaho Code, the Board is authorized to waive fees or tuition charged to nonresident students pursuant to reciprocal agreements with other states or through Board policy. Board Policy V.T. sets out seven categories where institutions are authorized to waive nonresident tuition and fees. These categories include:

- a. Graduate/Instructional Assistants
- b. Students participating in Intercollegiate Athletics
- c. Section 3679(c) of Title 38, USC eligible nonresident students (Veterans)
- d. Waivers to Meet Other Strategic Objectives (6% of FTE enrollment)

- e. National Student Exchange Program Domestic
- f. Western Interstate Commission for Higher Education
- g. Institution Agreements (to meet strategic or workforce need)

The Board is required to provide the Legislature annually a financial analysis of any waivers authorized as part of the budget recommendations of the State Board of Education. The annual fee waiver report goes to the Board at the regular April Board meeting and is included in the Tuition and Fees Agenda material each year.

IMPACT

Policy V.T. allows institutions to waive the non-resident portion of tuition for student-athletes who have the option of an additional year of eligibility. Lifting the cap will allow for waivers to be granted to those institutions with student-athletes to be accommodated in those expanded rosters.

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recognizes that adherence to policies should be the normal manner of operation and waivers should be used only in the most extreme circumstances. The suspension of NCAA/NAIA rules for an additional year allows institutions to extend eligibility to student athletes who were prohibited from competing this year as a result of COVID-19 athletics program closures. This policy waiver permits institutions to increase the number of waivers for student athletes who were detrimentally impacted as a result of COVID-19. Institutions are responsible for complying with all applicable laws, regulations and guidelines, including Title IX, league requirements and reporting guidelines. Staff recommends approval.

BOARD ACTION

I move to approve a waiver of the non-resident tuition caps established in Board Policy V.T.2.b. for the 2021-2022 academic year to accommodate those athletes who have been granted an additional year of eligibility by NCAA or NAIA.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

BOISE STATE UNIVERSITY

SUBJECT

Professional fees for Construction Management

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.3.b.iii

BACKGROUND/DISCUSSION

Boise State University (BSU) is proposing a professional fee for Construction Management (CM) of \$35 per upper division credit. If approved, and upon establishment of this fee, BSU will discontinue charging upper division course fees for the CM program. BSU believes all of the criteria identified in the above-referenced policy for professional fees have been met and the overall impact on students will be very positive. Alternatives to a professional fee have been considered and BSU has concluded that these alternatives would negatively impact students in other programs.

CM graduates from BSU are highly employable and there is a substantial shortage in the industry both in Idaho and nationally. According to Idaho Department of Labor projections, there will be 171 annual openings for construction managers in Idaho, a 29% increase over the next 10 years. As the only public university CM program in Idaho, BSU is falling short of delivering enough graduates to meet this need. Current capacity in the program is limited due to high program costs. BSU is currently graduating approximately 46 students a year. Implementation of a professional fee will not only allow BSU graduates to be better prepared when entering the workforce, it will allow CM to increase the number of graduates in the program and help meet the industry need.

This fee proposal meets the criteria for professional fees as detailed in the abovereferenced policy as follows:

Credential or Licensure Requirement:

There are multiple licensing and credentialing requirements for construction management graduates depending on where they choose to work. BSU recommends certification for all CM graduates and requires all graduates to pass the American Institution of Constructors Level 1 Certified Professional Constructors Examination. These licensing requirements include:

• Idaho Construction Manager's License: The State of Idaho requires that construction managers be licensed for any project where the estimated cost of the entire project is \$50,000 or more and where the project involves public

funding from the State of Idaho or any other political subdivision of the state that is authorized to let or award contracts for any public work.

- Associate Constructor (AC) certification from the American Institute of Constructors.
- Certified Construction Manager (CCM) is a personnel credential accredited by the American National Standards Institute (ANSI) under the International Organization for Standardization's ISO-17024 standard.

Accreditation Requirement:

Construction Management is accredited by the American Council for Construction Education.

Extraordinary Program Costs:

CM is a highly specialized field that requires the use of expensive equipment and technology to prepare students for the workforce. This equipment provides handson experience with equipment such as Robotic Total Station Survey Equipment, GPS Technologies, and drones, as well as access to technology and software such as iPlan Digital Plan Tables, OnCenter On-Screen Take-Off Software, and Autodesk Revit Building Information Modeling (BIM) Software.

Graduates of CM will find themselves in charge of multi-million dollar projects and it is essential that they are well prepared for this undertaking. Much like other highly specialized fields, investment in equipment and technology is critical to ensuring BSU graduates are well prepared and ready to ensure the structures they are responsible for are constructed safely and in compliance with applicable laws and regulations.

Example of use of technologies used by Construction Management graduates:

Building Information Modeling (BIM) has become the standard in building and project design. This model-based approach is used for both communication and collaboration; however, BIM can be used for more than just 3D models. These uses include:

- 1. Capturing the most accurate representations of the structure or site
- 2. Design and Constructability review and collaboration
- 3. Simulation of construction work process, in collaboration with the work schedule
- 4. Conflict resolution prior to construction
- 5. Cloud application access to information
- 6. Pre-construction project imaging with project walkthrough
- 7. Augmented reality driven changes

IMPACT

There were 2,323 upper division CM credits for 2020-21 which would have resulted in \$81,305 in revenues from the professional fee. These revenues would have been offset by \$6,090 in lost course fee revenue from the discontinuation of course fees. The net investment available from the establishment of a professional fee would have been \$75,215. BSU anticipates a similar impact if the professional fee is approved.

BSU has decided to implement these professional fees for upper division courses only. This ensures that only those students who are most likely to graduate with a CM degree will be charged the fee, generating a positive return on investment for these students. In addition, students who reach their junior year have access to more scholarships and financial aid to offset increased program costs. Finally, many of these students are already in highly paid jobs in the construction industry during their junior and senior years in the CM program.

The additional cost to an individual student would be approximately \$1,575 during his/her time at BSU.

Professional fee funds will be used to expand access and enhance the quality of our students' education by providing greater access to the latest CM software and equipment. Without these funds, access to the latest technology and equipment will be curtailed and students may find their career options more limited.

ATTACHMENTS

Attachment 1 – Letter of Support, IAC Attachment 2 – Letter of Support, Idaho AGC

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.R, revised in April 2021, delineates several standards that a program must meet in order to the Board to grant a Professional Program Fee. This program meets the qualifications in Board Policy V.R. for a Professional Program fee. The Construction Management program further indicates the advanced technology required to deliver upper division courses, but acknowledges some offsetting course fee savings to students in lower division courses. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to establish Construction Management program fees at \$35 per upper division credit hour, effective spring 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



April 25, 2021

The Honorable Debbie Critchfield President Idaho State Board of Education P.O. Box 83720 Boise, ID 83720-0037

Dear President Critchfield,

My name is Anthony Guho and I am the Chair of the Industry Advisory Council (IAC) for the Department of Construction Management (CM) at the Boise State University (BSU) College of Engineering (COEN). The IAC is composed of twenty-six professionals from across the construction industry. Our companies work throughout the entire United States and IAC members travel to Boise regularly from Florida, Hawaii, and other distant locations to participate in IAC activities each year. They do so because each is committed to the IAC mission of working closely with the CM Department to ensure the Department continues to produce top-caliber professionals through education, employment, funding, accreditation, and mentorship. On behalf of the IAC, I write to express our strong support for allowing COEN to collect professional fees for upper-division courses offered by CM.

As a BSU Construction Management graduate, business owner, and IAC member, I have seen firsthand how CM students are highly desired recruits. Each CM graduate is required to pass the American Institute of Constructors (AIC) exam during their senior year. The AIC exam is a professional accreditation benchmark that shows competence in business, ethics, estimating, engineering, and project management. This high professional standard is a benchmark for comparing construction management programs at institutions of higher education nationwide. BSU can be proud of the outstanding record of accomplishment CM students have on this professional standard.

In addition, here in Idaho, Construction Managers are governed by the same statutes and standards as other professional services, including engineers and architects. Idaho's universities already collect professional fees for courses in these areas.

The IAC believes that the additional funding that would be provided from these fees is essential to the future growth of CM. Now more than ever, Idaho's booming construction industry is in need of CM graduates. The IAC believes the State Board of Education should do all it can to encourage the Department's growth and continued success. The BSU CM IAC stands ready to assist the State Board in this important effort.

Sincerely,

Anthony Guho, Chair BSU CM Industry Advisory Council

CC:

The Honorable Emma Atchley The Honorable Linda Clark The Honorable David Hill The Honorable Shawn Keough The Honorable Kurt Liebich The Honorable Andrew Scoggin The Honorable Sherri Ybarra Dr. Matt Freeman, J.D. Dr. JoAnn Lighty, Ph.D. Dr. Casey Cline, Ph.D.

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ATTACHMENT 2



March 30, 2021

The Honorable Debbie Critchfield President Idaho State Board of Education P.O. Box 83720 Boise, ID 83720-0037

Dear President Critchfield,

On behalf of the nearly 600 member firms of the Idaho Associated General Contractors (AGC) and the tens of thousands of Idahoans they employ, I write to express our strong support for allowing the College of Engineering (COEN) at Boise State University (BSU) to collect professional fees for upper-division courses offered in the Department of Construction Management (CM).

As you may already know, the CM Department was founded in 1976 at the request of the Idaho AGC and our members paid the salaries of the first CM instructors when classes were launched in 1979. For over 40 years, the Idaho AGC and our members have played an active role in helping the CM Department grow and prosper. Now more than ever, a thriving CM Department is an essential element in Idaho's continually growing and changing construction industry.

Last year, construction contributed over \$5.6 billion to Idaho's economy, or 6.9% of the state's total gross domestic product (compared to only 4.1% nationwide). Almost half of that figure was in wages to Idaho's more than 57,000 construction workers. With construction employment in Idaho growing by more than 2.1% in 2020, the Gem State ranked third in the nation for growth. Today the total number of Idahoans working in construction is now higher than it was before the 2008-2010 recession.

These hardworking men and women are often lead by a CM Department graduate. In fact, for more than a decade every single CM Department graduate seeking to work in construction has found employment after completing their degree. More often than not, these graduates are hired as Project Managers or Estimators where they continue to learn the details of construction management. These well-paying, professional positions require a great deal of skill in business management, computer operation, and construction fundamentals. We are fortunate that these are the bedrock of the BSU program.

After completing their degree and working as a Project Manager, most CM Department graduates end up seeking certification as a Construction Manager. Construction Managers are regulated by the State of Idaho in the same section of code as are Engineers and Architects and are held to the same professional standards and procedures. Specifically, Construction

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The Honorable Debbie Critchfield March 30, 2021 Page Two

Managers seeking to be licensed to work in Idaho must demonstrate experience in both an academic and professional setting. Furthermore, they pass a rigorous, multi-day exam developed by a national organization made up of representatives from state agencies, institutions of higher education, and the construction industry (More information is available at: https://dbs.idaho.gov/programs/publicworks/publicworks faq.html). In addition, Idaho Code requires public entities to hire Construction Managers based on experience and skill rather than price. This is the same process used in selecting engineers, lawyers, and others who perform a professional service.

Given that Construction Managers are governed as a professional service by the State of Idaho, it would seem only logical that COEN is allowed to charge professional fees for upper-division classes just like it already does for engineering and just like other institutions already do for other professional programs. In fact, the Idaho AGC believes that given the 100% placement of its graduates, the return on investment for a CM degree from BSU remains one of the best options for Idaho's college students even with these additional costs.

We are optimistic that if allowed to collect professional fees, the CM Department will continue to grow and produce even more graduates for Idaho's construction industry. The demand for these talented individuals has never been higher.

All of us at the Idaho AGC remain committed to the long-term success of COEN and the CM Department. We look forward to working with them and you to ensure an even brighter tomorrow.

Wayne L/Hammon, CEO Idaho Associated General Contractors

CC: The Honorable Sherri Ybarra The Honorable Emma Atchley The Honorable Kunda Ckarj The Honorable David Hill The Honorable Shawn Keough The Honorable Kurt Liebich The Honorable Andrew Scoggin Dr. Matt Freeman, J.D. Dr. JoAnn Lighty, Ph.D. Dr. Casey Cline, Ph.D.

BOISE STATE UNIVERSITY

SUBJECT

Professional program fees for Computer Science Programs

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.3.b.iii

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment Objective A: Higher Level of Educational Attainment and Timely Degree Completion Goal 3: Workforce Readiness Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

Boise State University (BSU) is proposing a professional fee for Computer Science (CS) of \$35 per upper division credit. If approved, and upon establishment of this fee, the University will discontinue charging upper division course fees for these programs and cut lower division course fees by half. BSU believes all of the criteria identified in the above-referenced policy for professional fees have been met and the overall impact on students will be positive. Alternatives to a professional fee have been considered and BSU has concluded that these alternatives would negatively impact students in other programs.

CS graduates from BSU are highly employable and secure high salaries upon graduation. Last year, CS graduated 111 students with a Bachelor's of Science in Computer Science. Excluding students who went on to graduate school, around 90 percent accepted jobs in Idaho with many different companies. The average salary for CS graduating students was \$76,000, with a majority of students getting offers near the average. BSU CS graduates earn significantly higher salaries than national averages due to the high quality of the program as well as the specific demand for BSU CS graduates. Nationally, computer science majors are also one of the highest paid majors.

This fee proposal meets the criteria for professional fees as detailed in the abovereferenced policy as follows:

Credential or Licensure Requirement:

The technology industry is highly driven by credentials that demonstrate proficiency and expertise. The Bachelor of Science in Computer Science degree offered by Boise State University requires a specific sequence of courses that provide the specialized knowledge for graduates to qualify for software engineering jobs. Accreditation of the degree (see next section) ensures the credential of a BS

in Computer Science from BSU has the necessary rigor, quality, and relevance needed by industry.

Essentially, the credential of a BS in Computer Science is a requirement to become a software engineer. There are exceptions: because due to a shortage in the number of CS graduates relative to the demand, in some instances companies may fill software engineering positions with outstanding candidates who do not have a CS degree but who have acquired the same broad set of skills and knowledge through substantial prior work experience. However, there are few individuals with that depth of work experience, and it is only with the credential of a BS in Computer Science that a new college graduate will be hired as a software engineer.

Accreditation Requirement:

CS is accredited by the Computing Accreditation Commission of Accreditation Board for Engineering and Technology, Inc. (ABET), which is the primary accreditation board for Engineering and Computer Science programs.

Extraordinary Program Costs:

The CS program commands some of the highest faculty salaries at Boise State University. The University must pay competitively to ensure students receive instruction from high quality faculty who are current in their field.

Average Salaries				
	Computer Science	Boise State University		
Assistant Professor	\$97,847	\$74,073		
Associate Professor	\$109,570	\$82,152		
Professor	\$128,708	\$101,176		

In addition, CS students need hands-on experience with the latest technology in order to ensure they are prepared to enter the workforce. Maintaining current technology is expensive due to short life cycles and the high costs of some equipment and software. For example, it will cost upwards of \$100K just this year to replace the computing infrastructure that supports various classes and hosts several specific software programs needed for instruction.

CS is a very demanding discipline. To help with retention, BSU employs numerous lab and learning assistants. As a result, retention in the first two years of the program has increased from 50 percent to 85 percent, which has resulted in the number of graduates quadrupling over the last five years. Last year, BSU spent approximately \$55,000 on assistants and \$105,000 on equipment. To keep growing, CS will need to invest in increasing the number of assistants and purchasing additional equipment.

IMPACT

There were 4,669 upper division CS credits for 2020-21 which would have resulted in \$163,415 in revenues from the professional fee. These revenues would have been offset by \$36,509 in lost course fee revenue from the discontinuation of course fees for upper division courses. The net investment available from the establishment of a professional fee would have been \$126,906. BSU anticipates a similar impact going forward, if the professional fee is approved.

BSU has decided to implement these professional fees for upper division courses only. This ensures that only those students who are most likely to graduate with a CS degree will be charged the fee, resulting in a positive return on investment for these students. In addition, students who reach their junior year have access to more scholarships and financial aid to help offset higher program costs. Over the last four years, CS has awarded more than \$500,000 in scholarships to BSU students. Finally, most of these students are already in highly paid internships/jobs in the tech industry during their junior and senior years.

The additional cost to an individual student would be approximately \$910 during their time at BSU.

Professional fees will also be used to support student success and enhance the quality of our students' education in various ways. Professional fees will continue to support lab assistants and learning assistants but now we will be able to provide more resources in more courses. The fees will also supplement professional advising -- another important factor in the retention of students.

The additional funds will also help students by providing greater access to the latest technology and technology experts. We would be able to bring in industry experts for specialized courses to enhance student preparation for industry. Without these funds, access to the latest technology will be curtailed, updates to existing technology will be limited, and students will find their career options more limited and starting salaries lower.

ATTACHMENTS

Attachment 1 – Letter of Support, Kount Attachment 2 – Letter of Support, ITC

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.R, revised in April 2021, delineates several standards that a program must meet in order to the Board to grant a Professional Program Fee. The Computer Science program meets each of those standards as delineated above, and has made a compelling case for the extraordinary program costs connected to the delivery of this high-cost BS in Computer Science. BSU's plan to implement these fees for upper division courses while cutting lower-division fees focuses implementation on students who are likely to graduate will be assessed the fee. Staff recommends approval.

BOARD ACTION

I move to approve Boise State University's request to establish a computer science professional fee set forth herein.

Moved by _____ Seconded by _____ Carried Yes _____ No ____



Idaho State Board of Education

Dear members of the board:

I serve as the Vice President & Senior Technology Leader for Kount, a Equifax company, as well as the chair of the Industry Advisory Board for the Department of Computer Science. On behalf of the members of the board, I am writing to support the proposal from Boise State University to add professional fees for juniors and seniors in the Bachelors of Computer Science (CS) program and drop specific course fees for upper division CS courses.

The demand for CS graduates has been a long-standing issue for Idaho's booming tech industry. The CS graduates at Boise State University command the highest starting pay for any major, an average of \$76K (as reported by the US Department of Education's College Scorecard website). More importantly, around 90% of their CS graduates stay in Idaho. We currently hire Boise State graduates in computer science at 80K per year.

The Computer Science department has come a long way over the last several years to satisfy the needs of Idaho's industry. They have more than quadrupled the number of graduates. The retention in the first year has jumped from 50% to around 85%. An important strategy in improving the retention rate has been the use of learning assistants and lab assistants. These are peer students who are trained specifically to help students and supplement the education the students get from the faculty.

Currently, the department uses course fees on specific courses to hire lab assistants and learning assistants. The problem though is that they can only use the money generated from a specific course for that specific course, which leads to uneven support in courses.

With professional fees, CS majors would pay \$35/credit hour for all upper division CS courses and the course fees for upper division courses will be dropped (for all majors). This would give the department one pot of money that can be used more uniformly to support students. This would increase the fees students are paying by around \$600 total in the last two years.

Computer science graduates are the most in demand and one of the highest paid professionals and require specialized training that is very demanding. Approving the professionals' fees will help retain more students and produce more qualified graduates to fuel our economy. This is critical for Equifax, they want to make Boise a center of excellence. This will require hiring another 100 engineers in the next 2 years. We must have a strong pipeline of students graduating from the University.

Sincerely,

Jim Gasaway Vice President & Senior Technology Leader Kount, an Equifax company

Identity Trust Global Network™



April 28th, 2021

Dear members of the Idaho State Board of Education:

I serve as CEO of Idaho Technology Council (ITC). The mission of the Idaho Technology Council is to help companies in Idaho start, grow, and thrive. Through the leadership of this private sector, the ITC brings together industry, education, research, investment, and government throughout the state to grow an innovative ecosystem in Idaho.

On behalf of the members of the ITC, I am writing to support the proposal from Boise State University to add professional fees for juniors and seniors in the Bachelors of Computer Science program and drop specific course fees for upper division CS courses.

The demand for CS graduates has been a long standing issue for Idaho's booming tech industry. The CS graduates at Boise State University command the highest starting pay for any major, an average of \$76K (as reported by the US Department of Education's College Scorecard website). More importantly, around 90% of their CS graduates stay in Idaho.

The Computer Science department has more than quadrupled the number of graduates in the last seven years. The retention in the first year has jumped from 50% to around 85%. An important strategy in improving the retention rate has been the use of learning assistants and lab assistants, which are currently hired using course fees on specific courses. Using professional fees instead would provide the department one pot of money that can be used more uniformly to support students.

With professional fees, CS majors would pay \$35/credit hour for all upper division CS courses and the course fees for upper division courses will be dropped (for all majors). This would increase the fees students are paying by around \$600 total in the last two years, which is reasonable given what CS students receive.

Approving the professional fees will help retain more students and produce more qualified CS graduates to fuel our economy. Increasing the quality and quantity of computing professionals has been a long-standing goal of ITC and this is one more step in the right direction.

Sincerely,

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Jay Larsen Founder & CEO Idaho Technology Council <u>jllarsen@idahotechcouncil.org</u> 208-608-0211

SUBJECT

Statewide Financial Aid Consortium Agreement

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

When students take courses at multiple public institutions, consortium agreements allow students to protect or even increase their financial aid eligibility. Under these agreements, a student's home institution will recognize any relevant credits taken at host/teaching institutions when calculating financial aid. Without these agreements in place, a student takes classes from multiple institutions at their own financial and administrative peril. As of the beginning of 2021, two dozen different consortium agreements were in place between Idaho's public institutions. This spring, in response to the implementation of Online Idaho, financial aid directors across the state worked together to consolidate existing agreements into a single statewide financial aid consortium agreement. This work aligned agreements between all eight institutions, and extended consistent expectations and administrative processes to all undergraduate students in Idaho.

IMPACT

The statewide financial aid consortium agreement will protect students' financial aid eligibility as they take courses from various institutions, particularly in the context of Online Idaho. Students' home institutions will be better able to recognize relevant credits taken at another institution within the agreement when calculating financial aid eligibility. This statewide agreement is a critical step in ensuring a successful implementation of a truly statewide digital campus.

ATTACHMENTS

Attachment 1 – Statewide Financial Aid Consortium Agreement Attachment 2 – Statewide Financial Aid Consortium Agreement Student Form

STAFF COMMENTS AND RECOMMENDATIONS

This effort represents the development of a new administrative system that will materially affect the administrative operations of all eight higher education institutions. Per Board Policy V.I.3.b, such developments must "be reviewed with the Executive Director before beginning development" but do not require full Board approval. The Executive Director supports this effort.

The development of a statewide financial aid consortium agreement is a good example of system-like behavior in Idaho's public higher education institutions. Its development by relevant stakeholders further signals that Online Idaho has become a catalyst for cross-institutional collaboration.

BOARD ACTION

This agenda item is for informational purposes only.

Statewide MOU for Processing Consortium Agreements for Financial Aid

Idaho colleges and universities in that are fully accredited and eligible to participate in the federal Title IV and State of Idaho financial aid programs hereby enter into formal agreement whereby any student who is matriculated and enrolled, or accepted for enrollment, may register for academic credit with any other eligible Idaho college or university and have the combined credits considered for financial aid, providing that the courses are applicable and transferable to the student's academic program or degree. Consortium agreements are processed on a student by student basis for the purposes of federal financial aid.

By signing this agreement, responsible parties at each institution agree to the procedures below to guide the method by which consortium agreements are processed.

Identifying consortium students:

The student will self-identify by submitting a completed Consortium Agreement.

Identifying the HOME Institution:

To consider an institution the HOME Institution, the student:

- Must be degree-seeking at that institution.
- Must be enrolled in at least 3 credits at that institution.
- Must submit a FAFSA and all requested documents to that institution.
- Must meet Satisfactory Academic Progress (SAP) criteria at that institution.

In addition to meeting the above criteria, the following restrictions apply:

- Remedial and developmental classes, as well as classes taken for audit or for no academic credit, cannot be included in a consortium agreement.
- Courses taken at the HOST Institution must be pre-approved by a college official at the HOME Institution.

If the student initiates a consortium agreement, the student may choose their HOME Institution, as long as the above criteria are met.

Disbursement of Aid:

The HOME Institution will award federal aid based on the approved combined credits at all institutions. Aid will disburse to the student's account at the HOME Institution and the student will be responsible for paying charges at the HOST Institution by the HOST Institution's payment deadline.

Data Exchange:

Financial Aid Offices at each institution will exchange data to identify and prevent potential dualdisbursements of aid to students enrolled in courses at both institutions.

If a student is enrolled at both institutions, aid has been released at both institutions, and the student has not initiated a consortium agreement, the institution where the student is enrolled in the least

number of credits will remove the aid from the student's account and the student will be responsible to return the funds received from that institution.

Enrollment data will be exchanged between institutions on the 10th day after the start of the semester for the HOME Institution, and again at the end of the semester. Data exchanged should include the following fields:

Reporting School SSN (format=123456789, no dashes) Last name First name Middle initial DOB (format=ccyymmdd) Semester start date (format=ccyymmdd) Semester end date (format=ccyymmdd) Total credits currently enrolled (Excluding "W" and "AU") Course code Course description, if requested by the HOME Institution Course credits Course start date (format=ccyymmdd) Course end date (format=ccyymmdd) Course end date (format=ccyymmdd) Course grade (leave blank if work in progress, include "W", "I", and "F", and exclude "AU")

The student MUST request at the end of the semester that credits be transferred from the HOST Institution to the HOME Institution.

Complete Withdrawals:

In the event a student initiates a complete withdrawal from the HOST Institution, the institution must report the withdrawal to the HOME Institution so they can determine if a return of Title IV funds calculation should be done. If the student completely withdraws from both institutions, the HOME Institution will complete the return of Title IV funds calculation and will return the funds required to comply with federal regulations.

Each institution will share any necessary information, including dates of attendance and tuition and fee charges, to be used in the R2T4 calculation.

Other:

The Satisfactory Academic Progress policy of the HOME Institution will be used to calculate the student's compliance with SAP standards.

Enrollment reporting to NSLDS (or through the Clearinghouse) will be reported by the HOME Institution. The HOST Institution will suppress reporting of credits during the duration of the consortium agreement.

Approval:

The signatures below indicate agreement to process consortium agreements in accordance with the above guidelines.

Financial Aid Director Boise State University	Date	Financial Aid Director College of Eastern Idaho	Date
Financial Aid Director College of Southern Idaho	Date	Financial Aid Director College of Western Idaho	Date
Financial Aid Director Idaho State University	Date	Financial Aid Director Lewis-Clark State College	Date
Financial Aid Director North Idaho College	Date	Financial Aid Director University of Idaho	Date



STUDENT INFORMATION

CONSORTIUM AGREEMENT

A consortium agreement is an agreement between two colleges/universities to consider credits taken at both institutions in determining federal financial aid eligibility. The Home Institution is the degree-granting institution that will administer financial aid. The Host Institution is the institution where the student is registered in additional credits. In order to receive federal financial aid for credits taken at both institutions, you must complete this form and return it to the Financial Aid Office at your Home Institution.

LAST NAME	FIRST NAME	LAST 4 DIGITS OF SSN	() PHONE NUMBER		
EMAIL ADDRESS	N INFORMATION	HOME INSTITUTION STUDENT ID	HOST INSTITUTION STUDENT ID		
Home Institution:					
• •	mark one) [] FALL 20 form is the 10 th day of the fall or spring .	[] SPRING 20 semester, or the 5 th day of the summer seme	[] SUMMER 20 ester, at your Home Institution.		
Degree/Certificate:			Expected graduation date:		

STUDENT CERTIFICATION

By signing this agreement, I understand that:

- I must complete the financial aid application process at my Home Institution, including submitting all other documentation and other information requested before this consortium can be approved.
- The Home Institution and Host Institution have different deadlines, census dates, policies, and procedures, and it is my responsibility to know and meet those deadlines and abide by each institution's respective policies and procedures.
- I agree to allow both institutions indicated on this form to share information regarding my registration, transcripts, and financial aid.
- I must be enrolled in at least three (3) credits at my Home Institution to be eligible to participate in this consortium.
- Courses taken at my Host Institution must apply to my degree/certificate program at my Home Institution.
- A consortium agreement may be used for a degree program up to and including a first bachelor's degree. I am not eligible for this agreement if I have already received a bachelor's degree.
- I must immediately inform the Financial Aid Office at my Home Institution of any enrollment changes at my Host Institution. Any changes made could impact the amount of financial aid received and may result in a reduction of previously disbursed financial aid. I am responsible to repay any balance due that is created by enrollment changes. If I drop all of my courses or completely withdraw, I may be required to repay financial aid to both institutions.
- I am only eligible to receive federal financial aid from my Home Institution. My full financial aid amount will be disbursed to my student account at my Home Institution and I must pay my tuition and fees at my Host Institution by their payment deadline.
- I must notify my Home Institution of any other financial assistance (scholarships, waivers, etc.) I am receiving from my Host Institution.
- Satisfactory Academic Progress standards at my Home Institution will be used when determining my initial and continued eligibility for federal financial aid and I must be in good academic standing to participate in a consortium agreement.
- This consortium agreement will terminate upon the conclusion of the enrollment period listed on this form, and that I will need to negotiate a new agreement for each enrollment period at the Host Institution.

STUDENT SIGNATURE

DATE

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COURSE INFORMATION – Student must complete with their Academic Official at Home Institution

Host Institution: ___

List course(s) to be taken at Host Institution. Include subject and course number.

Remedial and developmental courses or courses taken for audit cannot be approved for a consortium agreement. Courses that have been repeated are evaluated for eligibility and may not be approved.

Course at Host Institution	Credits	Start Date	End Date	Equivalent Course at Home Institution	Repeat course: Y/N Date and final grade

I have reviewed the course of study for this student and confirm that the Host Institution courses listed are required, acceptable for transfer, and will be applied toward the student's degree or certificate.

HOME ACADEMIC OFFICIAL PRINTED NAME	ADEMIC OFFICIAL PRINTED NAME HOME ACADEMIC OFFICIAL SIGNATURE DATE			() PHONE NUMBER	
FINANCIAL AID OFFICE USE ONLY - Host	Institution must complete				
Is the student receiving Title IV financial a	aid through your institution for the enrollme	nt period indicated?	[]YES	[]NO	
Is the student currently registered for the	e courses listed in the Course Information sec	tion?	[] YES	[]NO	
Total cost of courses: \$					
I certify that the information provided above is	accurate.				
			()	-	
HOST FINANCIAL AID REPRESENTATIVE PRINTED NAME	HOST FINANCIAL AID REPRESENTATIVE SIGNATURE	DATE	PHONE NUMBE	R	
FINANCIAL AID OFFICE USE ONLY - Hom	e Institution must complete				
The Home Institution agrees to pay Title IV fina	ancial aid based on the information provided in this	s consortium agreement	t.		

HOME FINANCIAL AID REPRESENTATIVE PRINTED NAME

HOME FINANCIAL AID REPRESENTATIVE SIGNATURE

(_____) _____-PHONE NUMBER

DATE